Edinburgh College

For the future you want

LEARNING, TEACHING & ASSESSMENT STRATEGY
2017 - 2020

LEARNING, TEACHING & ASSESSMENT STRATEGY

THE VISION FOR LEARNING, TEACHING AND ASSESSMENT

Edinburgh College pledges to provide high-quality learning, teaching and assessment that develops our students and equips them with skills for learning, life and work. We seek to provide learning that is inclusive, engaging and challenging, and which respects students, involving them in the creation of their own learning.

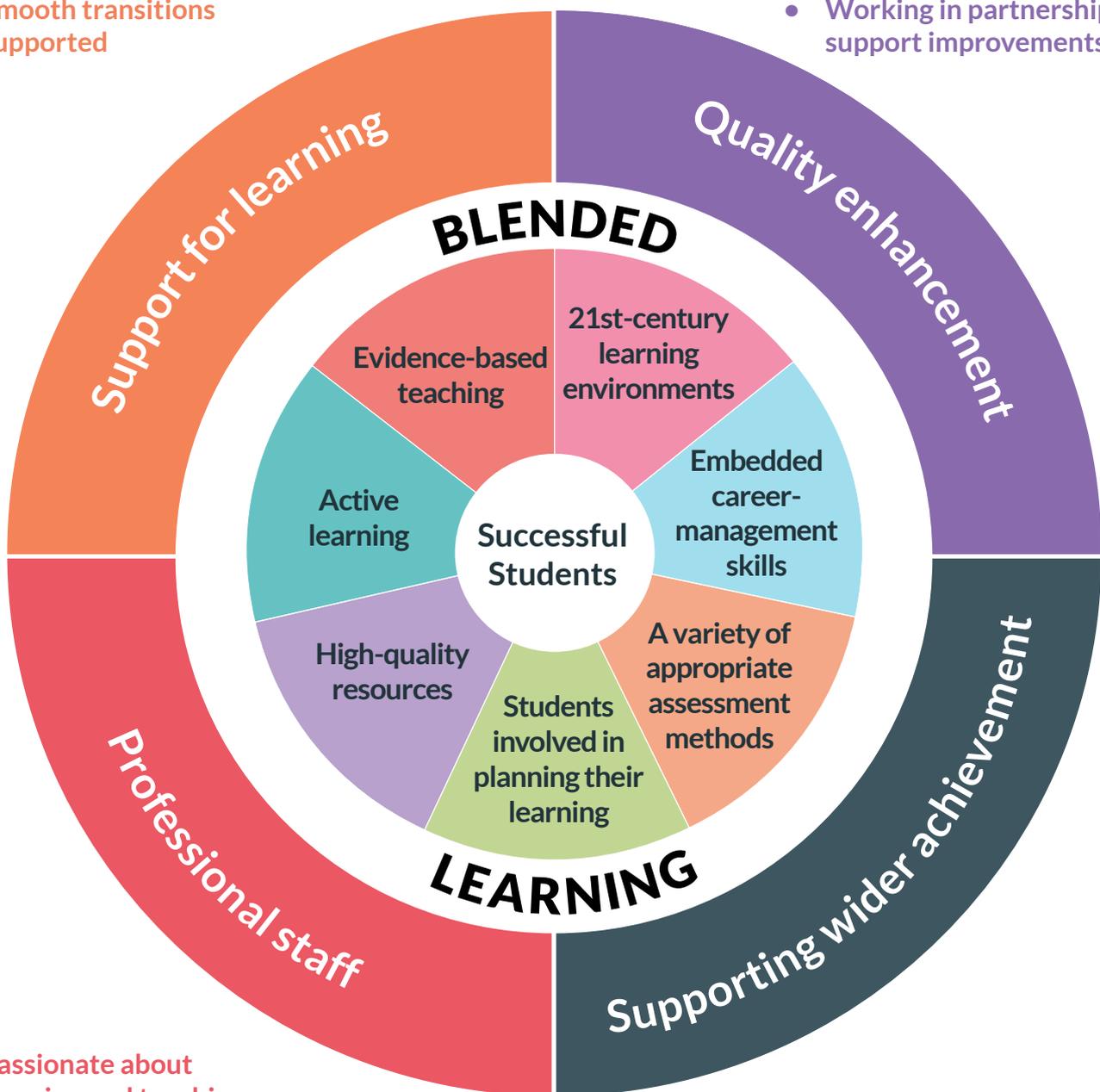To achieve this, we will adopt a blended learning model.

The Edinburgh College definition of blended learning:
Blended learning is the thoughtful, appropriate and complementary integration of face-to-face teaching, digital technologies, online tools, traditional resources and physical spaces to support and enhance student learning and experiences.

1. THE EDINBURGH COLLEGE LEARNING, TEACHING AND ASSESSMENT MODEL

- Students' learning needs identified and met
- Access and inclusion prioritised
- Smooth transitions supported

- Listening and responding to the student voice
- Creating a professional learning community
- Working in partnership to support improvements

Support for learning

Quality enhancement

Professional staff

Supporting wider achievement

BLENDED

LEARNING

Successful Students

- Evidence-based teaching
- 21st-century learning environments
- Active learning
- Embedded career-management skills
- High-quality resources
- Students involved in planning their learning
- A variety of appropriate assessment methods

- Passionate about learning and teaching
- Continuously evaluating and improving practice
- Engaged in career-long professional learning

- Improving core and essential skills
- Developing skills for learning, life and work

2. LEARNING AT EDINBURGH COLLEGE

Students at Edinburgh College can expect to learn in a vibrant 21st-century learning environment, with access to a variety of digital technologies and online tools to enhance their learning experience. Learning spaces will be planned to be flexible and designed to enable students to engage in active learning in a setting that fosters collaboration, experimentation and creativity. Where possible, realistic work environments will be provided to better prepare our students for the world of work.

