M

REGIONAL BOARD REPORT

Subject: Education Scotland Engagement Visit	**Purpose:** **For Approval** ☐ **For Discussion** ☐ **For Information** ☒
Prepared by: Janet Robertson	**Date: 05/06/18**

Purpose: To update the Board on feedback from Education Scotland following visits from Review Teams to carry out observations

Linked to Strategic Goal 2: Deliver successful outcomes for all our learners.

Executive Summary:

The College HMI, Janet Campbell, engaged with the College during two 3-day periods in April and May, conducting a programme of observations visits across the College. The review team comprised both HMI and Associate Assessors. This provided an opportunity for a small number of paired observations of HMI with College staff, following on from a pilot exercise in March.

A summary of the high-level findings from the most recent visits is provided below.

Total Observations carried out: 56, six of which were paired.

Areas of positive practice identified:

- Most lessons were effective or better
- Most relationships between teaching staff and learners were positive
- Learners particularly valued the experience that teaching staff provide based on career experience/up-to-date industry knowledge
- Many learners feel well supported by staff
- In the better lessons a range of learning and teaching techniques took place to fully engage learners and staff actively encouraged and motivated learners
- Effective coaching techniques in practical lessons, resulted in learners developing relevant skills and increasing their confidence
- Effective questioning techniques were deployed in the better lessons allowing learners to further develop their knowledge and understanding
- Teaching rooms and workshop areas were generally of good quality
- Learning experience was enhanced through access to high quality external locations and facilities

Areas for further development:

- A few lessons were less than effective, with significant areas for development, and only a few lessons were highly effective
- For many classes there was over reliance on independent learning, with little intervention by teaching staff
- Whilst acknowledging the time of year when assessment becomes a priority, a strong focus on learning and teaching and the development of knowledge and skills was not evident
- Timetabling appeared often to be based on the needs, preferences or convenience of teaching staff rather than the quality of the overall college experience for learners.

- The development or achievement of core and essential skills was not well understood by learners and some staff

College HMI general reflections:

- Learners identified that reliability of computers, wifi, email and Moodle was inconsistent.
- The class representative system and purpose of Faculty councils was not well understood by learners
- The College devised Learning and Teaching Observation Record (LTOR) worked well
- The evaluations made by Programme Leaders aligned well with the evaluations of HMI

Recommendation: For Board to note the content of the update paper.

Previous Committee Approvals: No

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