



Working Together

A Guide to Course Team and Block Team Meetings

2019/20

Introduction

The purpose of this guide is to provide direction on the activities required to monitor progress, record actions and evaluate performance during the academic year. The two main activities are Course Team Meetings and Block Team Meetings.

Course Team Meetings

These will be held every month to monitor progress and quality within a curriculum area. They will be led by the Curriculum and Learning Manager and will comprise of Course Tutors, Lecturers, Achievement Coach and Learning Support (when relevant topics discussed). Meetings will be planned for the academic year with calendar invitations sent to relevant staff. The Principal, Vice Principal Curriculum & Student Services, Director of Business Improvement and Performance and Assistant Principal for that portfolio area may attend one or more of these meetings. There will be a standard agenda and a Quality Check Point topic each month.

Course Team Meeting Templates

Appendix 1 Course Team Meeting Standard Agenda

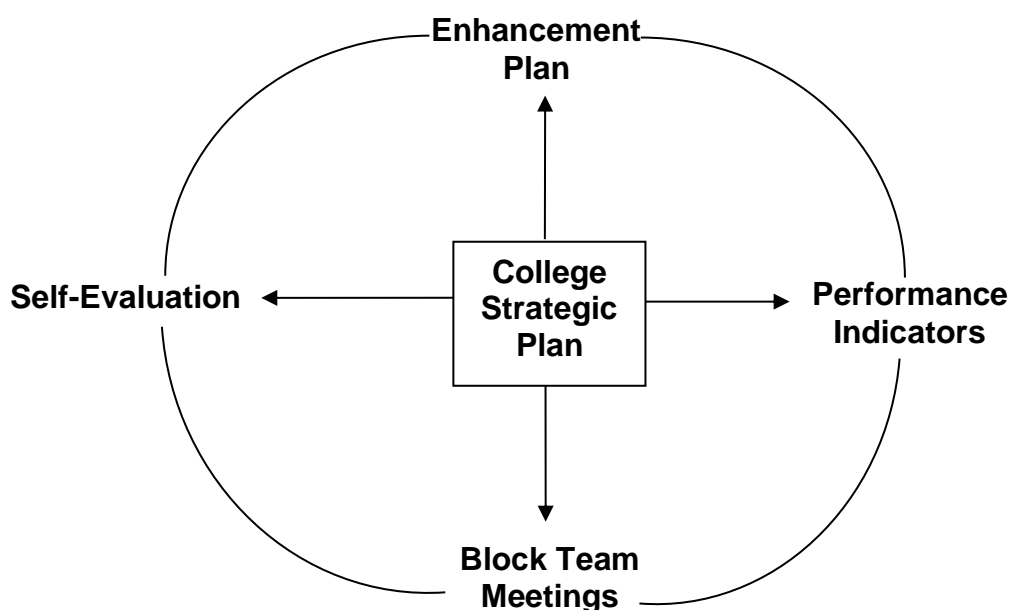
Appendix 2 Quality Check Points

Block Team Meetings

These will be held twice per academic year and this guide provides detailed information to support portfolio areas in the preparation and management of their block meetings. The minutes will enable portfolio areas to gather evidence to help in the production of their annual self-evaluation reports in line with the requirements of 'How good is our college?'.

The annual cycle for quality enhancement integrates self-evaluation with development planning and performance management and links all of these back to the strategic plan.

Diagram 1 Planning Cycle.



The main focus of portfolio block team meetings held in February and June is to evaluate feedback and set appropriate actions for the following:

- Evaluate key performance indicators (KPIs) against Sector Average
- Update Student Experience Meetings and Focus Group feedback and review impact on learning and teaching
- Review quality of learning and teaching including lesson observations
- Review progress on Enhancement plan action points

The Vice Principal Curriculum & Student Services will meet with the Assistant Principal in September prior to submission of the Self-evaluation Report and Enhancement Plan. The finalised KPI's will be reviewed against the targets and the actions agreed for the Enhancement Plan.

