

CURRICULUM AND QUALITY COMMITTEE REPORT

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| Subject: Internal Review Progress Update | Purpose: For Approval <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> |
| Prepared by: Heather Anderson | Date: 6 October 2017 |
| Purpose: To provide the Curriculum and Quality Committee with a progress report on Internal Reviews 1 and 2 of 2014-15 and Internal Reviews 2 and 3 of 2016-17. | |
| Linked to Strategic Goal 3: Provide a high quality College experience. | |
| Executive Summary: <p>Progress reports are provided for Internal Reviews 1 and 2 of 2014/15. All of the actions are now complete. Committee members will recall that internal reviews were replaced by special measures for performance improvement in 2015/16 – hence the missing year from these reports.</p> <p>Progress reports have also been provided for Internal Reviews 2 and 3 of 2016/17. A decision was taken not to progress Internal Review 1 - How good are our selection processes when admitting students to our programmes?</p> | |
| Recommendation: N/A | |
| Previous Committee Approvals: None | |
| For publication <input checked="" type="checkbox"/> | For publication with redactions <input type="checkbox"/> |
| Not for publication <input type="checkbox"/> | |

INTERNAL REVIEW MONITORING (2014-2015)

INTERNAL REVIEW 1 – How well do our student support services meet the needs of our students? (David Killeen)

| Observation and Risk | Recommendation | Management Response | Progress Report |
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| Using the alert system to flag up those students who have had previous issues with attendance or where appropriate disclosure of support provided would be hugely beneficial across all support services. | Recommendation 5 To develop further MIS alert system to flag up students who have had previous issues with attendance or where appropriate disclosure of support provided would benefit student support services | Response: Agreed Alerts can already be added to records. Someone needs to identify who needs flagged and then Student Support can flag these on UNIT-e. This needs a process put in place by Student Support services that includes updating the system with the Alert. To be actioned by: Head of MIS and Head of Student Services. | Feb 16: Still to be taken forward CIS Faculty is piloting a manual system of highlighting “At risk” students using attendance reports Feb 2017 The College is developing its at risk process further with weekly reports on attendance to faculties and management level reports provided weekly to SMT. May 2017 At risk profiling is planned for introduction as part of the new MIS Advantage suite Sept 17 At Risk now available through Unit e – complete |

INTERNAL REVIEW 2 - How well do we recruit and induct our staff? (H Anderson)

| Observation and Risk | Recommendation | Management Response | Progress Report |
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| There is a need to update and streamline the recruitment process | Recommendation 4 Develop a standard Recruitment Information Pack and create additional information to include within the College website Recommendation 5 A systematic approach to reviewing the current JD and PS should be carried out and refresher training for managers on how to create these should take place Recommendation 6 Produce a matrix system where the results of skills tests and answers to questions are matched against the job description and person specification | Response: Agreed. A recruitment guide for managers is to be produced along with a pack and the implementations of preparation meetings with an agenda/ checklist to ensure all information is available and accurate | Ongoing for completion in June 16. Due to maternity leave of the individual undertaking this work this has been delayed. In addition once the new Principal is appointed they will have involvement in the marketing materials, a number of which have been developed as part of the recruitment process for the Principal. |
| | | To be actioned by: Recruitment Pack HR Officer June 2016 Training Cheryl Elliot By June 2016 Agenda/Checklist for prep meeting to include matrix testing Debbie Kerr March 2016 | Refresher training was delivered to managers in September 2016 The checklist has been developed and is in use including consideration of this matrix at recruitment stage Sept 2017 New start packs produced and added to Moodle. All actions now complete |

INTERNAL REVIEW MONITORING (2016-2017)

| INTERNAL REVIEW 2 – How good are our work placement experiences in developing the employability skills of our learners? () | | | |
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| Observation and Risk | Recommendation | Management Response | Progress Report |
| Course Structure to be updated for 2017/18 to include the recommendations which meet the requirements of the Work Placement standards and Career Education Standards | 1. The Course Structure of all full time programmes must include a work placement or workplace experience linked to their course | <p>Response:</p> <p>Courses at SCQF Level 6 should also include Work Placement unit. RWE areas will do the NPA Enterprise & Employability instead of WP Unit.</p> <p>For those Intro level courses who do college supported placement, they won't do the WP Unit.</p> | <p>Item 1 and 5 Completed All course structures have been reviewed for full time courses and will now include the Work Placement Unit with the exception of courses with RWE, Client Initiated Projects and/or supported placements.</p> |
| | 5. The Work Placement Unit to be included in the Course Structure for those studying within a Realistic Work Environment at the college 7. All full time FE programmes at SCQF Level 3, 4 and 5 to include Building you Own Employability Skills Unit 8. All full time FE programmes at SCQF Level 3, 4 and 5 with the exception of those programmes that require a Client-Initiated Project to include the Work Placement Unit within the course structure | <p>To be actioned by:</p> <p>HOFs, Head of MIS and Employer Engagement Co-ordinator June 2017</p> | <p>Item 7 Completed These units have been added to course structures were appropriate. For other programmes the students already completed a similar unit within their course structure.</p> <p>Item 8 Completed Work Placement Unit now included in programmes where appropriate</p> |
| Timetables to show the work placement preparation for those programmes containing a placement | 3. Ensure work placement preparation is carried out at the start of the academic year for all programmes containing a placement | <p>Response:</p> <p>The Work Placement unit will now enable this to happen.</p> | The unit is now within the course structure for those participating in a Work Placement and therefore the preparation will be done during the timetabled lecturer time. |

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| | | To be actioned by: Lecturing staff | |
| Existing Work Placement booklet to be adapted and this will enable the requirements of the Work Placement standards to be embedded into college documentation | 4. Adapt "Your College Work Placement" booklet to include: <ul style="list-style-type: none"> • Reflection of learners current progress within the work experience journey, • IV'd assessments for SCQF Level 3,4 and 5, Reflection of learning during period of work placement | Response: The new units are being developed but it is not appropriate to include them into the booklet. This would require a different booklet for each SCQF level. To be actioned by: Employer Engagement Co-ordinator, CAF HOF | <p>The Level 3, 4 and 5 are currently being developed. It was agreed that Level 6 will also be developed.</p> <p>The Work Placement booklet is being updated to include the type of work experience: Inspiration, Simulation and Placement.</p> |
| Create a method of planning and recorded Employer Inspiration activities to ensure this is consistently available to all full time programmes | 6. An annual cycle of Employer Inspiration activities should be created for all programme areas with a minimum of two activities per year | Response: To be actioned by: | |
| In addition to developing the employability skills of students, it is important that their enterprise skills are also developed | 9. The course teams should also consider the appropriateness of the NPA Enterprise and Employability Award at SCQF level 4 and 5 and include it within the course structure when appropriate | Response: Already part of course and is relevant to Level 1 courses To be actioned by: HOFs No later than: June 2017 | May 2017 This NPA has now been included within the NVQ I Beauty course |

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| Ensure that relevant Policies and Procedures are updated following the recommendations within this report | 10. The Work Placement Policy and Procedure to be amended to reflect the responsibilities of the Work Placement lecturer as the sole point of contact | Response: These will be updated in May ready for AY 2017-18 | <p>August 2017 The Work Placement Policy and Procedure have been updated and approved at JCC.</p> <p>Role of Course Tutor and Student Guidance Policy and Procedure updated and approved at JCC.</p> <p>Completed</p> |
| | 11. Review the role of the Course Tutor and the Student Guidance Policy and Procedure to reflect the changes recommended within this report | <p>To be actioned by: Heather Anderson Joanne George HOFs</p> <p>No later than: June 2017</p> | |
| All activity relating to work placement must be recorded and reported to SFC | 2. All full time programmes to indicate on Unite the predominant type of work experience using the learner journey stages of "Inspiration, Simulation and Placement" and plan the learning accordingly | Response: | <p>A draft Employer Engagement Protocol has been developed and will be considered at the next Senior Leadership Team meeting in October.</p> |
| | 12. An Employer Engagement Protocol to be developed which includes the Employer Engagement/Placement Database | <p>To be actioned by:</p> <p>No later than:</p> | |