Personalised face-to-face teaching will be delivered using high-quality traditional resources. The college virtual learning environment (VLE) Moodle will contain a range of additional resources designed to reinforce learning both within and outside the classroom. Evidence-based teaching approaches will be applied to maximise student learning and help build on previous experiences.

Challenge lies at the heart of effective learning
A. Griffith & M. Burns, *Teaching Backwards*

Professional staff will involve students in planning and personalising their own learning. An ethos of 'learn how to learn' will feature highly in bespoke tutorial programmes delivered by learning development tutors, designed to meet the requirements of specific groups. Career management skills will be embedded throughout courses to ensure that when students leave the college they have the capacity to build on their skills, knowledge and experiences to develop a successful career in their chosen field. In the classroom, students will benefit from being taught by well-qualified staff who continuously update their vocational and teaching skills by engaging in career-long professional learning themselves.

Teaching staff at Edinburgh College are passionate about learning and teaching. They continuously reflect on their practice and evaluate the quality of their teaching as a matter of course. They engage enthusiastically in the college's self-evaluation process to ensure that no stone is unturned in their quest to deliver the best possible lessons that ensure high levels of student engagement, learning and success. Our staff are constantly looking to build on their current good practice whilst at the same time identifying new and creative ideas to further enhance their teaching.

If I had to reduce all of the research on feedback into one, simple, overarching idea, it would be this: Feedback should cause thinking
Dylan Wiliam, *Embedded Formative Assessment*

Students across all subject areas at Edinburgh College can look forward to experiencing the skilful use of the 'assessment for learning' approach as a means of driving their learning forward. This will include a range of methods designed to check that learning is happening so that remedial action can be taken in a timely manner where required. Feedback will be constructive and regular, with lecturers providing scheduled updates on progress and areas where further study and skills development is needed. The teaching at Edinburgh College will meet the standards set out in the government's Professional Standards for Lecturers in Scotland's Colleges.

Good teachers touch people's lives forever
Geoff Petty, *Evidence Based Teaching*

At Edinburgh College we aim to develop student skills in relation to their chosen subject. In addition, we aim to foster resilience in all of our learners by developing skills for learning, life and work. All students will raise their levels of numeracy, literacy and IT during their time at college. In addition, tutorials provided by our learning development tutors will help develop employability skills, as well as citizenship and an awareness of health and wellbeing issues and strategies to deal with them. Tutorials will also explore equality and diversity as part of our remit to advance equality of opportunity at Edinburgh College. Students will be supported to develop their career management skills as a priority.

The quality of teachers is the single most important factor in the education system

Dylan Wiliam, Embedded Formative Assessment

We will work with schools and employers to develop and deliver learning that meets the needs of a diverse range of learners, industry, communities and higher education institutions. As part of our college evaluation process, we will work closely with local, regional and national partners to evaluate the quality of our provision and services, and engage them actively in planning for improvement.

Our well-qualified and dedicated Student Experience team will be on hand to provide a range of services to meet every student's needs. Before commencing a course, they will work to smooth the transition from school (or other organisation) and provide advice and guidance on which course best meets applicants' qualifications and aspirations. They will give advice on money matters relating to the course and invite successful applicants to be assessed, where required, to ensure that a package of support can be put in place.

Colleges have a critical role to play in the economic and social wellbeing of Scotland. They serve a wide and diverse range of learners and stakeholders, including employers, industry sectors and communities

Education Scotland's How good is our college? quality framework

The Student Experience team will also play an important role in securing the wellbeing of Edinburgh College students during their time at college. They will be on hand to help applicants and students overcome any barriers to learning either by using services in the college or by referral to one of our partnership agencies.

The Student Experience team works in partnership with Edinburgh College Students' Association (ECSA) to ensure that students have a positive experience and receive all the support they need during their time at college. Indeed, all staff at Edinburgh College work together in partnership to ensure the best possible experience for all our students. We are fully committed to creating and embedding a quality culture that supports the continuous improvement and enhancement of students' learning experiences, whilst simultaneously ensuring we meet the requirements of Education Scotland's quality framework 'How good is our college?'.

To enable this large number of staff in a multi-campus college to work together to deliver the vision, we have devised the **Edinburgh College Model of Cross-College Collaboration.**

3. THE EDINBURGH COLLEGE MODEL OF CROSS-COLLEGE COLLABORATION

Positive outcomes for all students are only possible if staff across all functions and at every level in the college make a contribution to the delivery of effective learning, teaching and assessment. The Edinburgh College Model of Cross-College Collaboration has therefore been devised to develop and support collaborative working across the college.

The model seeks to enable staff to work together, using a wide range of operational knowledge, experience and skills to drive improvement across the college.

Connect Groups

These are groups of staff who come together as specialist advisory groups to contribute their expertise to support quick delivery on key operational aims. They may also coordinate and carry out research and development work to further support this work.

