



**Working Together**

# **A Guide to Course Team and Block Team Meetings**

**2020/21**

## 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.

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. It is important to track student destinations if they decide to leave college prior to the end of the course.

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 and Quality Check Points

### **Block Team Meetings**

These will be held twice per academic year and this guide provides information to support portfolio areas in the preparation and management of their block meetings. The minutes will enable subject areas to gather evidence to help in the production of the annual self-evaluation reports in line with the requirements of Education Scotland.

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

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
- Review quality of learning and teaching
- Review progress on Enhancement plan action points

## Portfolio Teams

For 2020/21 the following portfolio block team meetings are planned:

### Portfolio 1

- Rural Skills
- Creative Industries
- Sport and Outdoor Activities
- Business, Events and Tourism

### Portfolio 2

- STEM
- Sustainable Construction
- Health and Social Care
- Early Education and Supported Programmes

## Block Team Meeting Templates

- Appendix 2 Agenda Block 1
- Appendix 3 Agenda Block 2
- Appendix 4 Programme Review/Planning Template  
Learning and Teaching Approaches
- Appendix 5 Essential Skills Activity

## Education Scotland Quality Framework

Each year Education Scotland develop arrangements for assuring and improving the quality of provision delivered in Scotland's colleges. During 2020 /2021, Education Scotland will work flexibly and responsively to emerging support needs of colleges as they recover from the impact of COVID-19 pandemic. Education Scotland have provided a framework for recovery based on the following themes:

- Curriculum, learning and teaching, and assessment
- Services to support learning
- Transitions
- Evaluation to facilitate 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, on line or on a shared area:

- Agenda (Appendix 2 and 3)
- Summary of actions from previous meeting
- Two Year Trend and Sector Comparison for previous session and current session predictions
- Essential Skills Chart (Appendix 5)
- Student Experience Meetings and Focus Groups
- Update Enhancement Plan
- Draft self-evaluative comments and evidence (challenge questions)
- Learning and Teaching Approaches

### **Evaluation of Performance Indicators**

In Block 1 the focus is Early Withdrawal and in Block 2 it is Further 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, major adjustments and 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 (Appendix 4) should be completed.

## **Essential Skills Activity**

The template in **Appendix 5** should be updated to review progress on essential skills for each programme within the portfolio.

## **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 for the Block 1 meeting.

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

## **Draft self-evaluate comments and evidence**

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

### **Block 1 and Block 2: (challenge questions)**

- Curriculum, learning and teaching, and assessment  
*What do we do well?*  
*What can we improve on?*
- Services to support learning  
*What do we do well?*  
*What can we improve on?*
- Transitions and progressing students  
*What do we do well?*  
*What can we improve on?*
- Evaluation to facilitate improvement  
*What do we do well?*  
*What can we improve on?*



## **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 obtain 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.

## Standard Agenda for Course Team and Quality Check Point Meeting

1. Student Engagement and Attendance
2. Student Assessment Tracking and Monitoring
3. Quality Check Meetings

Month	Quality Check Point	Topic
September	QC 1	Student Induction and Late Starts
October	QC 2 QC 3	UCAS Applications Scaffolding
November	QC 2 QC 3 QC 4	UCAS Applications Scaffolding KPI Early Withdrawal
December	QC 2 QC 3	UCAS Applications Scaffolding
January	QC 2 QC 3	UCAS Applications Scaffolding
February	QC 5	Block 1 meeting Progression Boards and Transitions
March	QC 3 QC 6 QC 5	Scaffolding Curriculum Planning 2021-22 Progression Boards and Transitions
April	QC 7 QC 3	Applications and Interviews Scaffolding
May	QC 3	Scaffolding
June	QC 8	Block 2 Team meeting Curriculum Planning and Review

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## **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 – 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 – Team Activity

06/Progress on actions within the current Enhancement Plan

07/Essential Skills Activity

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

09/Any Other Competent Business

10/Date and Time of Next Meeting

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## Borders College Block Meetings

Meeting at..... on..... 20.....

Campus Location: .....

### Agenda (Block 2)

11/Apologies

12/Matters Arising from Previous Minute

13/Two Year Trend and Sector Comparison – Team Activity (completion of activity for session)

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

15/Evaluation of Learning and Teaching – Team Activity

16/Review of Action Points from Previous Enhancement Plan 1

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

18/Student destinations and outcomes

19/Any other Competent Business

20/Date and Time of Next Meeting

## Programme Review/Planning Template

### Two 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
<b>EARLY WITHDRAWAL</b>						
<b>Total Withdrawal (Early &amp; Further)</b>						
<b>Learner Success</b>						
<b>DEMAND</b>						
Ratio: Male/Female	No more than 25% imbalance					
<b>PROGRESSION</b>						
To next level						
To employment						
To University						

## Learning and Teaching Approaches – Current Programme

Course Title:

Criteria	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	