Portfolio Teams

Assistant Principals may have more than one Block Team Meeting depending on the curriculum range offered by the portfolio area. For 2018/19 the following portfolio block team meetings are planned:

Portfolio 1

- Health and Social Care
- Early Education and Supported Programmes
- Rural Skills

Portfolio 2

- Construction
- STEM
- Essential Skills and Transitions

Portfolio 3

- Creative Industries
- Sport and Outdoor Activities
- Business, Events and Heritage Tourism

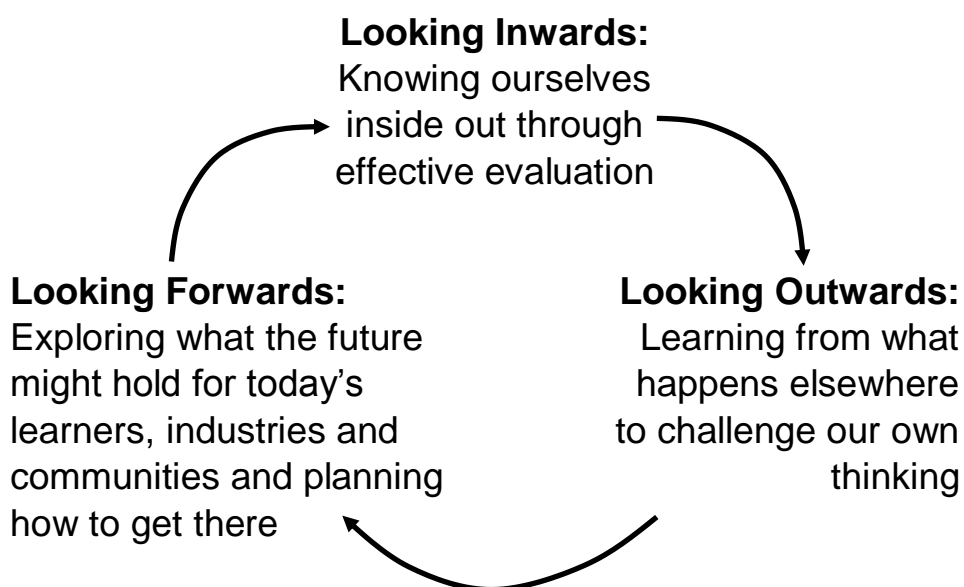
In addition, each portfolio area holds Student Experience meetings.

Block Team Meeting Templates

- Appendix 3 Agendas Blocks 1 & 2
- Appendix 4 Programme Review/Planning Template Section 1 Three Year Trend and Sector Comparison
- Appendix 5 Programme Review/Planning Template Section 4 Part A Learning and Teaching Approaches
- Appendix 6 Essential Skills Activity

Education Scotland Quality Framework

The guide is based on the Education Scotland Quality Framework 'How good is our college?' (First edition). Curricular teams should note that 'How good is our college?' asks colleges to be forward thinking to explore and anticipate new and emerging priorities and to draw on this to plan future provision and services.



The Framework

How good is our college? provides a structure for evaluation and enhancement which colleges with their stakeholders can use to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning experience.

It is based on four high level principles and the Block Team meeting will address all of these:

- leadership and quality culture;
- delivery of learning and services to support learning;
- outcomes and impact; and
- capacity for improvement.

Guidelines for Block Team Meetings

Preparing Documentation for the Meeting

In order to assist with the efficiency of the meeting it would be helpful if the following documents were available for participants prior to the meeting either in printed form or on a shared area:

- Agenda (Appendix 1)
- Summary of actions from previous meeting
- Section 1 Three Year Trend and Sector Comparison for previous session and current session predictions
- Essential Skills Chart
- Bulleted points from Student Experience Meetings and Focus Groups
- Summary of main points from Lesson Observations
- Updated Enhancement Plan
- Drafted self-evaluative comments and evidence
- Learning and Teaching Approaches

Evaluation of Performance Indicators

In Block 1 the focus is Early Withdrawal and Block 2 it is Total Withdrawal and Learner Success.