For example, we have a Connect: Learning Space Group, comprising a range of staff members to bring their expertise together when designing learning spaces appropriate for the delivery of specific curriculum elements. This group includes representatives from teaching staff, learning technologists, learning and teaching advisers, Estates, Edinburgh College Students' Association representatives and IT, who will work together to devise the best learning spaces for staff and students. The group has a significant level of autonomy and a direct link to the Connect: Control Group. Made up of the main Connect Group leads, selected heads of faculty and the

CONNECT GROUPS

Executive/SMG

Staff Teams — Connect Groups — Students
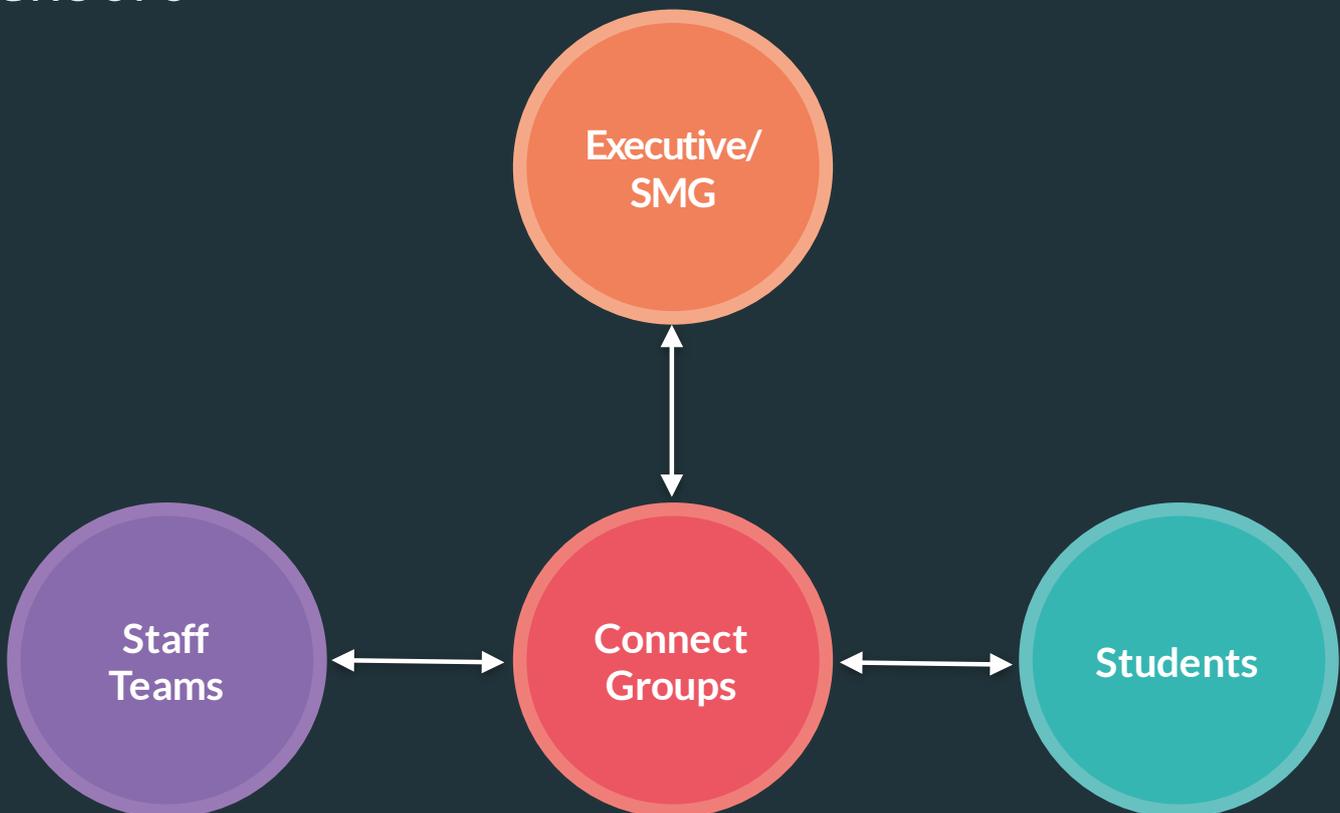
Assistant Principal. The Connect: Control Group will meet once a month to review all groups and connections, and approve new connect groups to ensure momentum is maintained.
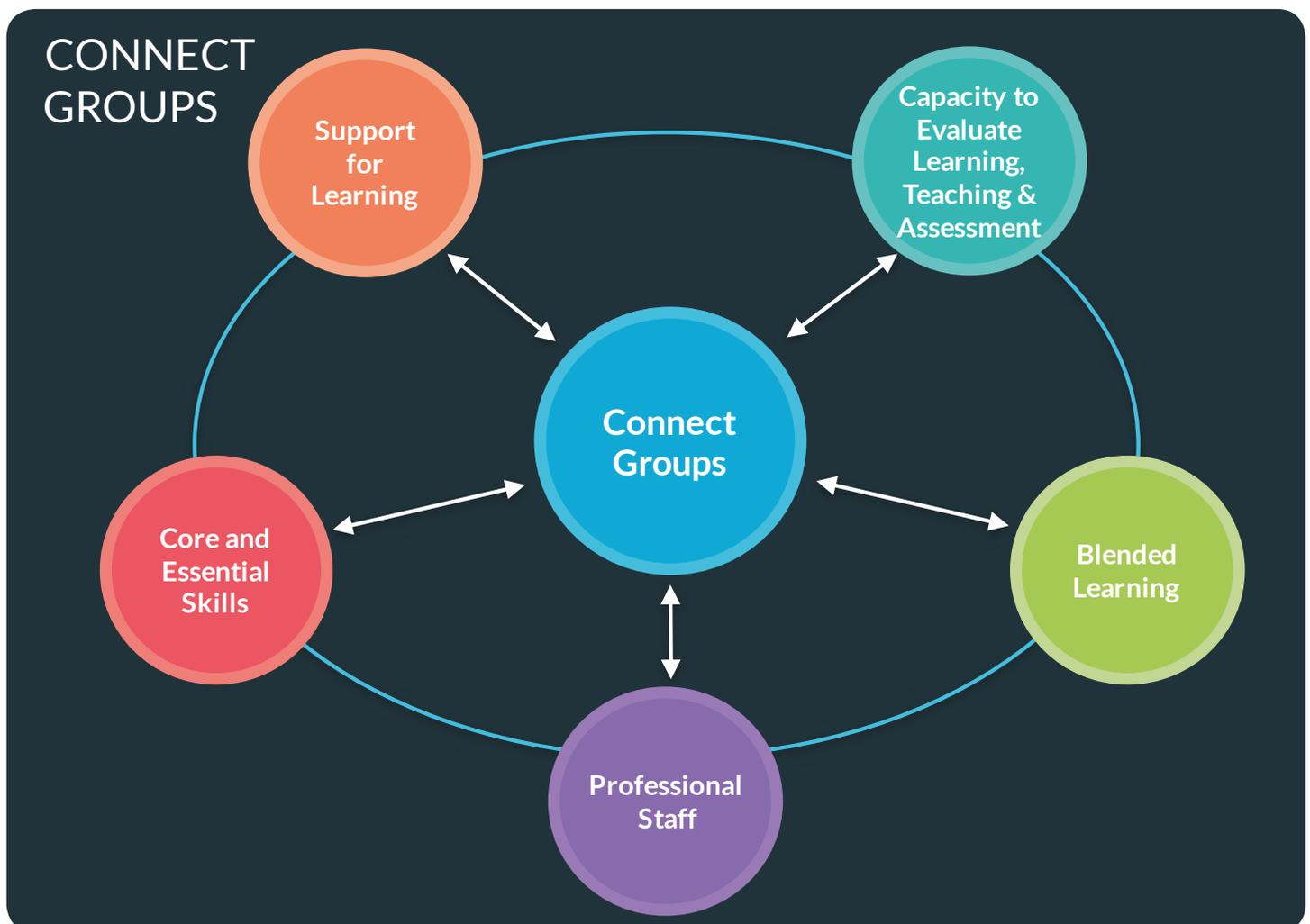
The key to Connect Groups is that they are kept small in membership (no more than 10) and work quickly, and that each member is key to the group through their knowledge, experience, operational understanding and specialism. Each group has a lead who is responsible for the Connect Group and the allocation and setting up of sub groups with specific tasks. Sub groups will be focused and action driven, and will provide updates and completion dates to the main Connect Group through the lead.

