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CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Internal Review Progress Update	**Purpose:** **For Approval** ☐ **For Discussion** ☐ **For Information** ☒
Prepared by: David Killean	**Date:** 1 March 2017

Purpose: To provide the Curriculum and Quality Committee with a progress report on Internal Reviews 1-3 of 2014-15.

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

Executive Summary:

Progress reports are provided for Internal Reviews 1 - 3 of 2014/15. Many of the actions are now at the point of completion. 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

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

1. How good are our selection processes when admitting students to our programmes?
2. How good are our work placement experiences in developing the employability skills of our learners?
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For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

Signed:

Author

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
Staff and students commented on the complexity of the student funding application process. A new online student funding application system is in the process of being developed with the goal of improving the experience and effectiveness of the students' funding application process.	**Recommendation 1** To implement the online bursary system and evaluate its impact on the applicants experience. **Recommendation 2** To provide professional supervision for the Student Welfare Advisors to provide support as they deal with complex and difficult cases.	Response: The system is now in its first year of operation and will be reviewed in early 2016 To be actioned by: Head of Student Services	Nov 15: Application processing is still ongoing. Feb 16: The online system is implemented. Evaluation is still to be undertaken. Staff have evaluated the process which has resulted in some improvements. Overall, the new system is a significant improvement on the previous paper system May 16: Student feedback on the online system hasn't been as good as expected. We will look at improving the way we support students to complete the application, enlisting the help of the library as a place where students can upload documents. Oct 16: The process has been much smother in this second year of operation. Students are receiving regular reminders to complete their applications via email. Staff have eliminated backlogs of applications and have a much clearer picture of the current state of ongoing

			applications. Overtime by staff has reduced. **Feb 2017: Case supervision is provided in team at present rather than by an external supervisor** **Complete**
Welfare staff would also benefit from the opportunity to receive professional counselling to support the role that they provide. This is seen as good practice and was a feature in the past providing invaluable support and a sounding board for the team in relation to some of the cases they are supporting.		Response: Accepted – To be implemented after reorganization of the department in summer 2016 To be actioned by: Head of Student Services	Feb 16: Not yet fully implemented however welfare team members are meeting fortnightly for case reviews and workload. May16: Welfare staff continue to meet regularly and provide peer support. This is an area which needs incorporated into future structures within the student services team. October 16: Specialist professional supervision is provided to the Care Aware team as part of the Borders Young talent project **Feb 2017: Case supervision is provided in team at present rather than by an external supervisor** **Complete**
Using the alert system to flag up those students who have had previous issues with attendance or where appropriate disclosure of support provided would	**Recommendation 5** To develop further MIS alert system to flag up students who have had previous issues with	Response: Agreed Alerts can already be added to records. Someone needs to identify who needs flagged and	Feb 16: Still to be taken forward CIS Faculty is piloting a manual system of highlighting “At risk”

be hugely beneficial across all support services.	attendance or where appropriate disclosure of support provided would benefit student support services	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.	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.**
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**
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
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

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	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

	skills assessments e.g. Micro-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	department and include all of the areas referred to in recommendation 9. Recommendation 8 is on going and will be a continual process moving forward
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

INTERNAL REVIEW 3 - How effective is our approach to teaching and assessing BTEC Firsts and Nationals? (D Killean)			
Observation and Risk	**Recommendation**	**Management Response**	**Progress Report**
The Heads of Faculty and the majority of the Programme Leaders felt that the original reasons for moving to the BTEC awards are no longer valid.	**Recommendation 1**: Faculties should compare and contrast other awarding body provision with the Pearson BTECs and inform the Approvals Committee of any plans for change.	Response: Agreed to look at a range of awarding bodies and plan over an 18 month period for possible change in 2017/18. To be actioned by: Head of Faculty CIS & CEL, Programme Leaders, Lecturer	Sport – Initial meeting with NCFE. Staff meeting arranged for 14 November 2015 for NCFE and SQA. Feb Update – staff agree SQA NPA awards to replace BTEC Art – Meeting at Edinburgh College in March to look at London School of Art awards. Animal care considering City and Guilds and SQA awards, visiting Dundee and Angus college 1st March Oct 16 – Sport started new NPA awards and are moving Sport & Exercise to SQA NPA's in 2017-18 Art – We were not approved by UAL so dept is considering SQA awards **Jan 17 – Programmes have been change for 2017-18 and a new NC Art & Design course will replace the BTEC award.** **Complete**

BTEC Art & Design staff were keen to explore further the University of Arts London programme currently being delivered at Edinburgh College as an alternative to the BTEC awards.	**Recommendation 2:** To liaise with Edinburgh College and to investigate further the benefits and drawbacks of the College delivering this award in the future.	Response: Agreed to work closely with Edinburgh College to explore the University of Arts London programme. To be actioned by: Vice Principal Curriculum Head of Faculty CIS Programme Leader Art & Design Lecturers	Art – We were not approved by UAL as they don't have capacity so dept is considering SQA awards **Jan 17 – Programmes have been change for 2017-18 and a new NC Art & Design course will replace the BTEC award.** **Complete**
Art & Design staff felt that they do not always get the right learners onto the right programmes and that there was a high withdrawal rate. Staff stated that they knew at interview who were unlikely to remain on the programme.	**Recommendation 3:** To review the withdrawals from the Art & Design programmes to identify the reasons and to put in place steps to reduce the risk of this in the future.	Response: Agreed to investigate this further. To be actioned by: Head of Faculty CIS & Programme Leader	Early withdrawal is at 20% (3/15) albeit staff feel that they have a more engaged level of learners on the programme this session. Oct 16 – At Risk manual system introduced to review attendance – to date 1/16 has withdrawn early **Jan 17 – Programmes have been change for 2017-18 and a new NC Art & Design course will replace the BTEC award.** **Complete**
BTEC Sport and Animal Care staff felt that clear progression requirements were required for student progression to higher level programmes.	**Recommendation 5:** To establish clear and appropriate progression requirements for all BTEC programmes.	Response:	Animal Care, Sport and Art – ongoing through the curriculum review process. Oct 16 – sport has SCQF Level 6 for performance and

