Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 15 January 2020**
Paper No.	**SSEC2-L**
Agenda Item	**6.3**
Subject of Paper	**Centre of Professional and Technical Education (CoPTE) Update**
FOISA Status	**Disclosable**
Primary Contact	**Tom Duff**
Date of Production	**7January 2020**
Action	**For Noting**

1.   Recommendations

1.1 The Committee is asked to note that 'Libraries and Learning Technologies' is now part of the Centre of Professional and Technical Education (CoPTE)

A new Associate Director, Tom Duff, has joined the College to lead the development of CoPTE.

2.   Purpose of report

This report provides an update to the Students, Staff and Equalities Committee on the recent and ongoing achievements and future activity of the Centre of Professional and Technical Education (CoPTE)

3.   Context

3.1   The Centre of Professional and Technical Education (CoPTE) is a mainly staff facing cross College resource comprising Library Services, Learning Technologies and Digital Learning, responsible for driving and supporting the development of pedagogy and use of learning technology, managing and promoting access to a broad range of resources, and developing the digital and information literacy skills of staff and students. The Centre sets out to develop a technical and professional educational model to upskill college staff and empower them to enquire, reflect and be better able to select learning models that engage students in active lifelong learning.

3.2   The Centre plays an integral part in the College's digital transformation strategy and contributes to number of government, national, and local agendas around digital skills, inclusion, and widening access. (SG, SDS, NMIS, Jisc).

3.3   The teams within CoPTE have an increasingly pivotal role in delivering key elements of the College enhancement plan.

CoPTE:

- Provide relevant training to teaching staff to develop classroom practice to fully utilise blended learning approaches through the virtual learning environment and associated applications.

  Impact - to enhance delivery and to engage students within the classroom in active personalised learning, to promote retention and attainment.

- Develop communities of practice to share pedagogical practice which further enhances learning and teaching.

  Impact - to ensure that teaching staff reflect on classroom practice and broaden their range of teaching styles.

- Embed digital literacy in delivery within all curriculum areas through a range of innovative pedagogies, appropriate technology and learning spaces

  Impact - to promote 'active' student engagement in lessons and to ensure that students have the skills required for further study and the world of work.

- Explore teaching approaches in some more traditional subject areas, where alternative delivery methods in personalised learning may better meet the needs of the learners.

  Impact - to enhance practice and pedagogy to promote resilient and independent lifelong learners

3.4 CoPTE also leads on embedding innovative practices through involvement in collaborative projects with partnership organisations, and by evaluating and sharing information on emerging technologies. (conferences, R&D, Educational Technology Events).

3.5 The Centre provides a range of opportunities for staff to engage with pedagogic scholarship through Journal Club, Teaching Fellow activity and CoPTE led events across the session.

   CoPTE supports:

   - Awareness of new developments in pedagogic practice and research, and using them to inform our own learning, teaching and assessment approaches

   - Evidence-led practice to engage the experience of our learners

   - Promoting and guiding scholarly activities that contribute to the development of innovative pedagogic practice.

   We offer:

   - Advice for colleagues who are interested in becoming involved in pedagogic research scholarship, including guidance on undertaking interactive rich media course design

   - Guidance in producing internal good practice and peer-reviewed publications for education-related journals

   - Training in the use of newly, installed College learning areas: Fujitsu Lab; 'Sticky Campus' for colleagues undertaking 'active' collaborative learning approaches

   - Support for a number of professional development/ accreditation routes
     - Alignment with GTCS/AdvanceHE Professional Standards
     - PDA/TQFE

4.   Impact and implications

Learning technology

4.1 Learning technologist skills are in demand and we have developed a team with an extensive skills base by working with HR to enhance our staff retention rates. We lose staff to learning technology initiatives in neighbouring universities and in some cases to teaching posts in this and other Colleges. This area requires continued investment to ensure we retain the digital skills mix to support digital transformation.

4.2 Over this reporting period we:

- aligned our operational plan to the needs of internal audit;
- appointed an Associate Director of CoPTE to lead the development of CoPTE activities;
- delivered a refreshed and upgraded Moodle VLE in collaboration with the IT team and introduced a number of system improvements suggested by academic staff and learners;
- developed a draft business case for moving to a 'cloud' hosted virtual learning environment, rather than the current locally hosted solution. This in line with developments across Scotland and the Glasgow Region. We expect to move this business case forward in early 2020;
- provided ongoing technical support and advice for the Taught Degree Awarding Project (tDAP);
- refreshed the training programmes available to all staff around our core platforms (Moodle, Turnitin, Mahara, One File, Clickview and Microsoft Teams) and aligned these to professional standards for lecturers (GTCS / Advance HE) and the Jisc Digital Capabilities Framework;
- supported additional cross college training to support the roll out Microsoft Outlook and Teams;
- introduced a new video delivery and hosting platform ClickView;
- appointed as one of a select number of UK FE institutions with a unique Google Education Domain and qualified Google Education Trainers;
- Secured and managed the roll out of the Jisc Digital Capabilities Survey;
- Bid for and won a Fujitsu Digital Hub, which will provide base for future digital transformation initiatives and in the coming session we will be the first Scottish College to host the Jisc "Sticky Campus" Roadshow;
- Hosted the Scottish Association of Learning Technology Conference at the College and presented at Galway and Edinburgh Universities on work of the team and the College on a range of the projects where we won external funding.

