

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Approach to assessing quality of Learning and Teaching	Purpose: For Approval <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/>
Prepared by: J Gracie	Date: 3 February 2021
Purpose: Inform the committee of support to staff during session 2020/21. This includes the work of the Quality and Development Specialist and the Awarding Body Coordinator.	
Linked to Strategic Ambition: Create high quality learning and training opportunities which are relevant, enabling and flexible	
Executive Summary: Information on the types of support offered from the Quality and Development Team for managers, lecturers, tutors and assessors. Information on issues raised by both assessing staff and managers to cope with new and changing assessment requirements that impact on Borders College quality assurance processes. Information on remote classroom observations and how quality assurance can lead to quality improvement.	
Recommendation: Continue with the work of the quality and development section including the progression of classroom observations for remote delivery.	
Previous Committee Approvals:	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>
Not for publication <input type="checkbox"/>	

BORDERS COLLEGE

QUALITY AND DEVELOPMENT

Quality Issues and Action Tracker from 26/10/2020 – 1/2/21

Subject Areas	Use of NAB's and ASP's		Assessment and IV		Total	
Business, Events and Tourism	6		10		16	
Rural Skills	1		3		4	
STEM	1		0		1	
Sustainable Construction	1		4		5	
Health and Social Care	4		7		11	
Sports and Outdoor Activities	0		2		2	
Creative Industries	8		10		18	
Early Education and Supported Programmes	2		11		13	
General	3		3		6	
Total	26		50		76	

Issues have included the following:

- Use of NABs and ASP's (National assessments)
- Move to open book assessments with adaptation to word counts, supervised conditions
- IV procedure and changes to footers, formatting of assessments and general standardisation and verification advice
- IV 13 and recording of summative assessment
- Use of oral questioning to support evidence requirements
- Graded Units and subject specific advice
- Use of Moodle for summative assessment
- Development of Moodle Assignments for portfolio work
- Interpretation of awarding body advice
- Use of Tuition
- Referencing and bibliography

Further issues since 3/12/20 have included:

- Interpreting Unit Specs and being able to write assessments
- Establishing protocols to establish control of remote assessments
- Use of Word Forms to create assessments
- Marking and feedback options with Moodle Assignments for portfolio work
- Marking and feedback options with Moodle Turnitin
- Steering staff away from using email for sending and receiving students' summative assessments
- How staff should advise students about the graded unit process
- Ensuring assessments are available in file options other than PDF for ELS students so that they can use immersive reader
- Extra time required for remote assessments due to home life impacting on online availability
- Ensuring staff use IV'd assessments and that they have the IV footer on them
- Remote invigilation of assessments.

Discussion points and potential CPD:

Staff development for writing assessments and interpreting unit specs

IV training for new IV staff

Future work on the new SQA guidance about making robust assessment decisions.

Developing new Quality Assurance processes for 2020/2021 in response to the current lockdown.

Roll out of remote classroom observations from 1/2/21 until 30/6/21 initially on a voluntary basis.

BORDERS COLLEGE

QUALITY REVIEW OF LEARNING, TEACHING AND ASSESSMENT

Review Document

Portfolio		
Course Title		
Lecturer and Date		
Unit Title and Code		
Date of activity / Class Time	<input type="checkbox"/> Face-to-Face delivery	<input type="checkbox"/> Class visit
	<input type="checkbox"/> Synchronous	<input type="checkbox"/> Virtual learning
	<input type="checkbox"/> Asynchronous	<input type="checkbox"/> Work security
IV		
QDS		
CLM		
Number of learners	On Register	In Attendance

Context for the class visit
Observation of Learning and Teaching
<p>1. How effectively do staff use a range of appropriate digital technologies and other resources to support and enhance learning and teaching?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Resources and equipment were appropriate and of high quality • Digital technologies were used effectively and appropriate • Appropriate range of resources available to support all learners • All learners made effective use of the learning resources
<p>2. How well do learners develop the skills they need to help them attain, achieve and progress to employment?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Independent learning was encouraged to reinforce knowledge and understanding and to improve the development of skills • Learning objectives clearly linked to unit/programme outcomes

- Employability skills promoted including attendance and punctuality, eg team-working, respect for others
- Study skills promoted, eg organisational skills, not-taking, referencing, research skills

3. How effective are teaching approaches to meet individual learning needs?

Prompts:

- Effective and appropriate communication was used to present information to learners clearly and accurately
- Learner-centred techniques were used for activities as appropriate
- Learning resources suitably adapted to meet the individual needs of learners
- Group work was facilitated to ensure effective learning

4. How effective are questioning strategies to enhance the learning experience and promote further learning?

Prompts:

- Questioning was used well to elicit further information from individual learners
- Responses were listened to and further information was provided when necessary
- Questioning was used to enhance knowledge and understanding and to reinforce learning
- Responses were listened to and contributions valued and encouraged
- Learners were signposted to access further learning opportunities

5. How effective are the formative and /or summative assessment approaches used to promote learning and affirm achievement?

Prompts:

- Areas requiring further work were identified
- Feedback was effective and involved individual learners
- The learners are given opportunities to summarise key learning points
- Appropriate opportunities for formative assessment were provided

6. How effectively is the ethos and culture of inclusion supported by staff and learners?

Prompts:

- An open non-judgemental approach
- All learners were actively involved in the lesson
- All learners were treated with equity
- Learning resources provided evidence of inclusion, diversity and equality

7. How well are learners achieving essential skills to progress in their learning?

Prompts:

- Core skills observed for example (Communication, ICT, Numeracy, Working with Others, Problem Solving)
- Career Management and Employability Skills
- Appropriate opportunities were taken to discuss essential skills

8. How well are learners motivated and engaged in enhancing their own learning?

Prompts:

- Learners are encouraged to use individual methods and strategies to enhance their own learning
- Learners appeared to be enthusiastic and motivated
- Learners appeared to be engaged with the learning
- Prior knowledge or experience of topic was checked

9. Evidence of effective /adaptive planning observed.

Prompts:

- Objectives were reviewed and key learning points summarised
- Aims and objectives of the session/unit/programme were met
- Planning was flexible and responsive to learners' needs
- Evidence of planning observed eg Lesson Plan/Learning Aims/Objectives/Learning, Teaching and Assessment Plan

Discussion with learners

1. Do you use high-quality digital technology and resources in your classes?

Prompts:

- Resources and equipment are appropriate, of high quality and accessible
- Digital technologies are used effectively and appropriate
- The learning resources enhance learning
- Learners made good use of the learning resources

2. What type of assessments do you use in this subject and do they meet your needs?

Prompts:

- Assessment schedule
- Learners' needs are met (including learning support)
- Areas requiring further work are identified
- Range of assessment instruments used were appropriate to the subject area
- Flexibility of assessment where appropriate

3. How effective is the assessment and feedback you receive and does this help promote learning and achievement?

Prompts:

- Feedback is effective and involves you (individual, group, written, oral)
- Do you understand how well you are achieving?
- How do you know your progress?

4. What opportunities are you given to influence your own learning?

Prompts:

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| <ul style="list-style-type: none">• Are you given learner choice eg topics/projects?• Do you have an opportunity to self-directed/flexible learning?• Is there flexibility in the resources you use? |
| Observers overall summary |
| Comments from reflection and discussion with the staff member being observed. |