City of Glasgow College

Board of Management
Performance and Nomination Committee

Date of Meeting	**Wednesday 24 June 2020**
Paper No.	PNC5-E
Agenda Item	4.4
Subject of Paper	**Learning and Teaching Scenarios**
FOISA Status	**Disclosable**
Primary Contact	**Dr Claire Carney**
Date of production	**15 June 2020**
Action	**For Discussion and Decision**

1. Recommendations
1.1 The Committee is asked to consider the scenarios presented for Learning and Teaching delivery for academic year 20/21, taking into account the range of internal and external opportunities and challenges and how these might be addressed. The committee is asked to agree on the proposed 'Blended' method of delivery and to conduct a review of the virtual learning environment; 'MyCity' to ensure it is fit for purpose.

2. Purpose of Paper
2.1 The purpose of this paper is to facilitate discussion and agree on the College's Learning and Teaching delivery model for the next academic year in the context of the coronavirus pandemic. A further objective is to take account of the known challenges of digital transformation and support development of digital access and provision across the college.

3. Context and Content

COVID-19 disruption looks likely (across the world), to be in place for the foreseeable future, therefore contingency plans and forward planning are necessary for the 2020-2021 academic year and beyond. There is a common question that will unites us all: *how do we provide, teaching and assessment for all our students in a manner that is accessible, fair, equitable, and provides the best learning?* No 'one size fits all' solution exists and many of the choices that need to be made will be far from simple.

It is clear from the deluge of media accounts that no college or University (apart from the Open University) is prepared to take all of their courses and programmes and deliver them online in a way high-quality online education. Because very few have invested in:
- development of experience and skills in online teaching in teaching staff.
- interdisciplinary learning design and production team to support online learning.
- streamlined processes for developing online education that interact with other processes, procedures and systems.
- services that reflect the flexibility, any time any place nature of an online education experience.

In turn, how students respond to continuing or beginning their studies online is still relatively unclear. The 'physical' on campus 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.

Amongst all the uncertainty, what is certain is that everyone potentially in the future will be doing their job differently. In entering this new era of online education the Government has recently outlined guidance to sector outlining the need to develop a common plan for delivery across the diverse range of institutions in Scotland and thereafter to concentrate on skills/changing job market and economic recovery:
- People will need new skills given the inevitable labour market changes, and it will be particularly important for colleges and universities to engage with partners in their regions to ensure that our learners are given every opportunity to engage in the studies which are best preparing them for a changed world of work.
- Our colleges will be key to the economic recovery and will envisage courses to help give people the right skills to plug skills shortages, as well as assist businesses with their reach to SMEs - both new and those who have survived, with innovative ideas around business process improvements.

It is very clear that given the 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 of the Student Experience Strategy 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 Academic Experience Strategy refresh provides some structure around the broad themes developed above, where it is envisaged that the key areas of the Learning and

Teaching element of the strategy will focus on: Curriculum (Delivery and Portfolio) and Staff (Development and Skills), essentially: What we teach/How we teach and Who we teach.

Learning and Teaching Delivery Options:
In early considerations of how the college might deliver its portfolio in academic year 2020/21 a range of options were considered including

> Option 1. Fully Online for Academic Year 20/21
> Option 2. Fully Online: Sept to Dec 2020, followed by Blended (on campus and online) Delivery.
> Option 3. Blended Delivery for academic year 20/21: Limited numbers allowed in college and course delivered online and on-campus.

All options are 'new' for the college and as such have complex implications for students, staff, recruitment and curriculum delivery. Options are outlined below:

Option 1: Curriculum teams have been delivering fully online since the 17 March and have done so in a hugely commendable fashion. However, this was in response to an emergency situation and as such lecturers have 'had to make do' with limited resources to deliver from their home environment. Not withstanding, there are a range of curriculum delivery challenges that cannot be overcome by remaining fully online and these include:
- practical nature of the majority of courses requiring use of specialist equipment to complete certification
- access to specialist software, only available on campus, particularly affecting the creative industries and STEM

Option 2 Curriculum delivery fully online until December and then blended has been proposed by a number of Universities. It potentially provides the security of a longer length of time within which issues regarding the control of covid-19 may be secured. There are a couple of issues with this approach mainly to do with the limitations of completing practical aspects (as above) and potentially having a 'backlog' for the rest of the year. in addition, there is the real potential for a further 'lock-down' and which may jeopardise the delivery of 'planned' on-campus teaching at any time and as such further delay delivery of practical aspects.

Option 3: Blended Delivery for academic year 20/21: Limited numbers allowed in college and course delivered online and on-campus. This option is now a recognised delivery method for majority of schools, colleges and universities where lifting of lockdown restrictions allow for some campus access and delivery.