4.3 The Centre was awarded around £150K of external funding for a range of programmes: Many of these projects are gaining Scottish, UK and international recognition.

- £60K to develop an innovative platform and deliver skills sessions around digital learning for the National Manufacturing Institute of Scotland (Nov18-Jan20) funding SDS.
- £40K (part of bigger 120K) University for Industry (UFI) funded project to

- explore e-portfolios, digital certification and blockchain (Aug18-June19)
- £40K UFI scoping project to develop app for supporting adult literacies (Nov18- Nov19)

- We leveraged £5K from Google in the form of credits towards Google Educator Level 1 and 2 certification (June18 – June19) resulting in the College having qualified Google Education Trainers.
- In addition, we secured a Fujitsu Learning Hub that will deliver around £25K of assets 'in kind' to the College. This, to be established in February 2020 to provide a platform for 'digital literacy' development for staff and students.

Delivery

4.4 In-house support includes support for the Learning Technology helpdesk and a dedicated learning technologist in each Faculty. In addition, the team offers support to all professional staff areas. Over 700 staff accessed our support in the current reporting period via (workshops, one to ones, training events, 'teachmeets' and online courses). We supported the development of the organisational development portal and related materials and student services portal on Moodle VLE (student induction materials).

4.5 The team continues to support staff skills around blended learning through Moodle, Mahara, Turnitin, Lab in a Box and a range of innovative digital tools to support new modes of digital learning.

Moodle

4.6 Moodle is the College's Virtual Learning Environment (VLE) and has been continually developed, year on year, into a portal for all our student-facing systems. Usage and satisfaction rates among learners have grown year on year.

4.7 There has been a number of issues around continuity of service, capacity, and reliability which learning technology and IT staff have worked together to resolve. We know though that to support demand both for mobile learning and to provide a more reliable platform we need to look to a cloud based solution.

4.8 While we improved the reliability of the service through our upgrade work we discovered that the reporting system had effectively been damaged by some upgrade work in the autumn of 2017. We know through the student survey that students still report a high satisfaction rate with this service and we are currently working with IT to rebuild the collation of metrics for this system. In the current session we are getting all curriculum areas to map their courses to their curriculum areas. This will both improve reporting and allow us to further tidy up the system in preparation for any move to a new system.

We continue to review this landscape with our IT colleagues, College staff and learners, for ways that we can improve the VLE platform and the available alternative systems.

Library Services

4.9 We offer library services at both College campuses. Our library services provide a range of learning environments that support variances of learning styles from silent and quiet areas to spaces that afford students opportunities for active and collaborative learning.

4.10 The library offers a comprehensive range of physical resources including books, journals and DVDs. All resources are catalogued in-house adhering to international bibliographic standards that allow all library users to identify resources that meet their needs. Library staff provide advice and guidance on how to find, access and use these resources effectively. Additionally, we provide space for quiet and group study, access to PCs, Macs and laptops, printing, photocopying, scanning and a self-issue service to enable self-service operational hours.

4.11 The library offers a wide range of digital resources to support students and staff with learning and teaching activities. The library manages access both at college and remotely to over 4,000 eBooks , 40 internationally renowned subject specific and general knowledge collections, such as the Vogue Archive, Oxford Journals and Box of Broadcasts. Our digital collections give access to a rich range of resources from including, eBooks, journal articles and images, all licensed for educational use.

4.12 Koha is our open source library management system, managing access to all our collections and transactions. The Help Desk at CoGC provides front line support and library systems development expertise for all three Glasgow Colleges [9 Libraries].

4.13 Initiatives in this reporting period include:

- We work with Edinburgh College and the Copyright Licensing Authority (CLA) to investigate the value of the Education License within tertiary education. This two-year project has generated substantial savings for the College.

- We continue to offer extended opening hours at both library campuses. We extended this further to Saturday mornings at City Campus during the exam period, April-June.

- Industry standard self-service loan facilities in the library allow learners to self-issue library resources. We are automating our laptop borrowing service at City Campus with plans to extend to Riverside in the future.

- We curate the range of digital resources available to learners and staff with a broad spectrum of input from our information professionals, subject knowledge, and customer driven acquisition and staff recommendation.

- The library has invested in Cite them Right (CTR). CTR supports staff and

students with referencing and citation knowledge development. Staff and students can access from anywhere using their College network username and password.

- The library team has invested in the use of analytical software to embed a culture of service design development, using quantitative evidence to justify qualitative decision making. Key library metrics are now reported monthly and annually via the College dashboard.

- The Library team has moved to a digital first policy for all library subject guides. The team has created over 100 digital guides to resources and collections both internal and external to the library for students and staff. This includes a guide for staff engaged in TQFE. There is a new guide covering library services for staff.

