CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Internal Review Progress Update	**Purpose:** **For Approval** ☐ **For Discussion** ☐ **For Information** ☒
Prepared by: David Killean	**Date:** 17 May 2017

Purpose: To provide the Curriculum and Quality Committee with a progress report on Internal Reviews 1 and 2 of 2014-15.

Linked to Strategic Goal 3: Provide a high quality College experience.

Executive Summary:

Progress reports are provided for Internal Reviews 1 and 2 of 2014/15. Many of the actions are now at the point of completion. All actions from Internal Review 3 of 2014/15 have been completed. 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.

An action plan has also been provided for Internal Review 2 of 2016/17 –

2. How good are our work placement experiences in developing the employability skills of our learners?

A verbal update of progress with Internal Reviews 1 and 3 of 2016/17 will be provided –

1. How good are our selection processes when admitting students to our programmes?

3. How good are we at using technology to enhance learning?

Recommendation:

N/A

Previous Committee Approvals:

None

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

INTERNAL REVIEW MONITORING (2014-2015)

INTERNAL REVIEW 1 – How well do our student support services meet the needs of our students? (David Killean)			
Observation and Risk	Recommendation	Management Response	Progress Report
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**
Comparisons with West Lothian College led to a number of ideas to improve alerts for poor attendance and improving retention.	**Recommendation 24** To develop our unit-E system to highlight learners who have 3 or more absences within a 4 week period and to raise the threshold to 90% attendance to try and ensure that learner success improves.	Response: Agreed To be actioned by: Head of MIS	Nov 15. This is a development for UNIT-e and would need the input of Capita therefore it needs to be fitted into the plan will need discussion to see what is involved in the development with Capita. Has been raise as a request via UNIT-e Development/User Group. Feb 16: This has been overtaken by the work being undertaken to create a new absence reporting

			system. May 16: Complete. The absence reporting system is now under development. October 16: The have been delays in completing the absence reporting system because of technical difficulties which are being addressed by ISLT **Feb 2017** **There are continuing delays in the student absent reporting system due to staff changes in ISLT** **May 2017** **The design of the absence reporting system was insufficiently robust to take beyond the trial stage. The College is now reviewing its process for absence reporting.** **A new report for absences has been developed and provides information down to student level. This is available on Columbus and is issued weekly to managers.** **Complete**

INTERNAL REVIEW 2 - How well do we recruit and induct our staff? (H Anderson)			
Observation and Risk	**Recommendation**	**Management Response**	**Progress Report**
There is a need to update and consolidate documentation relating to recruitment, selection and induction.	**Recommendation 1** Update the Recruitment Responsibilities table to reflect staff changes within the organisation and to include responsibilities for screening prior to interview **Recommendation 2** It is recommended that the HR Department consolidate the Employee Resourcing Procedure and Recruitment Process into one document and ensure all the related documents are identified.	Response: Agreed. Table will be included as appendix to revised policy and procedure To be actioned by: Debbie Kerr March 2016	Planned for March 2016 to June 2016 with the implementation of a new policy and procedure including the table for the start of session 2016/17 Recommendation 1 has been completed and actioned and will be included in the updated Employee Resourcing Policy which will be considered by the JCCP at their meeting in March 2017. **Completed May 2017**
There is a need to align staff recruitment with curriculum planning	**Recommendation 3** Implement a formal annual staffing review which is linked to curriculum planning	Response: A flow chart detailing this will be added to the policy and procedure To be actioned by: Debbie Kerr March 2016	Planned for March 2016 to June 2016 with the implementation of a new policy and procedure including the flow chart for the start of session 16/17 This planning process has been used as part of the preparation for session 2016/17 and will form part of the revised policy as above **Completed May 2017**

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 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	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. 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
There is a need to ensure the interview process is planned and interview team members are fully prepared	**Recommendation 7** A recruitment meeting should be held prior to a post being advertised **Recommendation 9** The recruitment meeting should include planning the questions, consultation time and appropriate skills assessments e.g. Micro-	Response: Agreed Recommendation 8 to be carried out as posts are recruited rather than as a project. Process to be included in Policy and Procedure	A new policy and procedure will be in place for the beginning of session 16/17 however the pre recruitment meetings will commence from March 16. Recruitment meetings are now taking place as and when vacancies are notified to the department and include all of the areas referred to in

	teach sessions for lecturing staff **Recommendation 8** Update the current bank of questions to ensure they are sufficiently probing with expected answers and record the reasons why a candidate was unsuccessful	To be actioned by: D Kerr March 2016	recommendation 9. Recommendation 8 is on going and will be a continual process moving forward **Completed May 2017**
There is a need to closely monitor the progress of staff during the induction period and evaluate the experience of new staff	**Recommendation 13** HR should liaise with TEL and Health and Safety to create a progress report of Online Essential training for new staff and update the current online tool **Recommendation 15** Create an Induction Evaluation Form to be completed once the new staff member has completed their probationary period **Recommendation 17** Observation of teaching should be considered as part of the lecturing staff probationary period	Response Agreed To be actioned by: HR Officer in liaison with Debbie Kerr June 2016	It is expected that once the data can be extracted from moodle records will be updated in HR21 to allow managers to see completion dates of essential training This has been updated and current information is available to staff and managers in HR21 An induction evaluation form is to be created and included with the probationary documentation and completed at the end of the six months This will form part of the pack to be developed on return from maternity leave Teaching observations are carried out as part of the induction and PDA training **Completed May 2017**

INTERNAL REVIEW MONITORING (2016-2017)

INTERNAL REVIEW 2 – How good are our work placement experiences in developing the employability skills of our learners?			
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 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	Response: To be actioned by:	
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	Response: To be actioned by:	

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: • 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: To be actioned by:	
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
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 11. Review the role of the Course Tutor and the Student Guidance Policy and Procedure to reflect the changes recommended within this report	Response: These will be updated in May ready for AY 2017-18 To be actioned by: Heather Anderson Joanne George HOFs No later than: June 2017	

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 12. An Employer Engagement Protocol to be developed which includes the Employer Engagement/Placement Database	Response: To be actioned by: No later than:	