

## Board Meeting

Date of Meeting	Monday 25 January 2016
Paper Title	Glasgow Kelvin College Report on Progress with Education Scotland Action Plan
Agenda Item	16
Paper Number	BM4-L
Responsible Officer	Alan Sherry, Principal, Glasgow Kelvin College
Status	Disclosable
Action	For Discussion

### 1. Report Purpose

- 1.1. Consider an update on progress by Glasgow Kelvin College with implementation the content of the second ROA progress report.

### 2. Recommendations

- 2.1. The Board is invited to **note** the update attached at Annex A.

### 3. Background

- 3.1. At its meeting on 1 June 2015 the Board received a summary of reports from recent Education Scotland reviews that had taken place at Glasgow Clyde College and Glasgow Kelvin College, and noted that:

- Glasgow Clyde College had received a judgement of 'effective'; and
- Glasgow Kelvin College had received a judgement of 'limited effectiveness' and therefore an action plan had to agreed with the Scottish Funding Council, and that Glasgow Kelvin College would report to GCRB on progress against its action plan in 6 months' time.

### 4. Progress report

- 4.1. Annex A sets out Glasgow Kelvin College's progress report on implementation of its action plan, which evidences positive progress with implementation of the action plan.

### 5. Risk Analysis

- 5.1. There is a potential reputational risk to the colleges and the Region if it is not seen that the main points for action set out in the Education Scotland reviews are being addressed effectively. The processes being undertaken by Glasgow Kelvin College addresses that risk.

**6. Legal Implications**

**6.1.** There are no specific legal implications associated with this paper.

**7. Financial Implications**

**7.1.** There are no financial implications for GCRB as a consequence of the matters considered in this report.

**8. Regional Outcome Agreement Implications**

**8.1.** Assurance about arrangements for academic quality is a key underpinning for delivery of the Regional Outcome Agreement.

**GLASGOW KELVIN COLLEGE**  
**BOARD OF MANAGEMENT**  
**LEARNING AND TEACHING COMMITTEE**

**EDUCATION SCOTLAND REVIEW ACTION PLAN – PROGRESS REPORT, OCTOBER 2015**

*Report by Vice Principal and Director of Curriculum and Quality*

**1. Introduction**

Members will recall that the Board agreed that progress with the College Education Scotland Review Action Plan would be reported to, and considered by, the Learning and Teaching Committee at each of its meetings in session 2015/16. In addition, it was agreed that these reports would be shared with HMI Dr John Laird.

This is the second such report. It expands on the information provided in the October 2015 report in relation to work that has been undertaken and progress made so that this now covers the period to the start of December 2015. In addition, it provides an evaluation of the early impact of this activity.

**2. Implementing the Education Scotland Review Action Plan**

The College Education Scotland Review Action Plan developed by the Learning and Teaching Committee was a narrative addressing the key questions “where are we now?”, “where do we want to be?” and, “how will we get there?” supported by College and Faculty level plans against which progress could be tracked. The narrative identified the following three key areas of improvement activity which would be used by the College to address Education Scotland’s four main points for action for the College:

1. Leadership for Learning and Monitoring of Impact;
2. Self-Evaluation and Quality Improvement Activity; and
3. Continuous Professional Development.

The following paragraphs of this report provide a summary of key actions taken by the College over the period August to December in relation to each of these approaches.

In terms of **Leadership for Learning and Monitoring of Impact**, most College programmes have completed their first teaching block and a range of Faculty activities have focussed on ensuring that course delivery meets the needs of learners and that course participants are being appropriately supported to succeed. This activity has included implementing and responding to the cross-college *Stop and Check* learner feedback activity, in addition to undertaking regular guidance meetings and monitoring of attendance and withdrawal on a weekly basis. In October 2015, Curriculum Managers delivered a common presentation and discussion session to their teams providing direction and support on the role of the Class Tutor in Supporting Learner Success. Following this, as part of the new in-year monitoring

arrangements introduced in session 2014/15, over weeks six to ten of the teaching block Faculty Managers held progress monitoring meetings with each Class Tutor, discussing learner progress and actions to support learners at risk of withdrawing or completing with partial success. This approach underpinned the significant improvement made in reducing partial success rates in session 2014/15, and indicative session 2015/16 performance indicator evidence suggests that this systematic approach to monitoring has led to improvements in levels of learner satisfaction and course retention. This process will be repeated in Blocks 2 and 3.