An initial 'working' document on key questions related to Learning and Teaching was shared with Deans and Director of Student Experience for consultation with their wider teams. The paper was subsequently shared with ELT (12 May 2020) and SMT (14 May 2020) for wider discussion. There was general agreement that the Blended approach was the most practical and accessible option available. A range of guidance and parameters were proposed:

- All theoretical subjects will remain fully online for academic year 20/21 with the possibility of limited time in college for tutorial sessions (see next point).
- The need to social distance will obviously limit the numbers of students and staff in college. Curricular planning and subsequent timetabling for both physical attendance

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on campus _and_ online activity has been initiated to account of this new way of delivering.

- Course teams are developing different options of compressed units taught in blocks, or modelling staggered starts to term for student groups, for example, on a three week rolling basis. Course teams are considering the whole course rather than block by block, developing models suited to of their courses.
- This means staff are likely to spend more time delivering repeated practical sessions. Some classes may need to be timetabled across an extended day, and possibly on Saturdays, to provide all the necessary specialist sessions.

Therefore, but consistent with the Scottish Government's guidance of 21 May and indications of schools reopening in August, it was agreed that **Option 3, the blended learning and teaching delivery model was the preferred option**.

A further benefit of offering a blended model is that it potentially offers enhanced flexibility where it allows the College to go fully online (if a further spike occurs) or increased return to campus as we move through the lockdown phases. It is important to note that the College has had ambitions to move to an increased digital delivery and as such Option 3 is likely to be the model for the foreseeable future .

Learning and Teaching delivery Consultation
The Learning and Teaching consultation responses provided a rich volume of information on potential approaches to learning and teaching and considerations for medium and long-term issues on what we might 'start/stop/keep doing and what where we might invest. **Appendix 1** contains full responses to short, medium and long term options and is a very useful document for future planning. In addition, students are currently being surveyed about their experience of learning online during this period; what they enjoyed; what was challenging; what they would change, this is important in planning and developing next year's plans.

The consultation responses are in keeping with sectoral discussions and identify a number of key issues that that will impact on Learning and Teaching delivery and ultimately the student experience. These include:

Student Engagement and Communication: Student communication has never been more important. It is unclear at this point how students will respond to continuing or beginning their studies online.   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, it is imperative that student are informed of the new delivery methods and are supported in their use of and interactivity with the College digital systems. Students should be the starting point for all course design and delivery 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 will be key. **Online Induction planning has commenced and a holistic approach** has been developed with **mapping across faculties and Student Engagement to ensure there is a holistic oversight** and key areas are being developed including digital skills for students.

Digital Access: The number one priority for the majority of colleges is ensuring that all learners have access to hardware they can use to access the internet and the Virtual Learning

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Environment (MyCity). The requirement for all learners to have a reliable broadband connection and/or data package in order to access the internet, sits alongside the requirement for hardware, as does access to an appropriate learning environment. There are a number of activities on going at a sectoral level to assess the amount required to make laptops to all those who need one. In turn, the Student Experience Directorate is currently assessing the needs of CofGC learners in order to develop a 'preferential purchase scheme'.

A further aspect to consider is the development of 'MyCity' in order to ensure it is fit for purpose and 'worthy' of much increased digital delivery. We would aim to ensure it has enhanced interactivity and inclusive of all groups. **It is proposed that this is reviewed** urgently with the prospect (and as per recent Henderson Logie Audit report 'May 2020 ' *Several weaknesses and limitations of the College server based VLE were identified and having considered these we have concluded that there is a case for conducting a review of any potential benefits, costs, and opportunities of moving to another VLE platform*') of enhancing or replacing. Both options will require significant investment and this will be pursued as part of the business case development

Staff Digital Capabilities: A further priority is to ensure appropriate and up to date skills and knowledge for college lecturing and other staff involved in digital delivery, to ensure support as the digital offering and learning platform expands (as well as access to hardware). Lecturers and other staff involved in digital delivery will need to be provided with comprehensive training and development to ensure they feel comfortable and are effective at developing and delivering learning online, as well as other relevant capabilities. The Learning and Teaching Academy (LTA) has a key role in developing skills in digital delivery and design and a programme of work is currently underway. Additionally, all faculties have staff in place with particular expertise in online learning and they are encouraged to actively share that knowledge, supporting colleagues within faculty <u>and</u> across college.

4. Impact and Implications

4.1 The changed Learning and Teaching delivery model will have implications for the student experience as students will have less time on campus. This may be positive for some as timetables may be more efficient for students but may have negative consequences for creating student association and affinity with the college.
4.2. The changed Learning and Teaching delivery model will have implications for staff development as curriculum delivery models need to be substantially revised and new ways of working developed.
4.3 The changed Learning and Teaching delivery model will have potential implications for staff ways of working and timetabling.
4.4. The review of the Virtual Learning Environment will have potential financial implications for its development to ensure it is fit for purpose and worthy of quality digital delivery.