- The team has also created generic guides covering topics such as copyright, study skills and referencing for learners.

Other Projects

4.14 The library service is refreshing the library website to ensure streamlined access to library resources.

4.15 The library service has initiated a partnership with the University of Strathclyde Information Services Faculty to host MSc Library and Information students during work placements.

4.16 The library service gained the Bronze Award from The Reading Agency in 2019 for the number of successful completions of the Reading Ahead initiative.

4.17 The library team is bidding for funding to investigate and develop transitional information literacy and library confidence for school students and to create a network to support the transition from school to college with outreach programmes and content that will aid and support students in their journey to college and beyond.

4.18 The library team is bidding for funding to investigate and develop pastoral activities within the information landscape that will support health and wellbeing, and create spaces for our students and staff that embrace the pursuit of reading for pleasure and mental health.

4.19 The library team is at final testing stage with automating overdue and reminder texts for students.

4.20 The library team has led on building relationships with both Wikipedia and Creative Commons, two global organisations. The College continue to host workshops on behalf of these organisations and we have some staff trained to deliver support on their behalf.

The Future

CoPTE will continue to contribute to the College development plans and, in particular, deliver on a number of transformative initiatives:

- **Development** will be underpinned by excellence in digital capabilities and will support increased online delivery and the development of advanced technological skills, based around 12 established principles and sound learning design. The teams will provide comprehensive support for all staff and specific programmes to support the new professional standards for academic staff, including a refreshed TQFE offering, while continuing to explore the deployment of a new cloud based VLE platform.

- **The Student Experience Strategy:** We will support the development of the physical and online learning environment, and aspects reliant on digital capabilities and access to technology. We will support staff in delivering a new digital literacy standard to all students.

MyCity Active Users

	August	September	October	November	December	January	February	March	April	May	June	July
2019-20	58,154	165,965	155,233	160,229								
2018-19	60,225	167,684	164.029	153,936	106,336	137,614	130,911	133,722	79,695	122,524	78,943	17,952
2017-18	50,188	159,152	148,782	153,150	105,489	142,523	149,755	155,144	97,189	136,762	81,525	16,022
2016-17	No Data	No Data	61,487	180,605	112,171	142,385	152,199	175,033	78,073	119,862	92,214	15,887
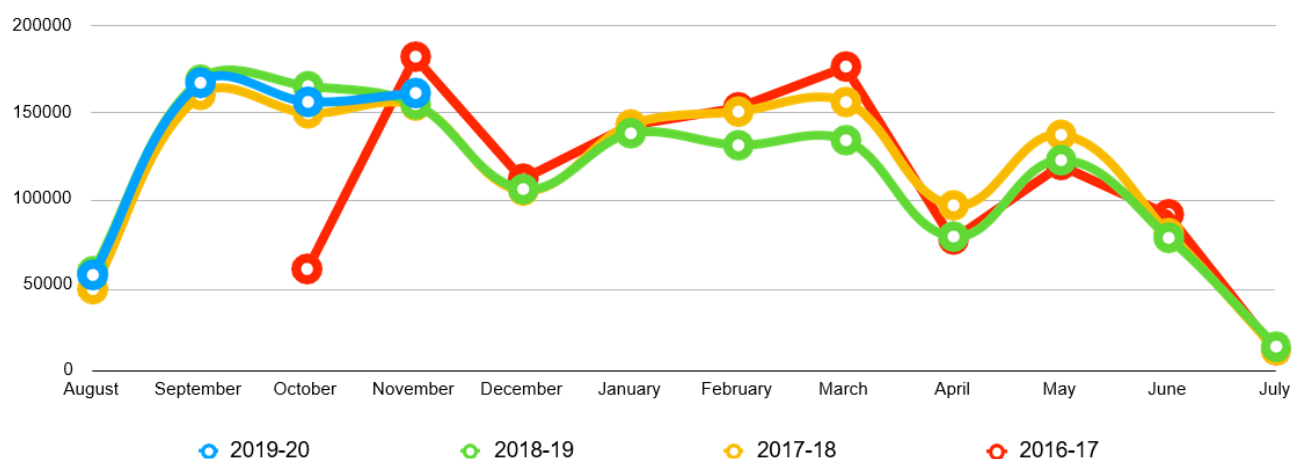
Moodle Logins

	August	September	October	November	December	January	February	March	April	May	June	July
2019-20	21219	266508	178935	233623								
2018-19	0	0	22613	240504	150505	233775	190791	202870	126,103	191,570	138,621	20,557
2017-18	43075	191330	164930	187214	112839	158389	165414	168815	106824	161869	15797	0
2016-17	31929	180288	158540	208971	119511	151716	184753	201716	94581	153095	126572	13578
2015-16	15680	156334	165150	194227	144883	195008	199140	216917	121734	175018	146619	14297
2014-15	56634	169347	173640	182672	144030	215919	207030	244328	131476	180061	114965	9964
2013-14	20727	75463	88181	106614	74355	108772	108313	125934	66871	103159	75294	13763
2012-13	8902	39915	37103	45017	31301	43939	52044	50710	32533	54163	38739	8791