H

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Learning for Leading Scheme	**Purpose:** **For Approval** ☐ **For Discussion** ☐ **For Information** ☒
Prepared by: Ian Ireland	**Date:** 27 February 2017

Purpose: To provide the Committee with a summary of Board members' visits to their linked programme areas.

Executive Summary:

The attached reports were prepared by Virginia Grant following a visit to her linked programme area, Rural Industries on 12 December 2016, and by Liz Parkes following her visit to the Engineering area on 2 March 2017.

Recommendation:
None

Previous Committee Approvals:
N/A

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

Signed:

Ian Ireland

Author

BORDER COLLEGE

Leading and Learning

2nd March 2017

ENGINEERING PROGRAMME VISIT

I met with the Programme Lead John Rafferty for a discussion and visit, meeting 2nd Year plumbing students and introductory engineering students.

Summary of activities and observations during the visit:-

- Kenny retiring and Davie Lowe replacing him as Head of Faculty
- Commercial gas courses
- Experiences of assessor and internal verifier training, Training Qualification in Further Education and General Teaching Council registration
- Edinburgh area apprentices, car sharing or using new rail link
- Making use of work placements to get trade apprenticeships
- 8-10 student class size good
- Student intake of say 16 has to be maintained for funding, but preference for core 12-13 students you know you'll keep: tendency for late starters to drop out
- Drop out occurs due to loss of interest or getting jobs: suggested by John that a pre course familiarisation might counter this
- Alan's plumbing class and pipe sizing exercises to get required flow rate at least cost : 28mm appeared to be consensus
- Engineering class building circuits and green car development

Positive impressions:-

- Good atmosphere, friendly students and interactive classes
- Successful quality verification visit for electrical engineering

- Erasmus Plus visits to the Netherlands and Leipzig for motor vehicles, plumbing and painting and decorating
- Tidy workshops and spanner wall which is used as an example of best practice in my day job.

Areas which should be brought to the attention of college management:-

- A well run programme with a real passion for developing students

Further information required or requested:-

- Template for Learner portfolio for SVQ3 Plumbing provided
- Arrangements confirmed for attending faculty meeting on 18th April

BORDERS COLLEGE REGIONAL BOARD

LEARNING FOR LEADING

Board Member: **Dr Virginia Grant**
Programme Area **Rural Industries:** Kenny Thomson Head of Faculty kthomson@borderscollege.ac.uk Ext: 2635 Andy Winwood Programme Leader awinwood@borderscollege.ac.uk Ext: 8002
Date of Visit: 12th December 2016 The nature and format of the visit had been agreed in advance, via email correspondence, with the Programme Leader for Rural Industries, Andy Winwood. Kenny Thomson, Head of Faculty, was informed of the planned visit. It was agreed that two visits would be carried out during the academic year so that changes in working schedules and areas of learning could be observed. It was therefore agreed that a further visit involving meetings with staff and students would be arranged for spring 2017.
Summary of activities undertaken during visit: • Informal meetings with Head of Rural Industries and Department Staff • Meeting with 3 small groups of students: HNC Game keeping; Horticulture; Land Based Service Engineers • Tour of St Boswells site: staff and student common rooms, classrooms and outside practical training areas • Informal conversations with staff and students while touring premises • Feedback meeting with Head of Rural Industries
Positive Impressions: Enthusiastic and dedicated staff appeared to: • take a highly student centred approach to decision making • remain resourceful and positive despite the ongoing challenges relating to the limitations of the St Boswells site (see below) Students recognised the valuable opportunity provided by Borders College to study and train in Land Based disciplines since very few Colleges offer Land Based courses. Students were appreciative of the services provided by the college and were particularly enthusiastic about the practical/non-classroom elements of their training Students and staff highlighted the value of recent field trips. These inspiring experiences were enabled and facilitated by successful collaborations between the college and employers and land owners.

MA students were positive about their experiences with local employers

Staff and students demonstrated a positive, supportive and professional approach and this was reflected in the atmosphere

Students were encouraged to speak openly about their learning experience

In one case particularly effective learning support had resulted in: increased self-confidence and independence; competence to use the learning tools provided which reduced the need for support; improvements in overall course performance*

Areas which should be brought to the attention of the College Management:

There are on-going challenges relating to the St Boswells site:

- deteriorating fabric of temporary accommodation facilities
- shortage of space in both classrooms and common rooms
- problems with computers
- unsatisfactory temperature control – too cold in winter too hot in summer
- there appears to be a reduction learning support provision. In some cases learning support is thought to be insufficient to meet the needs of learners while in others it has been highly successful*

It is felt that the shortage of space on the premises places constraints on the level of additional services that may be provided at the site such as: learning support; bursary and travel advice; guidance and counselling.

While a range of short term measures have been taken to improve the situation it is clear that a longer term plan is essential.

No further information required or requested: