Board of Management

Learning & Teaching Committee

Date of Meeting	**Tuesday 28 April 2020**
Paper No.	**LTC3-E**
Agenda Item	**4.4**
Subject of Paper	**Student Experience Strategy Refresh**
FOISA Status	**Disclosable**
Primary Contact	**Dr Claire Carney**
Date of production	**April 2020**
Action	**Discuss and Agree**

1. Recommendations

The committee is invited to discuss early draft of Student Experience Strategy refresh and agree on the general approach.

2.   Purpose of report

The purpose of the report is to provide the committee with some early thinking about the refresh of the Student Experience Strategy before going to wider consultation. The aim is to have a refreshed strategy in time for the beginning of the academic year 2020.

3.   Context

The City of Glasgow College Board has agreed to refresh the current Strategic Plan (2017 - 2025) with a delivery plan for beginning of Academic year 2020. In turn, each of the supporting strategies: Student Experience; People and Culture; Corporate Development; Systems Integration and Sustainability are each being refreshed.

It is very clear that given the current Covid-19 pandemic, the uncertainties it poses around the student experience (social distancing), delivery of Learning and Teaching and the challenges and opportunities posed for the current and future workforce that the refresh is critical for setting direction of travel to ensure accessibility and ultimately viability. The Cumberford - Little report also provides useful direction:

- ○ *Are we sufficiently aligned with the proposed purposes of a 21st C college?*
    - ▪ boosting business productivity in core economic sectors?
    - ▪ delivering transformative technological and professional education, from pre-employment to accelerated college degrees;
    - ▪ building resilience in our community, helping people become and remain economically active; connected to other learning partners (schools, universities, community provision, apprenticeship providers).

The Student Experience Strategy (SES) was developed in 2017 with the primary aim to deliver on the College's Strategic Priorities 1 and 2:
- To be an inspirational place of learning
- To enable individuals to excel and realise their full potential.

The '*vehicles for delivering the objectives'* of this strategy are City Learning 4.0 and Industry Academies.

The SES identified 8 Objectives and 45 sub objectives and a number of achievements have been identified since the inception of the strategy. **(See Annex 1)**

A suggested way forward: An initial working document has been developed with key questions, potential approaches, and a consultation plan (albeit that it will now all be completed by digital means). (**See Annex 2**). Commentary and suggestions are welcome on the approach.

From initial discussions and investigations it is suggested that whilst each of the objectives is laudable, there are perhaps too many and considerable overlap between objectives. There is also a 'disjoint' between City Learning 4.0 and Aim 1 of the Strategy 'Excellent and Innovative Learning and Teaching'. Therefore, a key aim of this refresh is to coalesce the Learning and Teaching aspect (City Learning) into the Student Experience Strategy making it more streamlined and therefore memorable and measurable for students and staff. As a result it is proposed to rename the strategy to the **Student Experience and Academic Strategy**.

A first approach has been to 'collapse' the 8 key aims above into 3 key areas: City Student; City Learning and Teaching and the City Student Journey. (NB Titles to be decided).

1. **The City Student:** Who is the CofGC student? What attributes/skills will they have achieved during their time at College? What can employers expect? Can Students articulate them? How can we implement them across the curriculum?

2. **City Learning and Teaching:** The CofGC Learning and Teaching model, built upon 3 key Principles (see below) and concentrates on Curriculum (Portfolio and Delivery) and Staff (Capability and skills) where digital learning is central but where pedagogy drives technology and focus is on staff development and recognition

    Encompasses the following aims: 1. Excellent and Innovative Learning and Teaching; 3. People/Staff development; 4. Learning Environment 5. Engagement and Improvement

3. **City Student Journey:** from Application to Graduation, access and access, inclusion and wellbeing, Retention and Learner Analytics and the Student Association Encompasses the following aims: 6 Access, Inclusion and Well being 7. The Student Journey 8. Student Enrichment (could also be in the City Student)