Sub groups will exist for the duration of an initiative and the make-up of the group will change over time depending on the specific activities to be carried out. The dynamic nature of these groups will avoid meetings for meetings'
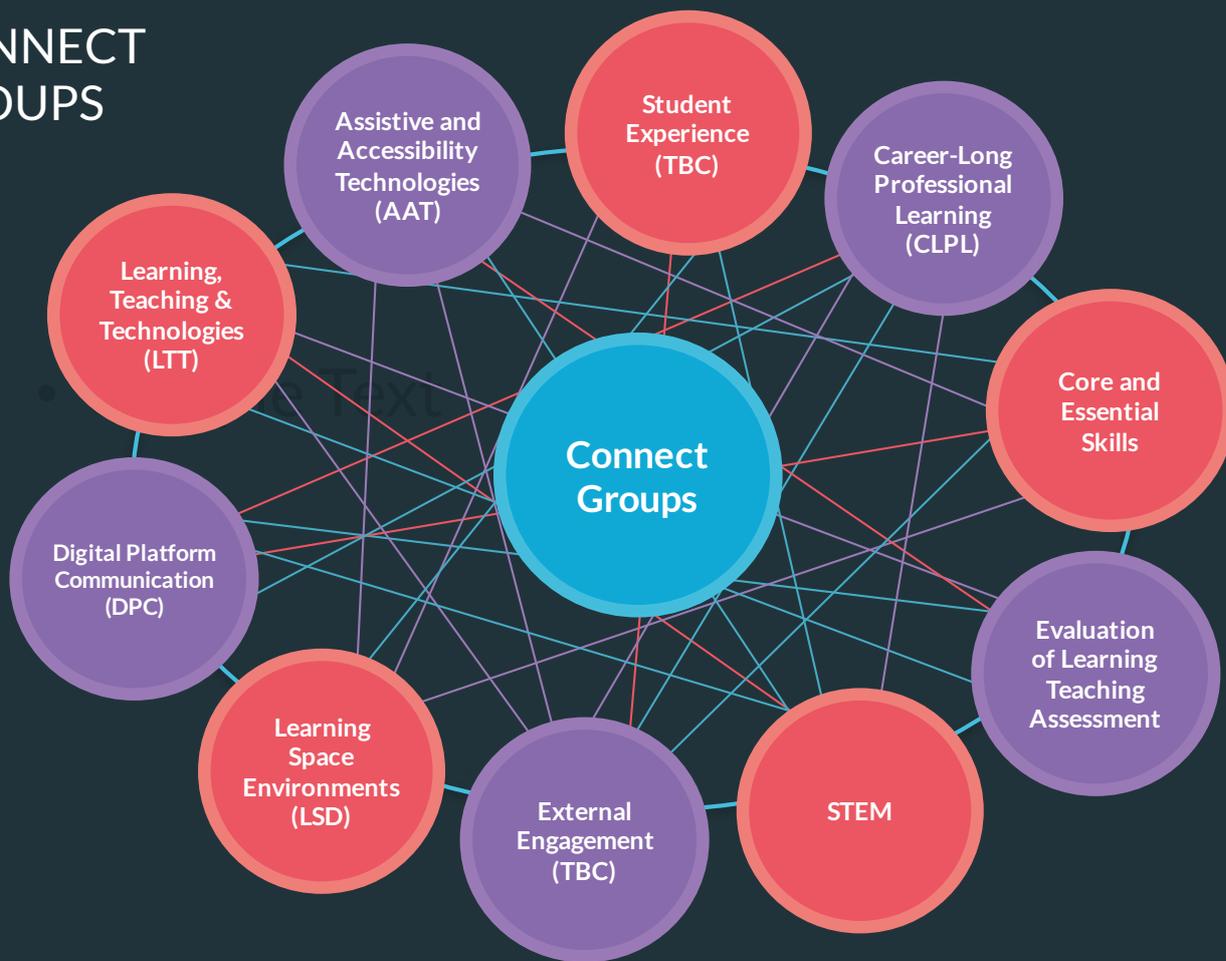
sake and provide a tailor-made team to see initiatives through to a satisfactory conclusion.

