

CURRICULUM AND QUALITY COMMITTEE REPORT REPORT

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: 24 January 2018
Purpose: To provide the Curriculum and Quality Committee with a progress report on Internal Reviews 2 and 3 of 2016-17.	
Linked to Strategic Goal 3: Provide a high quality College experience.	
Executive Summary: <p>Progress reports have 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: <p>N/A</p>	
Previous Committee Approvals: <p>None</p>	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>
Not for publication <input type="checkbox"/>	

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
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: The Work Placement unit will now enable this to happen. To be actioned by: Lecturing staff	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. Completed
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	
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: Plan an ‘Inspiration Day’ where students will participate in employer related inspiration activities across each faculty. To be actioned by: HoFs	To be discussed further at 9th March HoF meeting.
In addition to developing the employability skills of students, it is important that their enterprise skills are	9. The course teams should also consider the appropriateness of the NPA Enterprise and	Response: Already part of course and is relevant to Level 1 courses	

also developed	Employability Award at SCQF level 4 and 5 and include it within the course structure when appropriate	To be actioned by: HOFs No later than: June 2017	Completed
All activity relating to work placement must be recorded and reported to SFC	1. 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: Employer Engagement Protocol to include the type of activity to be recorded and areas of responsibility. Employer Database training to be recorded and made available online	A draft Employer Engagement Protocol has been developed and will be considered at the next Senior Leadership Team meeting in October. All courses have been updated with Work experience indicator.
	12. An Employer Engagement Protocol to be developed which includes the Employer Engagement/Placement Database	To be actioned by: D McKendry, S Rennie and Joanne George No later than:	Employer Database training has taken place with VP's, HoFs, and BDU Admin team.

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

Observation and Risk	Recommendation	Management Response	Progress Report
<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>	

<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>

<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>To be actioned by:</p> <p>Conor Bradley December 2017</p>	<p>4a. Good progress to date, work ongoing.</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>	

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.	Recommendation 7 7a. The College lesson plan should be adapted to include the use of learning technologies.	Response Agreed.	7a. Updated lesson plan available on the college Intranet.
		To be actioned by: L&TDD August 2017	
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).	Recommendation 8 See recommendation 4 above.	Response Agreed.	
		To be actioned by:	
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.	Recommendation 9 See recommendation 4 above.	Response Agreed.	
		To be actioned by:	

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.	10a. To be placed on the BST agenda for discussion.
		To be actioned by: Debbie Kerr (Chair) Business Support Team February 2018	
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.	11a. Policy document in progress. Metric information ongoing.
		To be actioned by: Conor Bradley February 2018	