



Excellence for All

Strategy for Learning at West Highland College UHI

Lead Officer:	Assistant Principal Quality Learning and Teaching (QLT)	Review Date	November 2014
Team:	Staff Learning and Development	Review Lead Officer	Assistant Principal QLT
Category:	Quality	Date published	
Date approved by BoM:	31/03/2011	Equality Impact Assessment	

Reviewer	Date	Review summary
Fiona Grant	18/11/2014	Initial focus group included a board member, one member of staff from teaching and from support teams. Second phase meetings and consultation - all managers, staff consultancy group, student president, Quality and Academic Standards Committee, Executive Leadership Team, Learning, Teaching and Academic Standards Committee.
Where the changes are		New
Context		Linkage to WHC strategy
Vision Bullet point 1 and two changed		progression and integration include training and business
Values		Linkage to WHC strategy and Our commitment to E4A through all communication media
The middle section (p 3 – 6)		Headings are in a new more logical order which improves the flow for the reader. Each section has been refreshed Additions: Clear linkage to strategic aims and KPI measures in college strategy
Conclusion (p6)		Links to strategies and other key reports have been included.

Strategy for Learning @ WHC – Excellence for All

Context

The Excellence for All, strategy for learning has been refreshed to fully implement the West Highland College UHI Strategy 2013-16 and ensure that people in rural communities have access to high quality learning. Excellence for All is the driving force behind other strategies in the College to provide systems, communication structures, processes and environments to support the enhancement and ongoing development of a quality learning culture.

The College will continue to invest in staff, professional development and technologies which will effectively support the achievement of the main aims of the strategy and spur on a culture for continuing quality enhancement.

Excellence for All Vision

- integrate a choice of progression opportunities for all learners from school onwards, whilst recognising rural issues and ensuring equality of access through supportive and inspirational learning experiences.
- in partnership build learning and training which supports and reflects the economic and cultural priorities of the region, celebrates diversity and meets the needs and aspirations of all our communities and businesses.
- develop staff in order to deliver innovative approaches to learning and teaching which will enable all students to become **successful learners, effective contributors, confident individuals** and **responsible citizens**, capable of being empowered, personally and professionally, as life-long learners and contributors to the well-being of their communities.

WHC Five I's of personalised learning

Inclusive
Individualised
Innovative
Intercultural
Inspirational

The Five I's are significant and form the values of the college strategy 2013 - 2016. These values inform decision making at all levels across the college.

Furthermore, the college will continue raising awareness to both current and potential students and staff of our commitment to Excellence for All through all of our communication media.

The Excellence for All Framework

This strategy for learning embraces the Curriculum for Excellence strategy - developing successful learners, effective contributors, confident individuals and responsible citizens.

Excellence for All is aspirational and sets the context for excellence in learning, training and all supporting services. It provides a frame of reference to guide all college support and teaching teams throughout the year and during self-evaluation. The framework is divided into six interdependent and referenced sections which support the three college strategic aims and the key performance indicator (KPI) measures set in the college strategy 2013-2016.

1) A culture which will:

- a) promote effective and responsible citizenship skills in staff and students
- b) encourage equality, diversity and inclusion in everyday practice throughout the college and wider community
- c) raise awareness of everyone's responsibility in contributing to environmental sustainability
- d) fully support the health and wellbeing of students and staff

Supports the achievement of WHC Strategic KPI measures 7 - 10

2) Through support services which will:

- a) offer an inclusive and transitional service from initial student enquiry to graduation
- b) provide operational systems and procedures, which are responsive to student and staff need and underpin the principles of this strategy
- c) respond to the changing needs of students and staff through ongoing review of administrative systems and procedures which support and enable flexibility in student learning
- d) enhance student support and guidance to improve the student learning experience and strengthen retention, achievement and progression rates
- e) engage regularly with students through
 - representation and involvement in the life and the work of the college and its community
 - robust student evaluation and feedback systems to inform and enhance design of courses and improve the student experience
- f) provide resources to support students in understanding their learning and assistance to develop independent approaches to learning. This will include innovative use of assistive technologies, course materials and library resources tailored to the student.

Supports the achievement of WHC Strategic KPI measures 1 - 10

3) Personalised learning and teaching which:

<i>supports the four capacities of Curriculum for Excellence</i>	
a) builds the capacity of the individual to become independent in their learning and to be able to identify skills gaps, set goals and plan for progression	<i>independent and successful learners who develop skills for learning, life and work</i>
b) inspires learners to be accountable and responsible for their learning and encourages learners to reflect, evaluate and communicate the effectiveness of the learning experience	<i>confident individuals who can measure their own success and to contribute to the learning of others</i>
c) applies inclusive strategies in assessment <i>For Learning, As learning, Of Learning</i> by enhancing learner feedback and providing appropriate modes of assessment, both formative and summative	<i>responsible citizens who communicate respect, honesty and openness</i>
d) encourage tolerance, involvement, a sense of belonging and responsibility to a wider, intercultural College community	
e) encourages a solution focused environment where learners and staff have confidence to embrace new ideas and experiences which impact on and enhance learning and teaching	<i>effective contributors who are willing and able to voice opinion constructively</i>
f) strengthens opportunities for engaging students and partners in the development of programme design and a relevant curriculum	
<i>Supports our strategy for staff learning and development</i>	
g) embraces a culture for sharing practice and learning from others within the college, the region and across the sector	<i>learning and excellent practice is recognised, promoted and shared</i>
h) uses pedagogy and innovative modes of learning to facilitate flexibility of delivery and enhance the learning experience	