Student Experience and Academic Strategy

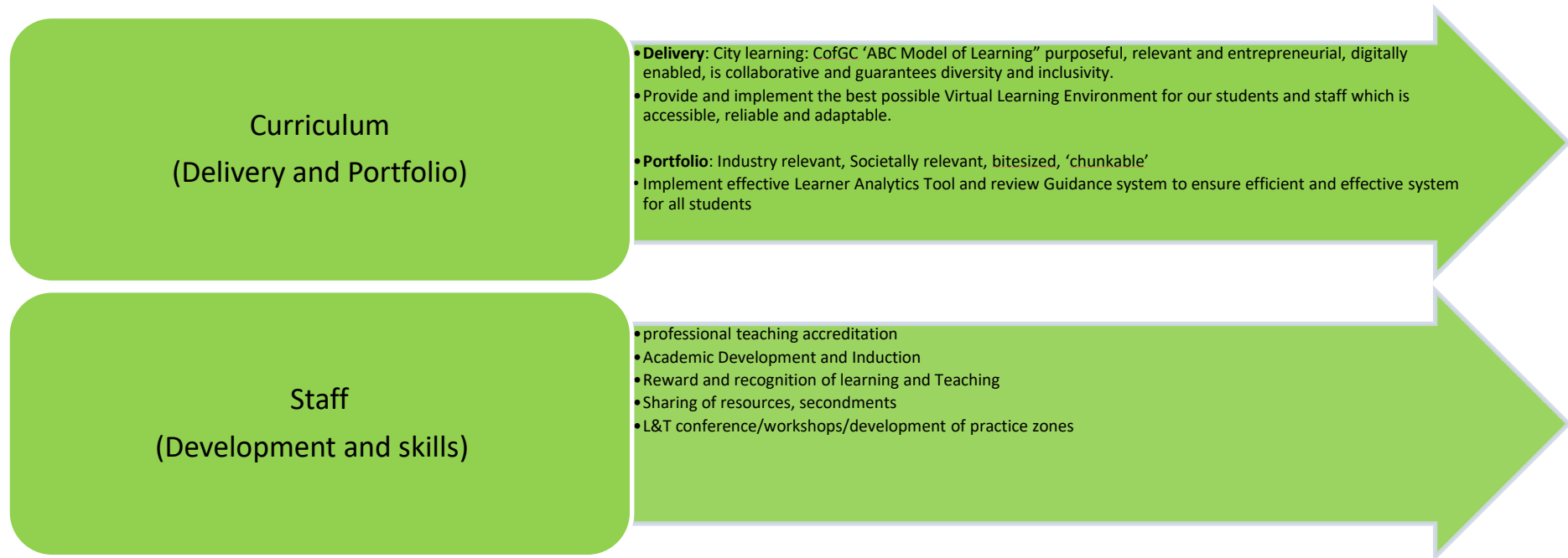**City Learner**

City L&T

City Student Journey
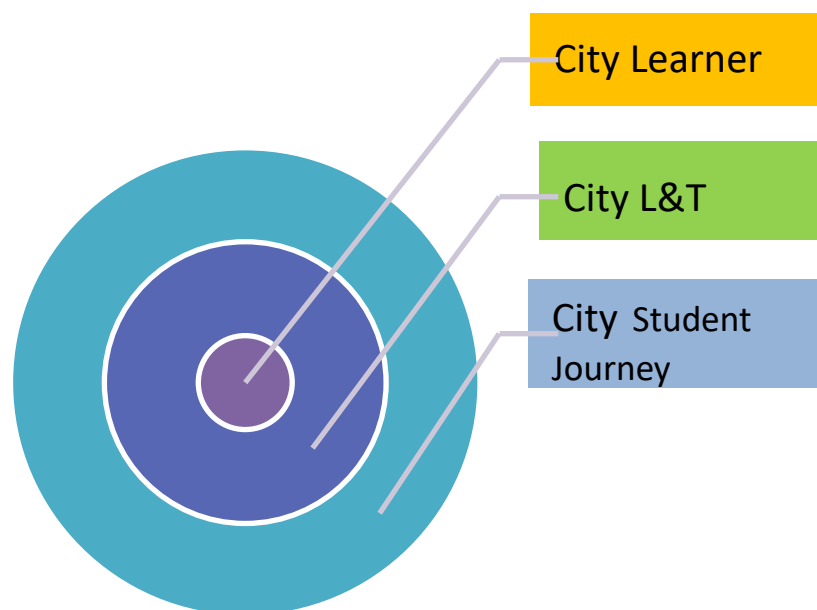
The City Student :

It is proposed that this key element is the driver of all activity i.e. by defining who our students are and what we expect them to achieve and contribute defines the Learning and Teaching environment and student Journey we create. The student association will be a key contributor to this aspect of the model.

