Quality Enhancement Group Report to the Development Committee

May 2020

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1.0   Introduction

This report seeks to update the Development Committee on quality assurance and enhancement activity within the College. The main activities since the last report in February 2020 are covered in the executive summary below.

2.0   Executive Summary

2.1   Business Continuity Assessment and Resulting Methodology (BCARM).
2.2   Academic Board.
2.3   Professional Discussion of Learning and Teaching (PDLT) Update.
2.4   College Leaver Destinations (CLD) 2018-19.
2.5   Awarding Body Verification Activity Update.
2.6   SQA Refined Estimates for NQ 2020.
2.7   Learning and Teaching.
2.6   College Involvement in National Quality Enhancement Activity.

3.0   Detail from Summary

3.1   Business Continuity Assessment and Resulting Methodology (BCARM)

On 1st May the Business Continuity Assessment and Resulting Methodology (BCARM) was published. This process and supporting documentation fully aligns with SQA and Scotland's Colleges' joint statement published on the 26th March 2020, and the update released on the 3rd April 2020. It provides clear guidance to staff on the College's strategy for assessing and resulting HNC/D, NC, NPA, Skills for Work and National Qualification (NQ) Freestanding Units. Staff across all faculties have been further supported through awareness raising sessions led by the Quality Management Team. In addition, in response to staff requests the Quality Unit has developed further support materials to provide staff with exemplars and scenarios to assist them throughout each stage of the assessment and resulting process.

3.2   Academic Board

The Quality Enhancement Group (QEG) increased its frequency of meetings in response to the rapidly evolving exceptional circumstances. The focus of the meetings was to provide reassurance, focus and support staff to engage in revised assessment, resulting and quality assurance processes. The group decided, at its meeting on 5th May 2020, that the June 2020 Academic Board activity would be rescheduled, due to other business pressures resulting from the COVID-19 response, the requirement to focus attention on our approach to remote assessment and resulting, alongside the expected increase in deferred results for vocational qualifications. The Academic Board schedule and format for the 2020-21 session will be reviewed to align with quality timelines.

3.3   Professional Discussion of Learning and Teaching (PDLT) Update

Forty-two staff were selected for a Professional Discussion of Learning & Teaching (PDLT) during the 2019-20 session. The PDLT team agreed that a coordinated approach to classroom observations would be programmed between Jan and May 2020. Fifteen were completed across January and February and the remainder will be carried forward to the 2020-2021 session. The PDLT team will revise the observation strategy prior to academic session 2020-21 to align the model with the blended-learning delivery offer planned for next session.

3.4   College Leaver Destinations (CLD) 2018-19

The 2018-19 CLD data was completed and returned to the Scottish Funding Council (SFC) on 28th February 2020. The data will be used to produce sector figures for *the National Performance Measure: number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying*. 98.36% of South Lanarkshire College's leavers were contacted and destinations recorded against the primary classifications. Appendix 1 shows a summary of the returns and includes data from preceding academic sessions for comparison. This shows that 92.5%of 2018-19 leavers were in a positive destination within this timeframe.

The SFC report on *First Destination of College Leavers data: Academic Year 2018-19 student cohort* was due to be published in September 2020. The sector is awaiting further confirmation regarding the publication of this report.

3.5   Awarding Body Verification Activity Update.

The following activities have concluded since the February 2020 update:

The City and Guilds approval activity has resulted in Direct Claim Status for ILM Level 3 Certificate in Leadership and ILM Management and Level 3 Award in Leadership and Management.

SQA completed six External verification visits covering eight awards, as follows:

- SVQ Childcare - High Confidence. 1 Good Practice cited.
- NPA Childcare – High Confidence.
- HNC Hairdressing - High Confidence. 3 Good Practices cited.
- SVQ Hairdressing - Awaiting updated QEV report.
- SVQ Food and Beverage - High Confidence. Awaiting QEV report.
- SVQ Professional Cookery - High Confidence. Awaiting QEV report.
- NPA Playwork and Childcare - High Confidence. 1 Good Practice cited.
- HN Social Science - High Confidence. 2 Recommendations and 1 Good Practice cited.

No further External Verification visits are planned for the 2019-20 session. SQA have notified every College with revised proposals for Central Verification activity. Due to the low level of risk, the College will participate in a maximum of 2 Central Verifications, over the remainder of the academic year.

