



A Guide to Curriculum Meetings

2022/23

Introduction

The purpose of this guide is to provide direction on the activities required to monitor student progress, record actions, and evaluate performance for students throughout an academic session. The main activities are:

- Preparation for academic session meetings
- Tracking and monitoring meetings
- Self-evaluation meetings
- Team operational meetings
- Progression Board meetings

This guide also provides curriculum teams with agendas and plans for team operational and self-evaluation meetings.

Meeting name	Purpose	Frequency & Month	In attendance	How to record
Preparation for academic session and student success meeting	To provide staff with time to develop plans for assessment scheduling, timetable checks, meet student experience and e-learning team and prepare for student induction	Once per academic session August (CLM to confirm)	CLM PL (If applicable) All lecturing staff Achievement Coaches Representative of student experience team Representative of e-learning team	Word log on MS Teams site
Tracking and monitoring meetings	To enable curriculum teams to track and monitor student progress	Once per month In place of team meetings and date TBC with CLM	CLM PL (if applicable) All lecturing staff Achievement Coaches	Within ProSolution

Self-evaluation meetings	To enable teams to reflect, discuss and record the success and improvement required of a specific course It is necessary to compare PI trends on a three-year basis and sector averages	3 per session (August 18.08.2022) (February 13.02.2023) (June 21.06.2023)	CLM PL (if applicable) All lecturing staff Achievement Coaches	On college self-evaluation document held in the U drive. Assistant Principals have access to this area
Team operational meetings	To meet and discuss college, students and sector matters	2 per month Date TBC by CLM	CLM PL (if applicable) All lecturing staff Achievement Coaches Guest speaker/presenter (when or if necessary)	MS Teams log page with actions
Progression Board meetings	To enable curriculum staff to address matters that may inhibit students from progression within their current or next level course of study	Once per year February Monday 13th 2023	CLM Achievement Coach Lecturing staff	An action plan is agreed for students to enable them to have an individual plan to achieve and progress

Preparation for Academic Session Meetings

Time has been allocated to allow teams to fully prepare for the academic session. These meetings will take place during the first two weeks of an academic term (prior to full-time courses starting).

Lecturers should undertake the following:

- Staff understand and agree individual and course timetables and inter dependencies (cross-referencing) for assessment;
- Update IV13 (in line with agreed course structures);
- Agreed units and dates to IV (Internal Verification) for session 22/23;
- Forward NODs (Notification of Delivery) and any assessment updates to IV;
- Develop assessment schedules and upload to Canvas and ProSolution;
- Review and discuss KPI (Key Performance Indicators) from previous session (please contact MIS if you are unsure of what these are);
- Agree and finalise student induction;
- Meet with Student Support Team to discuss students with additional support needs and discuss and agree strategies to support these.

Additional information for Lecturing Staff

In order for all lecturing staff to have sight of an overall course structure and cross-referencing opportunities, it is key, lecturing staff develop assessment schedules on Canvas and ProSolution and mark student achievement when outcomes are achieved (please note it is not necessary to assess on an outcome-by-outcome basis as we could be over burdening our students with assessments). This will allow effective tracking of student achievement, increase student success and support students who are at risk of not achieving their award.

Tracking and Monitoring Meetings

These will be held monthly to discuss:

- Tracking and monitoring of student attendance and progress;
- Develop strategies to enable students to be successful;
- Monitor assessment progress against assessment schedule (this means lecturing staff are working to the agreed timeline of the assessment schedule).

The Student Support Services team will provide curriculum teams with a risk register of students and, a 'pen portrait' of students presenting with additional support needs. Lecturers and Achievements Coaches should liaise with this team prior to students starting their course to ensure resources (if required) are in place to support student success. Lecturers, Achievement Coaches and the Student Support Team should continue to liaise throughout the academic session on any student issues.

In evaluating students presenting with poor attendance (which could impact on their Early Withdrawal (EW)) it is essential that Course Tutors/Achievement Coaches know why each student's attendance is a concern or in the unlikely event why they have left their course. If a student has left their course, the Achievement Coach completes a 'follow up phone call' to determine if there is an opportunity for the student to return to their study or to determine why they left the course. This is necessary for Skills Development Scotland (SDS) partners so that 'No-body is left behind' and they can establish contact with the student. Once this information has been gathered, the Achievement Coach passes the information to the Student Experience Team.

Many issues can affect student's attendance rates, for example, where students have found full-time employment before completing their programme or they may be experiencing difficult personal circumstances. It is important to track student destinations if they decide to leave college prior to the end of the course and Course Tutors are advised to conduct an exit interview with the student and liaise with DEBI (Department of Enterprise & Business Innovation) team to establish if there are opportunities for MA (Modern Apprentices).

A record of this meeting should be kept within the Curriculum Team MS Teams folder as an ongoing log.

Education Scotland Quality Framework

Each year Education Scotland develop arrangements for assuring and improving the quality of provision delivered in Scotland's colleges based on How Good Is Our College (HGIOC). The framework provides a structure for evaluation and enhancement which Borders Colleges uses with their stakeholders to identify what is working well and what needs to improve. It is aligned to the Student Engagement Framework for Scotland and is based on four high level principles.

These are:

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity for improvement

As part of our response to Education Scotland we must demonstrate a high level of reflection and evaluation, and this is why we have curriculum self- evaluation meetings.

Self-evaluation meetings (August, February & June)

These will be held on three occasions throughout an academic year. These are necessary to enable teams to consider what is going well, what needs to be improved and identify changes set by the regulatory or awarding body. There is an expectation for all the delivery team to attend.

