

Actual examples published today (26th January) of college Evaluative Reports

Example 1 - Pretty Good

Senior management teams (SMT) meet on a weekly basis and meet monthly with Senior Lecturers. In addition, all departments and learners are represented on cross college committees within the college. This promotes effective communication and provides platforms for learners and staff to be active in the improvement and (enhancement of learning and teaching.

Senior staff communicate well with each other and with senior curriculum staff. College staff and learners attend a range of college committees and are actively involved in improving and enhancing learning and teaching.

Example 2 – Pretty Good

Evaluation of the cross college staff development programme shows that the timing of events prevents the engagement of all sections with 25% of support services staff engaging with staff development programme. This means that opportunities for professional development and team building are being missed.

A few support staff do not have sufficient opportunity to engage with cross college staff development activities. As a result, their engagement in team-building and on-going professional development is limited.

Example 3 - OK

Support staff make effective use of College surveys to gain feedback on the services offered to students and to plan enhancements of these services.

Support staff use survey data well to evaluate services and plan for improvement.

Example 4 - Descriptive

Most students (79% (81% in 2015/16)) identified that they had sufficient information on the funding process prior to enrolling at college.

Most students are provided with enough information about funding before they start college.

Example 5 - OK

The College is fully committed to providing effective services to support learners. Support managers work well together and with academic managers leading to effective coordination of services. Robust systems ensure learner need is addressed appropriately and timeously. Support services and Academic Staff meet on a regular basis to discuss and resolve any issues which impact on the support offered to the learner. Support areas undertake evaluation of the impact of their services on student outcomes, e.g. Access and Inclusion Team and Student Services

College support managers are very committed to providing services to meet the needs of learners. They work well with curriculum teams to plan, review, and co-ordinate service delivery.

Example 6 - OK

Staff expertise in the use of ICT to enhance learning and teaching has increased significantly. For example, lecturers made extensive use of social media to build relationships with employers in and outside the region to secure high quality work placements for their HNC learners which led directly to improvement in successful outcomes from X to Y.

Staff engage well with on-going professional development opportunities to develop and enhance their skills in the use of digital technologies. For example, staff now use social media well to engage with employers. This has resulted in more high quality work placement opportunities and improvements to successful outcomes for learners.

Example 7 – Descriptive

The College has arrangements in place for all curriculum and service teams to gather the views of students, and analyse data to review performance and plan for improvement.

Staff gather and use learner views systematically. They use data to reflect on performance and plan for improvement.

Example 8 - OK

A systematic curriculum planning process ensures that local, regional and national strategic drivers are considered well to deliver a relevant curriculum. The College curriculum is well designed to enable progression pathways between SCQF levels, including moving cross campus. Curriculum teams have worked well together to shape curriculum delivery and realign courses to enable this progression.

Senior staff plan the college curriculum well to take account of local and national priorities and meet the needs of the region.

Staff ensure that the curriculum includes a range of pathways that enable learners to progress through SCQF levels. Course design takes good account of curriculum priorities. Learners are supported well by staff to access curriculum across all college campuses.

Example 9 - OK

Staff ensure a good atmosphere in class, where students are relaxed and confident. Students apply themselves well and work diligently on tasks, are interested and able to sustain their concentration levels. For example, in the 2016-17 student survey 90% of students agreed that the way they are taught helps them learn, an increase of 3% on the previous session.

Staff encourage a positive climate for learning and help learners to develop their confidence.

Learners engage well in lessons and actively participate in practical tasks. Almost all learners feel that teaching approaches used by staff help them to learn.