INTERNAL REVIEW 3 – How good are we at using technology to enhance learning? (C Elliott)

| Observation and Risk | Recommendation | Management Response | Progress Report |
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| <p>Staff commented on the requirements of a cohesive approach to the use of technology to support learning and to ensure that learners with learning support needs have the opportunity to access technology to help them succeed. Requirement to have a clear link to the use of technology to individual objectives as part of the staff review process. It was felt that appropriate CPD should be put in place to allow staff to develop the skills and confidence they require to deliver technology enhanced learning.</p> | <p>Recommendation 1</p> <p>1a. To implement a process to ensure that learners with support needs are provided with appropriate assistive technology.</p> <p>1b. Deliver CPD to academic staff to increase awareness of the assistive technology available to support learners. Evaluate metrics to demonstrate staff engagement with this CPD.</p> <p>1c. Establish baseline for teaching staff relating to VLE standards.</p> <p>1d. Clear objectives to be set for teaching staff relating to the use of technology to enhance learning and teaching to be monitored using the SPDR process.</p> | <p>Response</p> <p>Agreed.</p> | <p>1a. Helpdesk drop down box for learners to request assistive technology.</p> <p>1b. ISLT team deliver support for learners with support needs through Assistive Technology Technician.</p> <p>Digital day provided a showcase for staff on learning technology to support learners.</p> <p>August CPD sessions included specific training on accessing learner support plans and contact logs and the key aspects of the Access & Inclusion Strategy.</p> <p>1c. Information issued to staff on Moodle baseline requirements. Response to be assessed by December 2017.</p> <p>1d. The College's lesson plan has been revised to include a section on learning technology. The new staff observation process will also include learning technology used to support learning and teaching and this will be linked to the SPDR process.</p> |
| | | <p>To be actioned by:</p> <p>ISLT team & L&TDD</p> <p>December 2017</p> | |

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| <p>It was suggested that the sharing of good practice should be enhanced so that all staff are aware of technology available to support learning and teaching. This could lead to a more structured experience with agreed actions or next steps.</p> <p>Explore opportunities to mentor staff including class observations (both of mentor and mentee lessons).</p> | <p>Recommendation 2</p> <p>2a. Set up online groups/forums for staff to share good practice with larger groups easily in a structured way and collect data on engagement.</p> <p>2b. Set up a College Teaching Observation team and within the new process include an evaluation of the effective use of technology as part of the Enhance.</p> | <p>Response</p> <p>Agreed.</p> <p>To be actioned by: Conor Bradley December 2017 Head of HR & L&TDD November 2017</p> | <p>2a. Online groups/forums will be set up to share good practice.</p> <p>2b. Observation team to be set up by November 2017 and training by Education Scotland to be carried out for all HOFs and Programme Leaders.</p> |
| <p>Staff felt that staff training sessions on specific pieces of learning technology with a clearly advertised level would be helpful and ensure that the CPD was at the correct level for the individual.</p> <p>The importance of appropriate response and support to requests from ISLT was raised to reduce any barriers to using technology to enhance learning and teaching. The need was highlighted to ensure that students could have access to training and information about the technologies they will be expected to use in class.</p> | <p>Recommendation 3</p> <p>3a. CPD should clearly state the expected prior knowledge for the digital technology sessions.</p> <p>3b. ISLT will identify how effectively it is responding to helpdesk requests relating to technology through a set of metrics.</p> <p>3c. ISLT will produce a student booklet as part of the student induction process so that learners are confident accessing the technologies they will be required to use in class.</p> | <p>Response</p> <p>Agreed.</p> <p>To be actioned by:</p> <p>Cheryl Elliot & L&TDD 3a November 2017</p> <p>Conor Bradley 3b November 2017</p> | <p>3c. Student booklet produced and issued to explain the technologies to be used in class.</p> |