This guide provides information to support curriculum teams to reflect, manage and plan the course. It provides space and time to consider programme content and delivery methods. It offers an opportunity to consider three-year trends on student success rates and enable discussion for change and improvement. The minutes of the meeting 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. It is essential students have representation at the February and June meetings and where possible our partners such as work placement providers. Staff are also requested to consider the student feedback questions from previous years.

While these meetings may seem complex, they are key for planning and development and are intrinsically linked to our key college's key strategies. Each year the college has a self-evaluation template completed by APs and Heads of Departments so your contributions at these meetings are invaluable for gathering information and producing evidence the APs use for the overall college self-evaluation. The annual cycle for quality enhancement integrates self-evaluation with enhancement planning and performance management. This all links back to the Strategic Ambition 2020-2025 and Future Skills Strategy 2020-2025.

Preparation for Self-Evaluation Meetings

- Access to 3 Year Trends
- Previous self-evaluation meeting notes and action points.
- Knowledge of Early Withdrawal and Further Withdrawals (all on ProSolution)
- Access to students' surveys and unit surveys by lecturers
- Feedback from key stakeholders (work placement providers) if unable to attend
- Staff awareness of their SARU (Student Achievement Ratio per Unit) this can be found on ProSolution
- Knowledge of sector and national benchmarks (this can be found on ProSolution and MIS are happy to assist)
- Outcomes from Student Experience meetings
- Outcomes from Student Focus Group meetings

Agenda for Self-evaluation meetings

- Evaluate Key Performance Indicators (KPIs) against previous years on sector and national averages. This can be brought to the meeting to discuss, compare and record findings.
- Review progress on Portfolio Enhancement Plan action points. The Assistant Principal will update current Portfolio Enhancement Plan prior to the February Block 1 meeting. This is also be reviewed at the June Block 2 meeting with any outstanding actions carried forward into the next year's Enhancement Plan.
- Review the quality of learning and teaching, and assessment.
- Discuss, share and agree areas of good practice and achievement.
- Review services to support learning for students (links to student experience team, assessment schedules, skills of staff, work experience opportunities).
- Discuss equality, diversity and inclusion (links to recruitment processes, progress towards addressing gender in balance, consider needs of students with additional support needs, school transitions arrangements, links to services internal and external).
- Discuss Sustainability, Future Skills and Global Citizenship (links to how the themes are embedded in the course design and examples of good practice including impact this has made on staff and student behaviour).
- Review partnerships and collaboration both internally and external to the organisation.
- Evaluation by the course team to facilitate improvement.

Matrix to measure against our Future Skills and Global Citizenship strategies

Programme	Career Management Skills & Employability	Meta & core Skills	Entrepreneurial skills	Digital	Equality & Diversity	Health & Wellbeing	Sustainability
				Canvas	Induction (Respect campaign)	Induction (resilience training)	Induction (carbon literacy)

Examples of recording of Key Actions from Self-evaluation meetings

The team should look at areas for development and/or improvement then decide their strategy to deal with these actions. This may include:

- increased marketing of a programme;
- improved student recruitment and induction practices;
- adjustments to course design;
- curriculum review to identify programme strengths and areas for development;
- improvement to learning and teaching approaches and practices;
- changes to assessment approaches by the course team;
- decide the programme is coming to the end of its currency and should be replaced or removed from the portfolio.

2022-23 Portfolio Teams

Portfolio 1 Assistant Principal Lynne Gilchrist

- Land based
- Visitor Economy (Hair & Beauty, Travel, Tourism & Hospitality & Creative Industries)
- Sport and Horse Care

Portfolio 2 Assistant Principal Davie Lowe

- STEM
- Sustainable Construction
- Health, Social Care, Supported Programmes and Childhood Practice
- Business, Computing & Core & Essential Skills

Team Operational Meetings

The CLM (Curriculum Learning Manager) will provide teams with dates and times of these meetings. There is an expectation all team members will attend. These meetings are key for all staff to engage in discussion on college, stakeholder and team matters. Recording of the meetings can be kept on curriculum team MS Team's site to enable access for all.

Proposed Agenda Items:

- Welcome and apologies
- Minutes from previous meeting and matters arising
- Update on team and college matters
- Health & Safety and Risk Assessments
- Students matters
- Cross college and external activities
- Key events to consider
- Guest speak (if applicable)
- Update from team members
- AOCB
- Date and time of next meeting

Progression Board Meeting (Held during student February break)

The purpose of this meeting is to enable curriculum staff to address matters that may inhibit students from progression within their current or next level course of study. It is recommended that a member of the Student Support Services attends.

Please note, there will have been 'Tracking & Monitoring Meetings' since Block 1 and therefore staff should be aware of and have met students who are presenting any concerns.

This meeting allows CLMs and lecturing staff the opportunity to provide MIS (Management Information Systems) with a list of students progressing to the following session. If a student is on track to complete their qualification, this student should automatically be put forward for progression.

During this meeting staff discuss students who are at risk of not achieving their course.

A 'Student Action Plan' is established and a meeting for the student/s concerned is organised between the course tutor and if required a staff member from the Student Support Team.

Thereafter the student agrees and signs the 'Action Plan' and regular review meetings are in place prior to the end of the academic session.

Programme Review/Planning Template

Three Year Trend and Sector Comparison

Completed by CLM prior to the Block 1 and Block 2 Self-evaluation meetings.

Programme

Criteria	Sector Average	Year 1 2020-21	Year 2 2021-22	Year 3 Current	Good Practice Identified/Future Actions
Early Withdrawal					
Total Withdrawal (Early & Further)					
Learner Success					
Ratio: Male/Female	No more than 25% imbalance				
Equalities KPI					