Appendix 1: Learning and Teaching Consultation: Key outcomes

KEY QUESTIONS:

	Short Term (Now-Sept)	Medium Term (Sept-Jun 2021)	Long Term (June 2021-?)
What do we keep doing?	• **Resulting** Gathering of Evidence, resulting, panel of Assessors • **Communicating** with new and Continuing students – comms plan • Supporting and communicating with staff • **Online induction and transition** activities • **Academic Development**: lecturers through mandatory Learning and Teaching Academy mandatory training about blended pedagogy • Make a decision soon to rule out **campus delivery** where possible to provide clarity in subject areas or levels.	• **Student support** • Move all **theory online**, across all Care courses until a PPE or vaccine is available. • **Assessment**: Review assessing habits. Are we over-assessing beyond "minimum success criteria"? Are we using the built in flexibility in evidence gathering? • Ensuring learning Outcomes are uncompromised • If **placements** can happen this may only occur in Blocks 2 & 3 only and delay submission dates.	• Full review of curriculum in light of changing landscape (benchmark)

	Recruitment: Increase student offers / Get Ready for College / Keeping warm needs to be given high priority as universities will be "fishing in the same pool" for enrolments. **Digital Access**: Consider process to supply devices, internet data and basic digital training to staff and students.	- A **large-scale review of curriculum** and course delivery model plans to create true excellence in blended learning for session 21-22. - Create business cases for **new courses** (according to sectoral analyses) delivered in blended or remote modes. - Look for different awarding bodies / systems - Lobby SQA and SFC for renewed systems (research production on best VLE / Distance and blended learning)	
å	**Start of next academic year**- delay by 2 weeks? **Timetabling:** Modelling of course delivery options - Thinking around use of **staff teaching time** and delivery time - Move all work online to cover the theory only – await SQA input relating to the re-design of	- Mindset change from thinking about 3x12 week blocks to unit by unit delivery - Contemplate moving to fully asynchronous content MOOC style online for some courses with partners	•Only with a vaccine in place would allow courses to return to new normal practice.

	the Care courses that rely heavily on external placements to gain the qualification.		
What do we start?	• **Communication**: with new and continuing students about potential plans for new academic year. • **Glossary**: develop a glossary of terms for common use amongst students and staff. • **Academic Development**: Staff training and development in online mapping of units/programme • use underutilised staff to support development of online learning materials/resources • **Access to buildings** for staff over summer period to retrieve materials and development of online materials (demos in college) • Thinking differently about **scheduled teaching hours** and delivery hours. • Development of criteria for what is F2F and what is blended	• **Student Development:** Students need to learn how to learn in the new normal/be 'MyCity ready'- • **Academic Development**: development of CofGC 'standard' for online delivery in order to provide a consistent experience for students • **Short Courses:** Industry related/required short courses/units of study • At a sectoral level, funding availability for individual units (industry required) • **Curriculum and Assessment:** More project based work with ongoing assessment. • Review of awarding bodies guidelines to amend when possible assessments and	• **Curriculum and Course development:** Source external content to support our courses / partnerships with external content providers (museums, guilds, course area…) • Outsource / move online by developing VR or search for external partners / providers for creation and content diffusion • Outsource creation and diffusion by licensing COGC brand

	• **Estate usage**: Plan and devise for estate usage modelled after other countries' models • **Unions:** Enter negotiations with unions to ensure alignment • **Curriculum planning and design**: review existing learning and teaching materials/approaches- what can be changed to online? Resources required to help with changes? What can't be changed to online? • **Current course offerings**. Any SRP changes? And any changes to unit offerings/unit delivery timings? • **Share good practice**-across departments/faculties: LTA •	to decrease the number of assessment • **Student Support**: Review model of student guidance • **Practical**: With SQA, SSSC, NMC and university agreement use simulations or case studies for all practical courses. Sector specific simulation rooms built to substitute for the lack of external placements • Create asynchronous content on terms of levels of content: one discipline can be taught from level NC NQ to degree in x numbers of online paths with specialisation (see specialisation units and degrees on course)	• Develop multilingual versions • Associate onsite crash courses based on practice to online theory material on multi sites • Create the COGC quality label to license partners • Develop a multidisciplinary incubator within COGC community • Recruiting facilitators vs. lecturers for online courses and some consultants specialised on disciplines
What do we invest in?	• **Academic Development:** Staff training and development in online mapping of units/programme	• **Digital Access:** Devices, internet data and basic digital training for some staff and students. Seek creative partnership of sponsorship	• Do we need increased VC equipment in classrooms?

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	• **Student Development**: Students need to learn how to learn in the new normal/be 'mycity ready'- • **Digital Access:** Devices, internet data and basic digital training for some staff and students. Seek creative partnership of sponsorship from private companies (Google, Vodafone, Tesco etc.)	from private companies (Google, Vodafone, Tesco etc.) • **Academic Development:** Staff training and development in online mapping of units/programme • **Student Development**: Students need to learn how to learn in the new normal/be 'MyCity ready'- • **Learner analytics** and student support to ensure attainment and retention • **Development of VLE** • Large, simulated Care areas within the college, for all 3 Care areas in the college to allow small number of participants and lecturer. • Accelerate the **Digital Transformation Strategy**	• Large, simulated Care areas within the college, for all 3 Care areas in the college to allow small number of participants and lecturer. • Move from local devices to ATAWAD