3.6   SQA Refined Estimate Submission for NQs 2020.

The College is presenting 7 courses through SQA's Refined Estimate Submission process for this session. The Quality Unit's Examinations Officer (EO) has been managing the planning of the SQA NQ Estimates process in partnership with the College's Information Systems (IS) team. The EO and CM: Quality have reviewed and approved the estimates for all 7 presentations: National 5 Mathematics, Higher Accounting and National 5 Application of Maths, English for Speakers of Other Languages (ESOL), Higher English, Higher Childcare & Development and National 5 Care. The Internal Quality Assurance process was approved by the Head of Quality.

3.7 <u>Learning and Teaching</u>

The College has sustained high levels of engagement with students across all three faculties (on average 70-80% across the period). Course Teams have used a wide variety of creative approaches to promote home study and the delivery of learning, teaching and assessment. Staff have been working flexibly with students to accommodate the challenges of balancing their studies with other commitments during this period.

To address potential issues of digital poverty, students were able to apply for access to a college lap top computer and collect it from the college, whilst maintaining safe distancing. These classroom laptops were repurposed and prepared for external home use for students to remove IT as a potential barrier to learning. The College also repurposed some of its hardship funds to provide grants to students for purchase of their own IT kit. The extensive support and flexibility provided by staff, alongside sustained levels of student engagement, should maximise opportunities for students to successfully achieve their qualifications.

3.8   <u>College Involvement in National Quality Enhancement Activity</u>

In February, the CM: Quality and a Quality Officer (QO) attended the SQA Quality Managers' event in Glasgow. This professional exchange of knowledge and the output from the workshops will be used to shape future quality improvement activity through the SQA Quality Focus Group (QFG). The CM: Quality continues to support activity in the SQA QFG, which usually sits four times per annum. Due to the national response to COVID-19, the CM: Quality has been attending weekly virtual meetings of this group, since 26th March 2020. The SQA QFG supported SQA and Scotland's Colleges to develop the joint assessment strategy for HNC/D, NC, NPA, Skills for Work and NQ Freestanding Units.

The CM: Quality has been representing the College through frequent engagement with the College Development Network (CDN) Quality Development Network (QDN). This forum has been set up to support cross-sectoral exchange of best practice, collaborative approaches and to influence Awarding Body quality guidelines that maintain the validity and integrity of qualifications. The College is represented on the cross-sectoral scenario planning sub-group, which is sharing best practice in terms of preparing plans for academic session 20/21.

4.0   It is recommended that the Development Committee notes:

4.1	The Business Continuity Assessment and Resulting Methodology (BCARM).
4.2	The update on the Academic Board.
4.3	The update on Professional Discussion of Learning and Teaching (PDLT).
4.4	College Leaver Destinations (CLD) 2018-19 summary.
4.5	The Awarding Body Verification Activity Update.
4.6	The SQA Refined Estimates for NQ 2020 update.
4.7	The update on Learning and Teaching.
4.8	College Involvement in National Quality Enhancement Activity.

Angus Allan, Chair, Quality Enhancement Group, May 2020

Appendix 1

Please add % total for positive destinations

SLC SFC COLLEGE LEAVER DESTINATION RETURN FE/HE Fulltime

2018-19	2017-18	2016-17	2015-16	2014-15	
629	676	591	681	549	**OUTSTANDING (to find)**
					Primary Classification
23	21	29	26	31	Unconfirmed
274	277	268	298	254	Working full-time (including apprenticeships, self-employed/freelance, voluntary or other unpaid work,
68	70	72	74	44	Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)
67	63	51	47	49	Unemployed and looking for work
2	1		1	1	Due to start a job by the 31st March
934	944	901	862	899	Engaged in full-time further study, training or research
27	17	11	16	3	Engaged in part-time further study, training or research
2	0		1	1	Taking time out in order to travel
	8	5	3	1	Not employed but NOT looking for employment, further study or training
1	0		0	0	Permanently unable to work/retired
11	12	11	15	13	Temporarily sick or unable to work/looking after the home or family
1	0		0	0	Deceased
1410	1413	1348	1343	1296	
98.36%	98.50%	97.84%	98.06%	97.60%	