This model of cross-college collaboration will be replicated across the college, developing links across teams, joining up areas of common interest and bringing together a range of staff to make informed decisions. The focus on working collaboratively and collegiately will break down perceived barriers, encourage parity of esteem for all staff and exemplify college values. It will be key to developing a quality culture, owned and operated by staff and students for staff and students.

Although the initial focus is on areas connected with learning and teaching (and the Learning, Teaching and Assessment Strategy's focus on introducing effective blended learning) the format and concept can easily be used for other key college work. Connect Groups will be open, transparent and accountable regarding access to the groups, content, responsibility, actions and progress.

CONNECT GROUPS

- Support for Learning
- Capacity to Evaluate Learning, Teaching & Assessment
- Core and Essential Skills
- Connect Groups
- Blended Learning
- Professional Staff

CONNECT GROUPS

Connect Groups

- Assistive and Accessibility Technologies (AAT)
- Student Experience (TBC)
- Career-Long Professional Learning (CLPL)
- Learning, Teaching & Technologies (LTT)
- Core and Essential Skills
- Digital Platform Communication (DPC)
- Evaluation of Learning Teaching Assessment
- Learning Space Environments (LSD)
- External Engagement (TBC)
- STEM

The staff zone on Moodle will be developed to provide a central first point of contact for Connect Group members. The work of each group, deadlines, operational targets and research and development will be documented in a new online short form. All college staff can comment, feed back, monitor and take part, as well as submit projects and idea suggestions.

4. REALISING THE VISION

POSITIVE OUTCOMES

Students who are:

- Qualified in their subject area
- Equipped with skills for learning, life and work
- Confident and self-aware
- Work ready
- Equipped with career-management skills
- Employed or have progressed to further study

THE DRIVING FORCE

Staff who:

- Are focused on achieving the best possible outcomes for their students
- Have current skills, knowledge and qualifications
- Are actively engaged in continuously updating their practice
- Are open to new ideas and approaches
- Are creative, innovative and motivated
- Are capable of using technology to support and develop student skills
- Cooperate and work collegiately

THE FOUNDATIONS

Underpinned by:

- Recruiting and selecting the right staff
- Delivering quality staff training - career-long professional learning
- Listening and responding to students and staff
- Providing quality support for students and staff
- Ongoing evaluation leading to continuous improvement
- A focus on equity for all our learners
- Effective governance and leadership

The Edinburgh College Learning, Teaching and Assessment Strategy sets out our ambitions to continuously support the enhancement of our students' learning experience through the development and application of effective, creative and innovative teaching and assessment approaches. It identifies five strategic themes to be developed in order to realise our vision and achieve our ambitions, and provides insight into the practical activities that underpin these ambitions and are designed to turn our aspirations into reality.

Strategic theme 1: Blended Learning

To develop and deploy a model of blended learning that supports excellent learning and drives innovation and creativity amongst our teaching staff. The model will:

- **incorporate effective face-to-face teaching using evidence-based approaches**

- **deliver an enhanced physical learning environment fit for the 21st century**

- **include the development of staff skills in using learning technologies**

Strategic theme 2: Professional Staff

To support the delivery of high-quality learning, teaching and assessment through the development and implementation of an enhanced model of staff recruitment, selection, deployment and career long professional learning, that delivers a professional workforce that meets the Professional Standards for Lecturers in Scotland's Colleges

Strategic theme 3: Wider Achievement/ Core & Essential Skills

To improve and enhance approaches for developing and capturing wider achievement across our student population

Strategic theme 4: Support for Learning

To consistently meet the support needs of all students by developing an enhanced model of support for learning that complies with awarding body requirements, and delivers the quality indicators set by Education Scotland

Strategic theme 5: Capacity to Evaluate the Quality of Learning, Teaching and Assessment

To continue to develop and improve our capacity to evaluate the quality of learning, teaching and assessment based on accurate, useful, up-to-date information that we will use to identify good practice and inform change, where required. By looking inwards we will monitor and evaluate the effectiveness of the learning, teaching and assessment approaches employed by staff across the college.