The team should look at areas for development and decide their strategy to deal with these. This may include increased marketing of a programme, a major adjustments curriculum review to identify programme strengths and areas for development, changes to learning and teaching approaches or a decision that the programme is coming to the end of its currency and should be replaced or removed from the portfolio. Programme Review/Planning Templates Section 1 and Section 4 Part A should be completed (Appendix 2 and 3).

In evaluating the **Early Withdrawal (EW)** it is essential that Course Tutors/Achievement Coaches know why each student has left, and the reason briefly recorded in their report.

Many issues can affect **Further Withdrawal rates**, for example, where students have found full time employment before completing their programme. Where **Further Withdrawal** is above the sector average, the reasons should be recorded.

Essential Skills Activity

The template in **Appendix 4** should be updated to review progress on essential skills for each programme within the faculty.

Destination Statistics are collected centrally by the College for all full time students who attended College the previous year. The data is collected in the January with a report available for the Assistant Principal in June.

Discussion within the team on the above areas will better enable the faculty to provide evidence for strengths and areas for improvement to support the completion of the annual self-evaluation report and enhancement plan.

Learning and Teaching Including Areas of Good Practice

The Curriculum and Learning Manager should lead a discussion on learning and teaching within their portfolio, discussing how the different approaches to evaluate learning and teaching are supporting staff to develop their professional practice and get meaningful feedback from learners. The minute should record examples of where this process has led to changes in learning and teaching particularly where this has been negotiated with learners. The minute should also record any emerging examples of good practice.

Student Experience Meetings and Focus Groups Bullet Points

The Curriculum and Learning Manager will provide a summary of the key points from the Student Experience and focus group meetings to date.

Review Current Enhancement Plan

Assistant Principal should update their current Enhancement Plan at the Block 1 meeting in preparation of the performance review meeting with the Executive Team.

This is also reviewed at the Block 2 meeting with any outstanding actions to be included in the next year's Enhancement Plan.

Self-Evaluation Report

The previous Self-Evaluation Report should be reviewed and updated with any new strengths or areas for improvement.

Block 1:

Leadership and quality culture

- *How good is our leadership and approach to improvement?*
 - 1.1 Governance and leadership of change
 - 1.2 Leadership of learning and teaching
 - 1.3 Leadership of services to support learning
 - 1.4 Evaluation leading to improvement

Delivery of learning and services to support learning

- *How good is the quality of the provision and services we deliver?*
 - 2.1 Safeguarding and child protection
 - 2.2 Curriculum
 - 2.3 Learning, teaching and assessment
 - 2.4 Services to support learning
 - 2.5 Transitions
 - 2.6 Partnerships

Block 2:

Outcomes and Impact

- *How good are we at ensuring the best possible outcomes for all our learners?*
 - 3.1 Wellbeing, equality and inclusion
 - 3.2 Equity, attainment and achievement of all learners

Capacity for improvement

- *What is our capacity for improvement?*

Standard Agenda for Course Team Meeting

1. Student Attendance
2. Student Progress (now linked to Bursary)
3. At Risk Register
4. Student Behaviour and Discipline:
 - a. Set and monitor Behaviour Plans
 - b. Report first and final written warnings
 - c. Report temporary or permanent exclusions
5. Quality Check Meetings

Month	Quality Check Point	Topic
September	QC 1	Student Induction and Late Starts
	QC 3	Assessment Tracking
	QC 4	Attendance Tracking
October	QC 2	Teaching and Learning Themes (invite LTS)
	QC 3	Assessment Tracking
	QC 4	Attendance Tracking
	QC 5	UCAS Applications
	QC 6	Scaffolding
November	QC 3	Assessment Tracking
	QC 4	Attendance Tracking
	QC 5	UCAS Applications
	QC 6	Scaffolding
	QC 7	Budget/Income Target
	QC 8	KPI Early Withdrawal
December	QC 3	Assessment Tracking (Interventions)
	QC 4	Attendance Tracking
	QC 5	UCAS Applications
	QC 6	Scaffolding
January	QC 3	Assessment Tracking
	QC 4	Attendance Tracking
	QC 6	Scaffolding
February	QC 9	Block 1 meeting
	QC 10	Progression Boards

