
**Response to Scottish Funding Council
HMIE Review Report
August 2010**

Context

This report summarises the College's response to the main points for action detailed in Motherwell College's HMIE Review Report published on 20 August 2010.

It identifies the outcomes of actions taken and the progress made in addressing the issues raised in the College Review. In addition, the College's action plan was approved by the Board of Management and progress has been regularly monitored by the College's HMI.

The HMIE Annual Engagement Visit which took place on Wednesday 4 May 2011 evaluated progress against the main points for action and the College was commended in the AEV report on the work undertaken to date.

The College will continue to implement quality enhancement measures to improve the level of service for our learners, employers and stakeholders.

This response will be presented to the Board of Management for endorsement on 6 October 2011.



Main Point for Action

College managers should ensure that analysis of low retention and attainment leads to improvement in those programmes which are persistently underperforming.

<i>Action Taken</i>	<i>Supporting Evidence/Comments</i>
<ul style="list-style-type: none"> College performance thresholds revised and approved by Learning and Teaching Committee. 	<ul style="list-style-type: none"> Course Review Reports Updated Portfolio Review Reports Updated
<ul style="list-style-type: none"> Short-life PI Working Group established to prepare action plan. PI categorisation for all programmes analysed, reviewed and updated to more appropriately reflect activity. 	<ul style="list-style-type: none"> FE programmes assigned codes to more accurately reflect activity. Performance consistently reported in line with revised SFC guidelines.
<ul style="list-style-type: none"> Structure of FE programmes reviewed and redesigned to support improved retention, achievement and attainment. 	<ul style="list-style-type: none"> NQ structure currently under review by SQA nationally. Academic departments to complete FE Course Identification Documents detailing core and options within programmes at SCQF levels appropriate to learners' needs. Updated programme structures to support progression opportunities.
<ul style="list-style-type: none"> Retention and attainment closely monitored by HoDs and poor performing programmes (below college threshold figures) reported quarterly to Learning and Teaching Committee through HoD Group with actions for improvement. Course Teams closely monitor poor retention and attainment within Course Review and take appropriate action to improve at unit level. CLs to analyse PIs and incorporate SMART actions in mid-Year and year-end Course Review Reports 	<ul style="list-style-type: none"> Academic Departmental Summary Reports to HoD Group and Learning and Teaching Committee. Referral rates monitored by Key Support Advisers to identify recurring patterns and highlight areas for concern. Key Support Advisers working closely with CLs to proactively target underperforming courses and provide direct support to learners. Bi-annual Course Review Reports highlight areas of poor performance and actions by staff to improve. AQR Mental Toughness programme introduced early Nov 2010. Interim feedback and evaluation suggest partial success, with certain interventions proving more effective than others.
<ul style="list-style-type: none"> CPD to be provided for academic and appropriate support staff on SFC's regulations for categorising and reporting PI data. 	<ul style="list-style-type: none"> CPD presented to CL Forum May 2010. Next annual update session scheduled autumn 2011.

Main Point for Action

College managers should ensure the evaluation of learning and teaching leads to actions for improvement in classroom practice.

<i>Action Taken</i>	<i>Supporting Evidence/Comments</i>
<ul style="list-style-type: none"> • Learning & Teaching Committee sub group established to revise guidelines and implement a new college-wide system to evaluate learning and teaching. Group worked June - Dec 2010. 	<ul style="list-style-type: none"> • New framework and revised guidelines approved and implemented January 2011.
<ul style="list-style-type: none"> • Evaluation of lessons systematically planned and undertaken by academic staff in all subject areas. 	<ul style="list-style-type: none"> • Lesson evaluation undertaken between March and June. Documentation (Reflective records and learner questionnaires) to support evaluation activity. • HoDs reported evaluation activity to Learning & Teaching Committee. • HoDs to report to Learning and Teaching Committee through HoD Group.
<ul style="list-style-type: none"> • Improvements identified and implemented by teaching staff. • Impact analysis of improvements undertaken by teaching staff. 	<ul style="list-style-type: none"> • Feedback from learners. • PI data • Course Review Reports • Departmental self-evaluation reports (Portfolio Review Documents).
<ul style="list-style-type: none"> • Staff support to be provided on implementation of revised guidelines. 	<ul style="list-style-type: none"> • Support provided to academic staff on a departmental basis.
<ul style="list-style-type: none"> • Staff CPD delivered to support improved teaching, learning and assessment methods. 	<ul style="list-style-type: none"> • Completed CPD programme.
<ul style="list-style-type: none"> • Good practice to be identified by teaching staff and disseminated to facilitate sharing college-wide. 	<ul style="list-style-type: none"> • Good Practice register created. • Area on new VLE established to share good practice. • Blogs/Wikis to be established through Campus Pack. • Options for dissemination events to be considered by learning and Teaching Committee.