5. STEM

(Science, Technology, Engineering and Maths)

Following the college's achievement of STEM-Assured status from the STEM Foundation in September 2016, Edinburgh College has developed a STEM Strategy In partnership with the STEM Foundation. The aim of the strategy is to ensure Edinburgh College plays a leading role in the development of strong capability for the region.

The strategy recommends that Edinburgh College develops its STEM provision with a focus on five strategic curriculum clusters. These are:

a. **Automation and Intelligent Systems**

b. **Sustainable Energy and Construction**

c. **Computing and Business Analytics**

d. **Health, Wellbeing and Life Sciences**

e. **Design and Digital Technologies**

The underpinning themes of applied mathematics and applied sciences should form the foundation of STEM learning. Contextual applications of these subjects should be considered and supplemented by e-provision, support resources and industry engagements (case studies, industrial visits, speakers programme from industry that could provide contexts to the teaching and learning).

Each cluster must develop the learners' skills in project management and enterprise development as well as enable progression through to higher education and employment.

Alignment with Edinburgh College's Learning, Teaching and Assessment Strategy

The blended-learning approaches included in our Learning, Teaching and Assessment Strategy will support the development and delivery of STEM courses in line with the requirements set out above. Learning, teaching and assessment across all subjects in the college will reflect the need for a mix of face-to-face delivery and online technologies, supplemented by a range of approaches to engage students in their learning. Traditional learning materials and online materials will be contextualised, current and varied. Interaction with key industry partners will ensure that when students leave the college they are work ready.

6. LEARNING, TEACHING AND ASSESSMENT STRATEGY THEMES

Blended learning	Professional staff	Wider achievement/ Core and essential skills	Support for learning	Capacity to evaluate the quality of LTA

> **A teacher's intensity and enthusiasm are contagious and can have a positive effect on students' levels of attention**
>
> Robert J. Marzano & Debra J. Pickering, *The Highly Engaged Classroom*

The pages that follow set out the specific activities that will be put in place to support the delivery of the five strategic themes listed above.

Strategic theme 1: Blended Learning

Edinburgh College's definition of blended Learning:

Blended learning is the thoughtful, appropriate and complementary integration of face-to-face teaching, digital technologies, online tools, traditional resources and physical spaces to support and enhance student learning and experiences.

The quality of teaching is the key driver of the quality of learning across the college. The use of technology, where appropriate, in a vibrant learning environment will further enhance the quality of the learning experience. In order to support this, blended-learning approaches will be used. These will incorporate consideration of:

- Planning and delivering lessons incorporating evidence-based teaching approaches

- Creating an enhanced physical learning environment fit for the 21st century

- The use of digital learning technologies to develop engaging teaching materials

- The continuing development of the college virtual learning environment, Moodle, to enhance and support classroom delivery and independent learning

- The development of staff and student skills in using learning technology

> **Research shows that high levels of challenge raise standards, get learners in flow, support them to apply their learning across different contexts, and remember it more deeply and for longer**
>
> A. Griffith and M. Burns, *Teaching Backwards*

- Financial investment and management to ensure the provision of adequate resources to support blended learning

- The delivery of the senior phase of the Curriculum for Excellence

- Ensuring equity for all learners

- Setting up a research group to keep up to date with current thinking and practice in learning, teaching and learning technology

- The implementation of the role of curriculum leader to support the development of excellence in learning, teaching and assessment

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BLENDED LEARNING

- Face-to face delivery
- Digital technologies
- Traditional resources
- Physical spaces
- VLE
- Skills in learning technology
- Research group

Action plan

Activities
Delivery of PDA
Development of creative conversations within the Edinburgh College Community of Practice
Further development of bite-size training to support and develop staff's knowledge of evidence-based teaching approaches
Development of materials/training to develop staff and student skills in using technology
Setting up a research group
Establishing a Connect Group to look at enhancing the physical learning environment/providing resources to support blended learning
Development of training courses for new staff, bank staff, instructors and learning assistants
Development and roll out of training to develop staff skills in using digital technology for learning
Development and roll out of training to develop student skills in using digital technology for learning
Development of equality training to develop staff knowledge in relation to equality and diversity
A programme of training to support and develop curriculum leaders

Strategic theme 2: Professional Staff

The quality of teaching is the key driver of the quality of learning across the college. This theme signposts how staff will be supported in the development of their own teaching and assessment practice to ensure that they are applying sound evidence-based teaching approaches that promote effective learning.

To ensure high-quality learning, teaching and assessment, we need to recruit, retain and continuously develop our staff to meet the requirements of the Professional Standards for Lecturers in Scotland's Colleges. Four areas of activity will contribute to achieving this goal:

The quality of teachers is the single most important factor in the education system

Dylan Wiliam, *Embedded Formative Assessment*

1. Enhanced recruitment and selection
2. Enhanced staff induction and orientation
3. The introduction of a model of initial teacher training and career-long professional learning (CLPL)
4. Training to develop enhanced assessment and feedback skills

PROFESSIONAL STAFF

- Enhanced recruitment and selection
- Staff induction and orientation
- Model of initial teacher training and CLPL
- Enhanced assessment and feedback skills

Enhanced Recruitment and Selection

Recruiting and selecting teaching staff who either have a track record of delivering effective lessons or are able to demonstrate their capacity to develop the skills to do so, will be key to achieving excellence in learning and teaching. To facilitate this, we will review and revise the current lecturer job description and accompanying person specification to encompass the skills and competences included in the Professional Standards for Lecturers in Scotland's Colleges. Online core skills testing for all applicants will be introduced to ensure that their core skills in communication are at an appropriate level to carry out their role (SCQF level 6).