Alongside these course level processes, the College has sought to continue to drive innovation within curriculum delivery through an 'Empowered to take Action' project and the development of a College STEM Manifesto and strategy developed in partnership with the New Engineering Foundation (NEF).

In September/October 2015 teaching staff were invited to submit 'Empowered to take Action' (ETA) proposals which identified innovations which would enhance the quality of learning and teaching. Eight proposals were developed, and include projects to enhance enterprise and cross-curricular activity, to increase opportunities for project based learning and essential skills development, and to facilitate staff reflective practice. In November 2015 the project proposals were considered by College management and they are now being implemented by Faculty staff.

In terms of the development of a College STEM strategy, the College has worked over an extensive period with NEF to assess the College socio-economic operating environment in the context of potential technological and industry innovations to determine areas of future curricular growth which will align to future employment opportunities. As part of implementation of this STEM strategy, the College will consider developing course provision in Engineering and Automation Systems, Design and Performance Technology, Built Environment and Emerging Technologies, Logistics and Intelligent Transport, and Health and Applied Science. An implementation plan will shortly be developed by the College identifying initial areas for curriculum development.

Since the start of the current academic year College staff have continued to undertake considerable work in relation to **Self-Evaluation and Quality Improvement Activity**.

Senior managers, including the Principal, Vice Principal and Director of Curriculum, continue to re-inforce the priority given to Quality Enhancement and to the successful delivery of the Education Scotland Action. In October and November 2015 professional dialogue meetings were held between Faculty Managers and Senior Managers including the Principal, Vice Principal – Curriculum and Quality, Director of Curriculum and Quality and the Quality Enhancement Manager, in relation to Faculty Self-Evaluation reports. This process provided feedback to Heads of Faculty as part of the quality enhancement process. In addition it allowed discussion and agreement of quality improvement priorities and actions, alongside identification of the "at risk" programmes which are now the subject of Quality Improvement Action Plans. These programmes are being provided with additional support from, and monitoring by, Senior Curriculum Managers and the Quality Enhancement Manager.

The Quality Enhancement Committee has also met to review Faculty and Support area self-evaluations, to lead College responses to accreditation body audits and to consider Education Scotland aspect reports. Furthermore the Committee has overseen a working group of Faculty Senior Curriculum Managers which has met on a weekly basis since August 2015 to review and strengthen College quality processes.

With respect to **Continuous Professional Development**, as part of the College’s membership of the Gazelle Group, Preston College delivered two training sessions at the College on project based learning. An opportunity arose to visit Preston College to view their new “iSTEM” centre and investigate further how project based learning is applied in that college. Eleven members of staff visited Preston College in November 2015. The group have subsequently met to discuss ideas and follow on actions for the College have been developed. These include cross curricular sharing between the Mechanical Engineering and Jewellery sections with respect to rapid prototyping and 3D printing technology, the development of a STEM template to assess and record how STEM is being embedded into College projects, and the creation of project based learning case studies to support CPD for staff.

Alongside the CPD support provided by the Professional Development Review process, a Professional Development Fund was established in session 2015/16 to give both teaching and support staff an opportunity to bid for financial support for accredited CPD activity. Fifteen completed requests were submitted and all applicants will receive full or partial funding for a range of staff CPD activity including training related to pedagogy, teaching English as a foreign language, understanding renewables, becoming proficient in Sign Language, and developing ICT skills in VMWare and Cisco.

Developing use of technology across the curriculum is a priority for the College and in November 2015 a member of the College ICT team was redeployed within a Learning Development Role to support the embedding of ICT technologies within learning and teaching and the development of staff ICT skills.