March	QC 3 QC 4 QC 6 QC 7 QC 11	Assessment Tracking Attendance Tracking Scaffolding Budget/Income Target Curriculum Planning 2021-22
April	QC 12 QC 2 QC 3 QC 4 QC 6	Applications and Interviews Learning and Teaching Themes update (invite LTS) Assessment Tracking Attendance Tracking Scaffolding
May	QC 3 QC 4 QC 6 QC 7	Assessment Tracking Attendance Tracking Scaffolding Budgets/Income Target
June	QC 13 QC 14	Block 2 Team meeting Curriculum Planning and Review
		New programmes 2020/21 (Section 3 and Section 4B) Existing courses 2019/20 (Section 1 and Section 4 Part A) Major Adjustments (Section 1, 2, 3 and 4 Part A)

Quality Check Point Topics

Please note:

For Programmes starting in 2019-20, Section 2 of the Curriculum and Planning Review process should have been completed in March 2019.
New Programme 2020/21: Section 2 should be completed prior to March 2020.

Borders College Block Meetings

Meeting at on 20

Campus Location:

Agenda (Block 1)

01/Apologies

02/Matters Arising from Previous Minute

03/Three Year Trend and Sector Comparison Section 1 – Team Activity
(Early Withdrawal Only)

04/ Student Experience and Focus Group Summary and the impact on
learning and teaching

05/Evaluation of Learning and Teaching – Section 4 Part A – Team
Activity

06/Progress on actions within the current Enhancement Plan

07/Essential Skills Activity

08/Preparation for the next Faculty Self-Evaluation Report – Team
Activity

09/Student destination data from previous academic year

10/Any Other Competent Business

11/Date and Time of Next Meeting

Borders College Block Meetings

Meeting at on 20

Campus Location:

Agenda (Block 2)

12/Apologies

13/Matters Arising from Previous Minute

14/Three Year Trend and Sector Comparison Section 1 – Team Activity
(completion of activity for session)

15/Student Experience and Focus Group Summary and the impact on
learning and teaching

16/Evaluation of Learning and Teaching – Online Activities

17/Review of Action Points from Previous Enhancement Plan

18/Education Scotland Engagement – Main Points for Action

19/Preparation for the next Self-Evaluation Report – Team Activity

20/Any other Competent Business

21/Date and Time of Next Meeting

Programme Review/Planning Template

SECTION 1 Three Year Trend and Sector Comparison

Block 1 (Early Withdrawal Only) Block 2 (Complete Full Document)

Course Title:

CRITERIA	Sector Average	Year 1	Year 2	Year 3	Current Year	GOOD PRACTICE IDENTIFIED /ACTIONS	AP APPROVED
EARLY WITHDRAWAL							
Total Withdrawal (Early & Further)							
Learner Success							
DEMAND							
Ratio: Male/Female	No more than 25% imbalance						
Enrolled							
PROGRESSION							
To next level							
To employment							
To University							
FINANCIAL							
Credits achieved							
Income generated							

SECTION 4 Part A Learning and Teaching Approaches – Current Programme

Course Title:

Criteria	Judgement	Evidence	Proposed change to approach	Staffing and/or CPD requirements	Action Good Practice
Student Satisfaction of Learning and Teaching					
Progress towards Digital Delivery (State Stage 1, 2, 3, 4 or 5 of online delivery)					

Approaches used	Rarely	Weekly	Monthly	Proposed change to approach	Staffing and/or CPD requirements	Action Good Practice
Digital Tools						
Project Based						
Interdisciplinary						
Context based						
Collaborative						
Active						
Other: please state						

Essential Skills Activity

Programme	Employability	Enterprise	Digital Skills	Equalities	Curriculum for Excellence			Sustainability
					Citizenship	Core Skills	Health & Well Being	

Guide to Course Team and Block Team Meetings