The interview process will be reviewed and revised to include tasks and questions that test both the vocational and teaching skills of applicants. Where applicants have no experience of teaching, the interview process will be designed to assess their capacity to develop the appropriate skills and competences to meet the professional standards. The focus throughout the process will be on identifying potential staff with the capacity to be a great teacher. Curriculum leaders will be given mentor training to enable them to the support new team members throughout their probationary period.

Action plan

Activity
Develop online pre-induction materials to be made available through Moodle prior to commencement of employment
Review current staff induction and orientation and identify gaps/areas for improvement
Develop enhanced staff induction and orientation model and materials
Pilot new materials with new starts to gain feedback and get feedback from a range of staff
Make changes before full deployment of the enhanced model
Provide ongoing training and support to develop and embed the role of curriculum leaders
Develop a range of materials for use both online and face to face to ensure all staff are aware of key policies and procedures
Provide training for curriculum managers to conduct progress reviews throughout the probationary period
Obtain feedback from a variety of staff on the new model and its impact

Model of Initial Teacher Training and CLPL

The Human Resources, Organisation Development and Quality Enhancement teams will collaborate to develop a model of initial teacher training and career-long professional learning that ensures that teaching staff are given opportunities to develop their teaching practice throughout their career at Edinburgh College. The model will set out clearly the training and development milestones that staff must adhere to in order to fulfil the initial development requirements within the college, including:

- Online mandatory training in health & safety and equality & diversity
- Assessor and verifier awards
- Professional development awards
- TQFE

Additionally, an extensive programme of training, available both online and face to face, will be offered to meet the requirements of Education Scotland's quality framework 'How good is our college?'. Staff, students and stakeholders will be invited to influence strategies for the development of learning and teaching. Staff will be supported throughout their career to develop skills and approaches to meet the needs of all students. CLPL arrangements will support curriculum teams and individual staff to deliver improvements to learning and teaching.

Action plan

Activity
Model of CLPL to be developed, including milestones to be achieved during the probationary period
Draft model shared with curriculum and support teams and stakeholders, and ideas invited to influence approaches for the development of enhanced learning and teaching
CLPL resources to be developed to meet the ongoing development needs of curriculum and support staff, including managers
Model of CPLP to be rolled out across the college

Enhanced Assessment and Feedback Skills

There is now substantial evidence to support the claim that students getting feedback on their work from the teacher or from themselves (self-assessment) or from peers or other sources greatly enhances the learning of all students. However, the quality of the feedback greatly influences the quality of the learning. At Edinburgh College, we are committed to developing the skills of our teaching staff in line with assessment-for-learning methodologies.

This will be achieved through an extensive programme of assessor and verifier training to national standards and ongoing updates and short courses. In addition, new staff will benefit from the training provided during completion of the PDA Teaching Practice in Scotland's Colleges and TQFE. The development and deployment of innovative and creative assessment approaches that minimise the assessment load whilst maximising learning will be encouraged and shared across the college through the staff zone on Moodle.

Action plan

Activity
Programme of assessor/verifier training to be extended
Range of in-house CPD courses to be reviewed and extended – focus on assessment for learning
Content of PDA to be reviewed to ensure sufficient focus on assessment-for-learning approaches
Feedback to be sought from staff on quality of provision
New/innovative approaches to assessment to be developed and shared across teams
The use of technology to support effective formative assessment to be developed and shared across teams
Use of e-assessment to be promoted
Programme of initial training on teaching and assessment to be devised for new staff, including bank staff

Strategic theme 3: Wider Achievement Core and Essential Skillls

The development of students' core and essential skills will be key to the creation of resilient learners equipped with skills for learning, life and work. A model will be put in place to ensure that all students further develop their core and essential skills during their time in college. This model will be shared with all curriculum teams to ensure that staff are aware of their responsibilities in relation to the delivery and reinforcement of core and essential skills in the teaching of vocational units. Guidance and training for all teaching staff will be provided through Moodle to achieve this. Where good practice already exists, this will be shared through the staff area on Moodle.

Cross-college verification of essential and core skills will be carried out on an established three-year cycle to ensure that the student experience is consistent across the college. Regular standardisation meetings across curriculum teams will form part of this process.

The process of identifying and applying recognition of prior learning in relation to core and essential skills will be reviewed, revised and disseminated to all staff to remove duplication of effort for students and reduce the assessment burden.

Methodologies for developing and capturing wider achievement will be researched and deployed. College certificates will be awarded to recognise these achievements.

WIDER ACHIEVEMENT/CORE AND ESSENTIAL SKILLS

- Ensuring a consistent student experience
- Core and essential skills strategy
- Embedded core skills
- Clarifying the roles of the staff in supporting essential skills development

Action plan

Activities
Review core skills delivery – core skills audit
Agree model of core skills delivery covering: • Discrete delivery by core skills team • Discrete delivery by communications and maths lecturers • Core skills embedded in awards
Development of training to support the development of staff competence in evidencing embedded core skills
Review of RPL processes
Methodologies for developing and capturing wider achievement will be researched and deployed. College certificates will be awarded to recognise these achievements.