### 3. Impact of the Education Scotland Review Action Plan

Impacts already made in relation to the four main points for action set out in the Education Scotland report are detailed below:

<p>1. The college should improve successful completion rates for full-time learners, particularly those on HE programmes.</p>	<ul style="list-style-type: none"> <li>• overall success rate improved to 75% - a rise of 3% and now higher than regional/national comparators</li> <li>• overall, FT success rates improved from 62% in 2013/14 to 67.8% in 2014/15</li> <li>• the HE FT success rate rose from 63.7% to 70% and is now within 2% of national norm</li> <li>• partial success rates were successfully reduced from 13.2% to 9.2% (better than the national norm) and for HEFT programmes partial success reduced very substantially from to 22.9% to 11.3%.</li> <li>• in 2015/16, early retention has improved again with the</li> </ul>
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	<p>early withdrawals reducing by over 25% overall (in particular, early withdrawal on FT FE programmes has improved from 11.7% in 14/15 to 8.9% in 15/16). This suggests that it is realistic to expect further improvements in overall success rates by the end of 15/16.</p>
<p>2. The college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically.</p>	<ul style="list-style-type: none"> <li>• a systematic approach to developing and using targets for improving retention and attainment has been introduced. At end of 14/15 all programme teams produced evaluative reports that set targets for improving retention and attainment in 15/16. The College Student Records team now provide to all Faculty managers weekly retention reports to support the identification of courses where learners are at risk of non-achievement and these are being formally reviewed by class tutors with curriculum managers each teaching block.</li> </ul>
<p>3. Senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching, and assessment strategy.</p>	<ul style="list-style-type: none"> <li>• all teaching managers have accepted leadership responsibility for the Learning Teaching and Assessment Strategy, providing and supporting a range of staff briefings and CPD activities. From this Faculty Managers have presented to the LTC examples of ways in which their teams address the LTAS.</li> <li>• building on the activities delivered at the Learning and Teaching conference in June 2015, work done in developing the College STEM Strategy, and a study visit to Preston College a number of staff have developed proposals for innovative project based approaches to learning which address the aims of the LTAS.</li> </ul>
<p>4. Senior managers should provide effective leadership for quality enhancement with particular focus on learning and teaching and attainment</p>	<ul style="list-style-type: none"> <li>• overall success rates improved in 2014/15 and attainment targets for 2015/16 have been set and are being monitored across all programme areas;</li> <li>• revised SE processes are in place and a model for classroom observation is now in draft/consultative form;</li> <li>• SMT have reviewed Faculty Self Evaluation reports and agreed the scope of Quality Improvement Action Plans for 15/16;</li> <li>• early retention has improved in 2015/16;</li> <li>• the QIAP process, introduced in 2014/15, has been successful in improving outcomes in almost all of the programmes targeted;</li> <li>• learning and teaching has been the primary focus of teacher CPD and this has led to the development of innovative learning activities across the college;</li> <li>• the College received STEM assured status on 3 December 2015.</li> </ul>

#### **4. Progress with College and Faculty level actions**

Members will recall that the Action Plan agreed by the Board included a College level operational plan against which actions could be tracked. This plan is updated on an ongoing basis and the current version is attached for the information of members as the appendix to this report.

Similarly, the Faculty level Action Plans are updated on an on-going basis and monitored by senior managers. These are available on request from the Secretariat.

#### **5. Resource issues**

The resources to support actions to improve learner attainment are contained within the College budget.

#### **6. Risk and other issues**

The College faces reputational risk if actions to address the recommendations contained within the Education Scotland are not effective.

There are no new equalities issues raised immediately by this paper. The proposed work to identify and address reasons why learners at Glasgow Kelvin College achieve partial success may however uncover or raise equalities issues as it progresses.

#### **7. Recommendations**

Members are recommended to:

- i. note the contents of this report and its appendices;
- ii. note the progress made to date by the College to address its Education Scotland Review Action Plan;
- iii. note that the Principal will forward a copy of this report to College HMI Dr John Laird; and
- iv. request that the College provide further such progress reports to the Committee at each of its meetings during session 2015/16.

#### **8. Further information**

Members can obtain further information on the contents of this report and its appendix from Robin Ashton, Director of Curriculum [rashton@glasgowkelvin.ac.uk](mailto:rashton@glasgowkelvin.ac.uk), Alan Inglis, Vice Principal, [ainglis@glasgowkelvin.ac.uk](mailto:ainglis@glasgowkelvin.ac.uk), or Alan Sherry, Principal, [asherry@glasgowkelvin.ac.uk](mailto:asherry@glasgowkelvin.ac.uk).