Supports the achievement of WHC Strategic KPI measures 3 – 9 & 13

Excellence for All - Strategy for Learning

4) Estates and infrastructure which:

- a) continues to plan, develop and maintain the physical learning infrastructure against the vision, values and framework for learning of Excellence For All and meeting the changing needs of students and staff
- b) considers the varying demands of different modes of learning, teaching and assessment adopted in different discipline areas
- c) ensures that planning for developments in communication and information technology continue to be informed by academic practice and the requirements of changing patterns of learning and teaching
- d) plans for increased use of multiple media and other educational technologies across campuses and at a distance, and considers the implications for support, training, and the technical infrastructure

Supports the achievement of WHC Strategic KPI measures 1 & 2

5) Leadership and management which:

- a) effectively leads and manages the curriculum to ensure that college aims, objectives and targets meet the personal needs of learners and key stakeholders
- b) implements the quality culture to impact effectively on quality improvement and enhancement
- c) motivates and leads staff to continuously enhance their professional skills to the highest standard

Supports the achievement of all WHC Strategic KPI measures.

6) Governance which:

- a) sets out the strategy for learning and teaching at the highest level
- b) ensures that teaching and learning throughout the College contributes to this strategy
- c) identifies opportunities for future developments
- d) ensures the resources are allocated and used to achieve the strategic aims
- e) demonstrates a commitment to openness in all its work

Supports the achievement of all WHC Strategic KPI measures.

Conclusion

Excellence for All is an empowering strategy centred on personalised learning and learner experience. This strategy for learning underpins all other strategies that impact on the learner experience.

Excellence for All embraces the College community in personal, social and economic development through the embedding of an effective quality culture. A culture which recognises the challenge we face in our rural landscape and the opportunities there are in working well in partnership and engaging effectively with the communities we serve.

Links to strategies, reports and policies

[West Highland College UHI Strategy 2013 – 2016](#)

[Learner Engagement Strategy](#)

[WHC Curriculum Strategy](#)

[WHC Staff Learning and Development Strategy and Policy Framework](#)

UHI Strategy and key strategies including Learning and Teaching

[Education Working For All!](#) (Commission for Developing Scotland's Young Workforce)

[Education Scotland quality framework](#) for the external review of Scotland's colleges

[Opportunities for All](#) Supporting all young people to participate in post-16 learning, training or work

[Learning For All](#) (eighth update)

[Curriculum for Excellence Framework](#)

Glossary

Assessment For, As and Of

Learners learn best when

- they understand clearly what they are going to learn, how they will learn and what is expected of them
- they are given feedback about the quality of their work and how they can make it better
- they are fully involved in deciding what needs to be done next and how they can get help, who can help or where they can find help

Assessment For Learning

This focuses on the gap between where a learner is in their learning and where they need to be, the desired goal. This can be achieved in a number of ways such as effective questioning, identifying goals, sharing experiences, clarifying application of skills and feedback.

Assessment As learning

This is about reflecting on the evidence of learning. Having established learning goals, learning intentions and the success criteria, this is the where you and the learner evaluates their learning through dialogue, self-assessment and peer assessment. Through this learners become more aware of what they learn, how they learn and what helps them learn.

Assessment Of Learning

This involves working with the range of available evidence that enables you and the wider assessment community to check on learners' progress and using this information in a number of ways. Judgements should be valid, reliable and comparable.

Learning is a journey. Both the learner and you need to establish the learner's starting point and together identify the end objectives, the goals. Jointly you plan the learning steps required, which must be measurable so that the learner will know when they have achieved the goal.

Intercultural

Just as interfaith means embracing all faiths, intercultural means embracing all cultures. Intercultural involves communities & society recognising, valuing, understanding and respecting the rich variety of culture which now exist. Such intercultural reality can and does add a positive and enhancing perspective to how we work, learn and interact with one another.

Pedagogy

An understanding of not only the methods and theories of teaching and learning, but more importantly an appreciation of the philosophy of education and the myriad ways that knowledge may be acquired, utilised and passed on. This depends upon a recognition of the 'teacher' as having to balance their own world-views with the diverse range of perspectives and backgrounds of the 'learner' as well as balancing their role as teacher, guide, mentor, facilitator, instructor, critical friend, coach, etc to generate the most effective learning experiences and environments.