G

Curriculum Quality and Student Experience Committee

Thursday 1st February 2024

Quality Report

1.0 PURPOSE OF PAPER

For discussion

2.0 EXECUTIVE SUMMARY

To update CQSE on the Education Scotland's, Annual Engagement Visit

2.1 Appendix 1 Link to Final Report and Publication Letter

3.0 RECOMMENDATION(S)/ACTION(S) REQUIRED

3.1 Actions:

The Quality team will work with the curricular teams, support teams and BCSA to develop action plans and implement the recommendations of the Education Scotland report.

3.2 The college have been undertaken a serious of meeting with Scottish Borders Council Education Department and Scottish Borders Council Transport Department to review delivery models of our schools provision.

3.3 An initial meeting has been held between Student Partnerships in Quality Scotland (SPARQ), Borders College Student's Association (BCSA) and the Quality team to review and develop our Student representation system and the student partnership in decision making within the college.

4.0 BACKGROUND

During November 2023 Education Scotland team of Inspectors undertook an Annual Engagement Visit (AEV) at Borders College.
The Education Scotland team of inspectors focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors.

5.0 MAIN BODY of PAPER

A very positive report has been received from Education Scotland. The report is a clear reflection on the hard work and commitment from our staff. The HM Inspectors have reported on major strengths in the college's work, with no major points of action. Two areas of improvement were identified in the report.

5.1 Areas of good practice identified under Learner Progress and Outcomes:

- Success rates for full time further education and higher education (HE) learners are above the sector average.
- Rates for learner completion on part time HE have remained higher than the sector norm for four years.
- In most subject successful learner completion is above the sector norm.
- Rates of successful completion for learners from key equalities groups who declare a disability and for learners who identify as female are above the sector norm.
- Learners have access to a wide range of effective learner support arrangements and associated facilities.
- Most teaching staff hold the Teaching Qualification in Further Education (TQFE) and engage well in professional training and updating.
- College managers support staff to take part in informal peer review and team-teaching experiences where they share teaching practice
- Curriculum staff and commercial managers work well with subject specific external partners to improve outcomes for learners and to share highly effective practice.

5.2 Under Learner Engagement the following was identified:

- Borders College Students' Association (BCSA) is well represented at College Board meetings and across all strategic committees.
- Achievement Coaches provide discreet and bespoke support for learners who are reluctant to disclose additional learning requirements.
- Learners feel they are listened to and value the opportunity to suggest improvements in learning and teaching practice.
- Curriculum staff arrange industrial placements for learners and have in place a range of partnerships with local employers.

5.3 Areas for development

The following areas for improvement were identified

- Rates of successful completion for care experienced learners and school-aged learners on part-time FE programmes are significantly below the sector norm.

- The number of learner representatives is low and only around half have undertaken training to perform their roles effectively.

6.0 IMPLICATIONS AND CONSIDERATIONS

6.1 Financial Implications

There are no direct financial implications in this report.

6.2 Learner Implications

This is a positive report for current and perspective students.

6.3 Staff Implications

It is important our staff engage with and are aware of the areas of development within the report.

6.4 Equality and Diversity Implications/Equality Impact Assessment

There will be an increased focus on support offered to care experienced learners to enable them to be successful in their studies.

Continue to meet with Scottish Borders Council Education Department and Scottish Borders Council Transport Department to review delivery models of our schools provision to ensure our part time FE learners are successful completers.

6.5 Sustainability/Environmental Implications

There are no direct sustainability implications in this report.

7.0 RISK COMMENTARY

The risks of not addressing areas of improvement within the report may result in sanctions imposed by Scottish Funding Council.

8.0 CONCLUSION

This paper should give the Board of Management high confidence on the delivery of the curriculum from our staff and in the leadership of the curriculum and the support teams & functions within the college.

APPENDIX 1

Annual Engagement Visit Report & Letter

Lynne Gilchrist

Assistant Principal Curriculum & Quality

24th January 2024

Previous Board or College Committee Approvals:

Alternative formats

If you need access to a college document in an alternative format, for example, accessible PDF, large print, easy read, audio recording and braille:

- Complete an accessibility request form by **clicking on this link**.
- Call **01896 66 26 00** and ask to speak with the Marketing Team.

We will consider your request and get back to you within 5 working days.

Translate documents from this website into other languages

You can download any of our published documents and translate them into many languages. Please click this link to use **Google Translate**

For publication ☒	**Not for publication** ☐ **If not, why not?**