HNC Sports staff suggested the students found this level of qualification easier to achieve than the BTEC Level 3. Animal Care staff felt that students who achieved the BTEC Level 2 could automatically progress to Level 3 but some would struggle at this level.		To be actioned by: Head of Faculty CEL & Programme Leader Head of Faculty CIS & Programme Leader	will change Sport & Exercise for 2017-18 Animal Care is changing to SQA NC Animal Care Level 2 for 2017-18 **Complete**
Perception that schools did not always know what the College offer was and that they were not giving out the correct information to pupils. Lack of information on BTEC awards and employers and academic institutions would benefit from information on level and content of award to promote progression opportunities.	**Recommendation 6:** BTEC Programme Leaders to work with the Marketing Team to agree a revised approach to the marketing of BTEC programmes in schools to ensure that academic institutions and employers clearly understand the College offer.	Response: To be marketed through the College Open Day. To be actioned by: Programme Leaders & Marketing Team	Sport – Meetings have begun with SRU and Dirt School to gather information for marketing. Feb Update: Most are moving away from BTEC so we will have to plan marketing around the new awards and progression routes once agreed. Oct 16 – successful recruitment to new courses **Complete**
Reliance on the use of PowerPoint presentations was highlighted by students and a request for more practical work and research activities. They also asked for more feedback on progress from staff.	**Recommendation 8:** BTEC staff to review the learning and teaching methods they use to support BTEC awards and identify a range of current resources to reduce the use of PowerPoints used and to increase the practical	Response: To concentrate on externally assessed units and look closely at the use of formative assessment. In addition, look closely at units where there are large numbers of re-submissions. Check how well formative	Feb 2016: Art & Design are making more use of formative assessment to prepare the student for summative assessment in recognition of the changes brought in by the new assessment regulations.

	research activities used on the programmes.	assessment is used in teaching and learning to prepare learners for summative assessment. To be actioned by: Learning & Teaching Development Director	**Complete**
Feedback from students highlighted the need for clarification on what was required to achieve the BTEC award and they felt that the tutor should explain at the start of the year exactly what is expected to pass the course.	**Recommendation 9:** Programme Leaders to work with staff to ensure that all BTEC leaners clearly understand expectations of the award they are studying including the units they must achieve to pass, what would happen if they failed a unit, the assessment process and the importance of agreeing assessment dates and the learners understanding that these must be adhered to.	Response: Agreed that the focus is on the lecturing staff and Course Tutors. Course Tutors to meet regularly with learners to monitor progress. Programme Leaders to ensure that Lecturers and Course Tutors have the appropriate tools to monitor progress regularly. To be actioned by: Programme Leaders Course Tutors Lecturers	Nov: Training for Sport and Art staff on the BTEC calculator to be shared with students May 2016 – Most course tutors have used this tool **Complete**

Performance Indicators for BTEC programmes for session 2014/15 Art & Design Level 3 (73.3%) and for Level 2 (21.4%). Sport Level 3 (47.1%) and Level 2 (2.6%). These PIs are having a negative impact on the College's Learner Success targets. **Oct 2016 Update** **Art & Design Level 3 79%** **Art & Design Level 2 40%** **Sport Level 3 57%** **Sport Level 2 69%**	**Recommendation 10:** The Art & Design and the Sport and Exercise Programme Teams should devise and implement a plan of action to improve the success rates of their students including: ▪ Training for all staff in assessment approaches and qualifications standards ▪ Clear guidance and training for students in assessment approaches and regulations ▪ Detailed approaches to formative assessment in preparation for the summative assessments ▪ and understanding of command words ▪ Annual assessment plans agreed with the Programme Leader and Head of Faculty ▪ Reduce over reliance on the BTEC textbook	Response: Agreed that Head of Faculty and Learning & Teaching Development Director develop a staff development programme for staff. To be actioned by: Head of Faculty and Learning and Teaching Development Director	Lead IV training undertaken by Niall Campbell for Art. IV team for sport, Lead IV Kenny Moretta supporting IV Janet Jack and John Chisholm. Feb 16: Staff are much clearer about the assessment standards and the points system for achieving the awards. They have explained these design features to students. Past papers are being used as formative assessment in Art & Design Assessment plan for Art and Design submitted 26-10-15. Assessment plan for Sport in place and past online papers used in preparation for online exam **Complete**

	Recommendation 10 (Cont.): The Art & Design and the Sport and Exercise Programme Teams should devise and implement a plan of action to improve the success rates of their students including: ▪ Training for Lead Verifiers and standardisation meetings and exercises lead by the IV and attended by all assessors Actions plans to be signed off by the Vice Principal: Quality & Innovation and progress reported and monitored monthly	Response: Programme of standardisation meetings to be put in place, minuted and clear actions set. To be actioned by: Head of Faculty CIS Programme Leaders Vice Principal Quality & Innovation to attend standardisation meetings	Sport – diary of standardisation meetings issued, October meeting held. Lead IV training completed by Niall Campbell and Kenny Moretta. Feb16 Action plans are in place for Art & Design and Sport through the Special Measures for performance improvement. These are monitored and updated on an ongoing basis. Oct 2016 – All courses increased Learner Success **Complete**