Strategic theme 4: Support for Learning

In order to enable all students to achieve to their full potential, students' additional learning needs will be identified and wrap-around support provided to meet these needs. Current arrangements will be reviewed in light of the new Education Scotland quality framework 'How good is our college?' and to ensure that awarding body and statutory requirements are met consistently.

The following will be considered and actions to improve and enhance current services identified:

- The process for identifying additional support needs
- The provision of services that contribute towards on-course achievement and attainment of learners (including the implementation of the Alternative Assessment Arrangements Procedure)

- The provision of services that contribute to the welfare and wellbeing of learners, including the role of Edinburgh College Students' Association (ECSA)
- The provision of services that contribute to progression to a positive destination
- The development of an Access and Inclusion Strategy
- Management of resources to support learning

SUPPORT FOR LEARNING

- Identifying additional support needs
- Alternative assessment arrangements
- Student welfare and wellbeing
- Progression transitions
- Access and inclusion
- Safeguarding and child protection

Action plan

Activities
Review of process for identifying additional support needs
Review of AAA procedure
Clarification on the role of ECSA in contributing to the welfare and wellbeing of students
Review of services that contribute to student progression to a positive destination
Clarification of the process to be adopted to develop an Access and Inclusion Strategy
Review and development of the content of student Welcome Events
Review of resources to support learning – identification of gaps to be filled
Review and updating of all policies and procedures pertaining to student experience

Strategic theme 5: Capacity to Evaluate the quality of LTA

CAPACITY TO EVALUATE THE QUALITY OF LTA

- Staff evaluation
- Student satisfaction surveys
- Reflective practice network
- Classroom observation
- Cross-college verification
- ESOL - peer observation
- ECSA-llence awards

Our aim at Edinburgh College is to constantly improve the quality of learning, teaching and assessment. In order to achieve this, we will consistently monitor the quality of learning, teaching and assessment using a range of methods.

Self-Evaluation
We will refine and embed our Edinburgh College self-evaluation process to ensure full engagement with all staff, students and stakeholders, and will work to ensure that the effects of self-evaluation are evident in the observable improvements in retention, achievement and satisfaction.

Student Satisfaction Surveys
Currently, three student satisfaction surveys are carried out annually: Induction (October), Learning & Teaching (February) and Pre-Exit (May). These surveys were reviewed and revised for session 2016-17 based on feedback received from students, LDTs and others. The surveys are simpler, shorter and can be accessed through mobile devices. Full survey results are placed on the college Reports Pathway for use by all staff to make decisions and to identify areas requiring improvement. Summary reports are also provided to help staff to interpret the data. This data is used effectively to inform action plans as part of the college self-evaluation process. The Quality team provides each team with a data pack that includes all data relevant to that team (performance indicators, student satisfaction and equality) presented in a user-friendly format and customised to each team. This data pack is used to inform actions taken as part of the college self-evaluation process and also for curriculum planning decisions.

The Reflective Practice Network
A voluntary peer-review scheme was piloted in session 2015-16. The Reflective Practice Network aims to develop communities of practice within and across curriculum teams. An online course will be developed to encourage and develop reflective practice.

Classroom Observation
New members of teaching staff at Edinburgh College who have no teaching qualifications must achieve the Professional Development Award in Teaching Practice in Scotland's Colleges as part of their initial teacher training. Successful completion of this course is dependent on passing all associated assessments, including being observed delivering two lessons by college teaching and learning advisers, who deliver the course as well as acting as observers. In order to prepare for these observations, staff on the course participate in micro-teaching sessions during which they have to design and deliver a 20-minute lesson, receiving feedback from their peers and feedback from their tutor. Feedback consistently shows that staff value this experience of being observed greatly, finding it supportive, reassuring and enlightening. At the end of the course, successful staff are encouraged to join the Reflective Practice Network to continue to observe others, share ideas and reflect on effective approaches to learning and teaching.

As part of the new Education Scotland quality arrangements, HMIs/associate assessors will conduct a programme of classroom observation across the academic session. Details of how this will work are currently being finalised.

Student-led Staff Awards
Best practice identified through the student-led ECSA-llence awards will be shared across curriculum teams through the staff zone on Moodle, incorporating video diaries.

Education Scotland Reviews in Line with New Quality Framework: 'How good is our college?'
The college will agree a programme of review activities in line with the new quality arrangements for Scotland's colleges and the quality framework 'How good is our college?'

Action Plan

Activities
Reflective Practice Network to be set up
Refinement of self-evalution process to ensure the incorporation of the new Education Scotland quality framework 'How good is our college?'
Conduct surveys using the newly developed questionnaires and monitor response rate
Classroom observation will be carried out for new teaching staff as part of the PDA and TQFE programme. Education Scotland will carry out a programme of classroom observation across the academic session programme to be agreed.
An Annual Enhancement and Scrutiny Activity Schedule will be developed in partnership with Education Scotland

Glossary of Terms

CLPL - Career-long professional learning
ECSA - Edinburgh College Students' Association
PDA - Professional Development Award
STEM - Science, Technology, Engineering and Maths
VLE - Virtual-learning environment

LEARNING, TEACHING & ASSESSMENT STRATEGY

Edinburgh College

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