

	Key Strategic Theme	College response
A	A greater emphasis on learning processes and outcomes will ensure that the learner is at the heart of the process and can derive maximum benefit.	<ul style="list-style-type: none"> • College Ethos • Inclusive Learning Policy • ILPs detail the learning processes and outcomes for all individual learners
B	Learning should be delivered in ways that empower people to be independent and active learners, and to be reflective, questioning and insightful in their approach to learning.	<ul style="list-style-type: none"> • use of ILPs (including individual target setting & review) • development of local learning networks and of on-line/flexible resources • Personal Development Programmes (e.g. Prince's Trust Volunteer programme, Voyager) • Personal and Social Development (PSD) element within programmes • development of core skills and study skills
C	All learners need to build on their own strengths to effect personal growth and development. They can be helped to develop their self-confidence in learning by provision that enhances their core skills and vocational competence and supports self expression.	<ul style="list-style-type: none"> • core skills within programmes • core skills programmes • PSD programmes and components of programmes • Adult Literacies projects • Learning Support • Extended Learning support • provision of assistive technologies
D	The quality of human relationships and communication impact on the quality of learning. Learning with and through others is both personally rewarding and functionally effective.	<ul style="list-style-type: none"> • College Ethos • Personal Development programmes • College approach to learning and teaching (and in particular to flexible and on-line learning and to the development of peer led activities) emphasizes role of teacher and group in promoting learning • Class Tutor role

E	Learners need specific preparation for employment, citizenship and their contribution to the wider social and economic environment. They may also need to re-engage with education and training at various points in their lives.	<ul style="list-style-type: none"> • vocational programmes • preparation for employment (GEM, FORT, building Glasgow's People programmes, etc.) • PSD elements of programmes • democratic student processes • continuum of provision (using National Qualification levels, Scottish Credit and Qualifications Framework (SCQF), etc.) • progression guidance • learning networks • learning and study skills
F	The teacher in FE should continue to have a key role as a guide, enabler, supporter and a source of information and knowledge.	<ul style="list-style-type: none"> • staff development includes commitment to Professional Development Awards (PDAs) and Teaching Qualifications (TQ(FE)), and continuous professional development (CPD) for teachers; • student surveys indicate that teachers are seen as helpful and approachable
G	New technologies offer learners a range of opportunities to learn more flexibly and effectively. In order to maximise the potential of these facilities, learners need to develop a range of skills and raise their awareness of their particular needs.	<ul style="list-style-type: none"> • College Information and Communications Technology (ICT) strategy • Information and Learning Technologies (ILT) Champions Programme • CISCO developments • Greater Easterhouse Learning Network (GELN) • eastendconnected • links with real • network induction programmes/PC Passport • College and Greater Easterhouse Pathfinder websites • study skills • library induction