City Learning and Teaching:

It is proposed that the City Learning and Teaching element of the strategy is underpinned by key principles: Active; Blended and Connected & Collaborative but that the strategy in itself is developed around Curriculum (Delivery and Portfolio) and Staff (Development and Skills).

Clearly this aspect will be fully developed over the coming months and the Learning and Teaching Academy and Faculty will have a key role with its development.

Curriculum (Delivery and Portfolio)

- **Delivery**: City learning: CofGC 'ABC Model of Learning" purposeful, relevant and entrepreneurial, digitally enabled, is collaborative and guarantees diversity and inclusivity.
- Provide and implement the best possible Virtual Learning Environment for our students and staff which is accessible, reliable and adaptable.

- **Portfolio**: Industry relevant, Societally relevant, bitesized, 'chunkable'
- Implement effective Learner Analytics Tool and review Guidance system to ensure efficient and effective system for all students

Staff (Development and skills)

- professional teaching accreditation
- Academic Development and Induction
- Reward and recognition of learning and Teaching
- Sharing of resources, secondments
- L&T conference/workshops/development of practice zones

ACTIVE

- Learning focusses on the application of knowledge, skills and wider competencies where Project and problem based learning strategies are utilised.

BLENDED

- All Learning and assessment opportunities are '**digital first**' and supported by blended opportnities.
- Systems, technologies and processes are optimised for digital environments.
- Learning experiences are accessible, customisable and personalised and are representative and cognisant of our place in a global society.

CONNECTED &COLLABORATIVE

- Opportunities to work on **collaborative activities across disciplines** are commonplace.
- Contributions from, and engagement with, with **external stakeholders** are embedded in curriculum ensuring courses are fit-for-purpose and **reflective of industry standards**.

City Student Journey:

The Student Engagement Team has already had an initial workshop and work has begun on developing and updating the student journey. An early example of this is shown below:

4.   Impact and implications

It is proposed that the SES refresh should have significant implications for the student experience and academic journey, and this is dependent on gaining ownership of and impetus from staff and students and ensuring SMART targets are in place.

Annex 1: Student Experience Strategy 2017 and associated achievements

8 Aims, 45 subobjectives

	Aim	Achievements
1	**Excellent and Innovative Learning and Teaching** Excellent and innovative learning and teaching with a global presence and international prominence (7 sub objectives) (digital, work based, aca dev, innovative)	Development of City Learning 4.0 Increased Erasmus trips and visits.
2	**Student Empowerment** A strong, effective and engaged SA. (5 sub objectives) (student voice, SA governance)	• Development of digital democracy platform – My Voice (2016/17). Increase from 2 to 3 Vice Presidents plus digital officer (2016/17). • Student Partnership Agreement (SPA) (linked to above). Topics for development in the SPA come from the Student Experience Strategy (SES) (2017).

		• Your voice counts = improving work re improvements t4hrough CIAMS. Focus on low satisfaction courses (25017/18). • Measuring class reps on the dashboard help to increase class7 reps to 96% coverage. • Increased numbers of students voting in elections. • Raft of Awards won by CitySA. (2016 - 2019). • Launch of CitySA website (2019). • Student Mental Health Agreement developed (2019).
3	**People** College staff routinely engage in CPD and reflective practices to support an outstanding student experience (5 sub objectives CPD, digital literacies, sharing and recognising practice)	
4	**Learning Environment** A variety of exceptional Learning and social environments which foster a sense of community among students and staff (8 sub objectives) (state of the art..)	• Extended Library Hours
5	**Engagement and Improvement** A culture of engagement and continuous improvement which facilitates student/staff collaboration and partnership	• Revamped Gateway areas outside Faculties to provide uniform style of welcome desk. Should be staffed by Faculty admin staff. Previously unmanned/inconsistent. (2017).