Main Point for Action

The college should analyse systematically data on applications and progress in relation to race, disability and gender and draw up clear action plans to address issues where appropriate.

<i>Action Taken</i>	<i>Supporting Evidence/Comments</i>
<ul style="list-style-type: none"> • Applications report developed at subject level and distributed to academic departments for analysis. • Customer Services department liaise closely with academic departments, learner services and international office to ensure the appropriate support package is in place prior to entry. 	<ul style="list-style-type: none"> • Weekly MIS Report detailing gender, race, disability and age distributed to academic departments. • Weekly Applications Report disseminated to departments with specific equalities data included. • Applications from international learners are processed through the international office. This ensures that learners' specific requirements are in place prior to entry. Specifically designed induction programme ensures cultural, religious and personal support requirements are offered to meet individual circumstances.
<ul style="list-style-type: none"> • Data analysed at subject level to identify trends in learner population. Findings included in Portfolio Review Report. • Academic departments take appropriate steps to address any issues arising as a result of developing trends in relation to race, disability and gender. 	<ul style="list-style-type: none"> • Revised Portfolio Review Report includes comment on equality and diversity which identifies trends and actions taken where appropriate.
<ul style="list-style-type: none"> • Academic staff review and update learning, teaching and assessment materials as appropriate to ensure they are fit for purpose and support learners' specific requirements. 	<ul style="list-style-type: none"> • Learning and Teaching resources updated on an ongoing basis to reflect the broad range of differentiated learning and assessment materials required to support learners. • QELTM criteria used where appropriate to update learning resources including on-line.

Main Point for Action

The college should gather and harness the collective views of learners more systematically in order to influence improvement in whole-college areas.

<i>Action Taken</i>	<i>Supporting Evidence/Comments</i>
<ul style="list-style-type: none"> • College-wide collective surveys on learning & teaching and support services developed and implemented. • Whole college Learner surveys/feedback mechanisms centrally co-ordinated and scheduled. 	<ul style="list-style-type: none"> • Register of College Surveys established. • College-wide Perception Survey • College-wide Learner Survey developed.
<ul style="list-style-type: none"> • Further develop the use of technology to enhance feedback on actions taken by the college in response to survey outcomes. 	<ul style="list-style-type: none"> • On-line Survey Monkey available college-wide to use as appropriate. • VLE and web 2.0 technology used to interact with learners.
<ul style="list-style-type: none"> • All support departments to include learner feedback as part of self-evaluation to inform service improvements. 	<ul style="list-style-type: none"> • Support functions currently developing learner evaluation and feedback mechanisms within their specific self-evaluation frameworks.
<ul style="list-style-type: none"> • Learner representation training enhanced to include elected representatives in specific discussions on issues which impact college-wide. 	<ul style="list-style-type: none"> • Bespoke Training programme for Learner Representatives developed and delivered.
<ul style="list-style-type: none"> • In consultation with learners further develop College-wide approaches to gathering learner feedback. 	<ul style="list-style-type: none"> • Learner Representative Forum established. • Preparatory pre-course review meetings held with Learner Representatives. • Learners represented on Board of Management, Learning and Teaching Committee and Equality and Diversity Strategy Group.