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| <p>Staff requested identification of the key learning technologies/services that the college sees as 'essential' for practice and to promote these using a range of channels.</p> <p>It was felt that information relating to the range of technology equipment available to staff would be helpful with information on how to request, use and share.</p> | <p>Recommendation 4</p> <p>4a. ISLT will advertise key technologies/services/training using a wide range of channels including; training/video/Yammer/email/sharing of practice/TV panels.</p> | <p>Response</p> <p>Agreed.</p> | <p>4a. Good progress to date, work ongoing.</p> |
| | | <p>To be actioned by:</p> <p>Conor Bradley December 2017</p> | |
| <p>Feedback suggested that the college should look for opportunities to offer training at staff training days such as the recent 'Digital Day' and advertise the large amount of training available from external sources.</p> <p>Staff felt that the college should also make managers aware of available learning technology training so they can suggest it to their staff when discussing career development and how this links to effective practice in the classroom.</p> | <p>Recommendation 5</p> <p>See recommendations 1 & 3.</p> | <p>Response</p> | |
| | | <p>To be actioned by:</p> | |
| <p>Staff commented on the need to identify a range of funding approaches (including BYOD strategies) to ensure that all students have access to modern technology and to ensure that ISLT is able to purchase and test new learning technology equipment and services.</p> | <p>Recommendation 6</p> <p>6a. Work to ensure that all learners in receipt of appropriate bursary funding are provided with a mobile device to ensure access to the College's key learning technologies.</p> | <p>Response</p> <p>Agreed.</p> | |
| | | <p>To be actioned by:</p> <p>Clare Nairn November 2017 Conor Bradley May 2018</p> | |

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| Continue to communicate with other colleges to review the digital technology experience they receive elsewhere compared to Borders College. | <p>6b. ISLT team to attend appropriate Scottish College forums to share good practice and raise the profile of technology used to support learning and teaching.</p> <p>6c. ISLT will work to ensure that its virtual learning environments are available online from any location. ISLT will provide metrics around this availability.</p> | | <p>6b. Scottish Moodle Group Users Group 29.9.17 and Scottish Colleges Information Leaders Group 13.9.17.</p> <p>Attendance of Digifest, British Educational Technology (BETT) scheduled for later this year.</p> <p>6c. Data collection on the virtual environments is ongoing via Google analytics.</p> |
| The review suggests that opportunities to integrate learning technology as part of the lesson planning process should be explored. | <p>Recommendation 7</p> <p>7a. The College lesson plan should be adapted to include the use of learning technologies.</p> | <p>Response</p> <p>Agreed.</p> | <p>7a. Updated lesson plan available on the college Intranet.</p> |
| | | <p>To be actioned by:</p> <p>L&TDD August 2017</p> | |
| It was suggested that there was a low level of awareness of on-going work within ISLT on new or improved services (such as Moodle updates). | <p>Recommendation 8</p> <p>See recommendation 4 above.</p> | <p>Response</p> <p>Agreed.</p> | |
| | | <p>To be actioned by:</p> | |
| Request that the ISLT team advertise their availability to deliver face to face training on topics of interest to staff relating to technology to any barriers. | <p>Recommendation 9</p> <p>See recommendation 4 above.</p> | <p>Response</p> <p>Agreed.</p> | |
| | | <p>To be actioned by:</p> | |

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| Look for opportunities to advertise the work done by support services to improve the student experience. | Recommendation 10 10a. College Support service teams to highlight ongoing work to improve the student experience via channels such as Yammer/College Knowledge. | Response Agreed. To be actioned by: Debbie Kerr (Chair) Business Support Team February 2018 | 10a. To be placed on the BST agenda for discussion. |
| Pursue opportunities to increase the proportion of staff using eAssessment both formative and summative. | Recommendation 11 11a. To deliver CPD around a variety of e-Assessment strategies, advertise current e-Assessment instruments and share good practice. 11b. ISLT to write a policy document for e-Assessment at Borders College. 11c. ISLT to develop metrics to show increased e-Assessment usage. | Response Agreed. To be actioned by: Conor Bradley February 2018 | 11a. Policy document in progress. Metric information ongoing. |