	(7 sub objectives, partnership working, evidence based, distance travelled	
6	**Access, Inclusion and Well being** An inclusive environment that anticipates and supports students needs through excellent advice, guidance and support (5 sub objectives, guidance, student journey sense of belonging, wellbeing, EDI)	• Student Mental Health and Well Being Strategy – 2017/18 • Review of Learning Support - 2017 • Access and Inclusion Strategy - 2017 • BSL Strategy and Plan (2018) • Corporate Parenting Action Plan () • Healthy Body Healthy Minds 5 Star Award - 2018/19 (Only institution to do so in whole of Scotland including unis).
7	**The Student Journey** Promote a wide range of articulation, progression and career management opportunities to exceed students ambitions (4 sub objectives, progression to HEIS/employers, career advice, job vacancy, enterprise and business skills)	• Times Higher Ed Award for 'Keeping Warm' events now retitled Get Ready for College (2016) • Regional Pathway Agreements – inter college progression – 2017 • Restructure of DYW from Faculty to Student Services – to improve progression. (2018/19) • National and Regional Learner Journey participation – Independent Student Support Review and National/Regional Admissions/Applications Portal Work (Ongoing). • Work via Articulation Hub – Siobhans on this group. • Uni Expo Day in October – All unis on Campus and kicks off start of UCAS.
8	**Student Enrichment** Students embracing opportunities to engage in self actualisation, life-wide learning and a lifetime relationship with the college	• Wide range of student events delivered by John Mather Enterprise Competition (2016) • Building excellence – community partnership work (2017/18) • F and C Competition (2018/19).

(4 sub objectives, excurr/incurr activities, mentorship, cross curr, celebration student success: competitions/graduation)	- Doubled our Societies form 6 in 2016 to currently 11 vibrant and strong. - Pay 3 coach internes and over good recreational and competitive sports with sports dept. - World Skills

Annex 2: Working Document for Refresh of the Student Experience Strategy

POINTERS:
- Incorporation of City Learning 4.0 : Learning, Teaching and Student Engagement Strategy – S
- Visual/memorable (e.g. 3 objectives areas)
- Consultative (students, all staff and key stakeholders)
- Clarity: measurable
- Key things to incorporate Digital learning provision, learning analytics and use of Guidance
- Pedagogy drives technology and focus on staff development and recognition
- Who is the City of Glasgow Graduate 2030 (how would we define them and what skills attributes would we expect of them and in turn, how do we ensure they are developed)
- 'Live' document, linked to faculty plans and strategic plan
- Incorporate of 'purpose/way and values'
- Implementation and communication plans

Key Drivers
- A new model of Tertiary Education
- Cumberford - Little Drivers
  - *Are we sufficiently aligned with the proposed purposes of a 21st C college?*
    - boosting business productivity in core economic sectors?
    - delivering transformative technological and professional education, from pre-employment to accelerated college degrees;
    - building resilience in our community, helping people become and remain economically active;
    - connected to other learning partners (schools, universities, community provision, apprenticeship providers).
- Student Demographic (know our students), learn what they like, when they like, how they like, bite sized chunks, BUT not a homogenous group: mature, international, intersectionality, digital poverty

Measurables
- Student Satisfaction (Student Satisfaction and Engagement Questionnaire)
- Student Success/performance
  - Retention framework (academic/social (build out))
    - Optimisation of Guidance model
  - Learning analytics
- Recruitment

Target Date
Beginning of next Academic Year

Key Questions:
1. **Where are we now?**
   a. Is the current Student Engagement Strategy reflective of that?
   b. What has changed since it was developed?
   c. What have we achieved over the course of the Strategy..? (see below)

2. **Where do we want to get to?**
   a. What will the student experience look like 2025, what will be the demands of the 2040 student?
   b. How is our student body changing? (demographics, demands)
   c. What are the key external influencers? (changing nature of work and training, /social, environmental and cultural skills, social media)
   d. Who is the CofG student/graduate?
   e. What are the Key Pillars of Student Experience? (Learning experience, Student Support, Partnership, People/staff etc)

3. **How will our new strategy reflect that?**
   a. How best to present
   b. Can we incorporate L&T

4. **What steps do we need to put in place to achieve this?**
   a. Who is accountable for achieving?

5. **How will we know when we get there**
   a. Improvements in PS/CS
   b. SSES/Destinations

Methodology and ways of working
An active and participatory **working group** is proposed with suggested membership below:

VPSE Chair
Director of Student Experience
Student Experience Team representative
Student Association representative
Associate Director of Learning Teaching Academy
Associate Dean x2
Curriculum Head x2

A number of activities will be planned in order to assess key questions above

Key Groups

WHO	WHAT
Student body	Presentation/drop-ins roadshow/student voice wordle
Staff	Presentation/drop-ins roadshow/wordle Dean meetings AD Forum/ CH meetings

External Stakeholders	Key partners	

Key Committees

Board Learning and Teaching Committee	28 April	Inform and provision of feedback
SAEC	30 April	Inform and provision of feedback
Academic Board	12 May	Inform and provision of feedback
SMT		