### Appendix 1. Operational Action Plan

Main Point for Action	Area for Development	Actions	Person Responsible	Target date	Progress Update (December 2015)															
A. The college should improve successful completion rates for full-time learners, particularly those on HE programmes.	1. Learner success in full-time FE programmes is slightly lower than the national sector performance for 2013-14, and learner success in full-time HE programmes is well below national sector performance, and the lowest in the sector.	<ul style="list-style-type: none"> <li>▪ Attainment targets set in the Regional Outcome Agreement and in the College Strategic Plan.</li> <li>▪ Managers will clearly articulate College performance targets and expectations to teams and ensure that these are embedded into evaluation and quality enhancement activity.</li> <li>▪ Course teams monitor performance indicators at the end of each teaching block, and set targets for improvement which are supported by appropriate quality enhancement actions at the start of each session.</li> <li>▪ Provide additional support for FT HE learners at risk of partial completion of their programme</li> <li>▪ Contribute to and consider, and implement as appropriate, the recommendations contained in the Education Scotland Partial Success Aspect task following publication</li> </ul>	<p>VPs</p> <p>All managers</p> <p>CTs/CMs/SC Ms</p> <p>QEM/CM/SC M/Hoff/SMT</p> <p>CTs/CMs/SC Ms/HofFs/Dir of Curr</p> <p>SMT/Dir of Curr/HoFs</p>	<p>Annually, in January</p> <p>September 2015</p> <p>Review Mar, June, Nov 2015, Mar, June 2016.</p> <p>Targets set Aug 2015</p> <p>Sept 2015 and reviewed each block</p> <p>Reviewed each teaching block</p> <p>Contribute May 2015, Implement in session 2015/16</p>	<p>ROA 15/16 contains PI targets for Glasgow Kelvin College:</p> <p>FT FE – 66%</p> <p>PT FT – 80%</p> <p>FT HE – 70%</p> <p>PT HE – 80%</p> <p>Indicative 2014/15 figures are:</p> <p>FT FE – 64%</p> <p>PT FT – 83%</p> <p>FT HE – 70%</p> <p>PT HE – 73%</p> <p>Early retention data for 2015/16 suggests an improvement on 2014/15 rates:</p> <table border="1"> <thead> <tr> <th></th> <th>% Early With-drawal</th> <th>Change in 15/16</th> </tr> </thead> <tbody> <tr> <td>FE FT</td> <td>11.70%</td> <td>-2.75%</td> </tr> <tr> <td>FE PT</td> <td>3.70%</td> <td>0.97%</td> </tr> <tr> <td>HE FT</td> <td>5.00%</td> <td>-1.25%</td> </tr> <tr> <td>HE PT</td> <td>4.00%</td> <td>-1.99%</td> </tr> </tbody> </table> <p>The College contributed to the aspect task and has started to respond to its recommendations. 2014/15 partial success rates now in line with national norms.</p>		% Early With-drawal	Change in 15/16	FE FT	11.70%	-2.75%	FE PT	3.70%	0.97%	HE FT	5.00%	-1.25%	HE PT	4.00%	-1.99%
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HE PT	4.00%	-1.99%																		

<p>B. The college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically.</p>	<p>1. Support for staff to engage with new quality processes is not targeted sufficiently by senior staff to address all areas of low performance.</p> <p>2. The effectiveness of guidance and support provided by class tutors is not consistent across the college.</p>	<ul style="list-style-type: none"> <li>▪ All teaching staff are provided with time to review programmes and plan improvement</li> <li>▪ Managers of teams with identified low PIs to agree targeted CPD on quality procedures with OD Manager.</li> <li>▪ Quality Improvement Action Plans are developed for programmes which perform significantly below College/Sector norms and are monitored by the QEM.</li> <li>▪ Continue to embed the Class Tutor role as critical to monitoring and enhancing learner progress through provision of further training and of support materials.</li> <li>▪ CMs to support tutors to develop improvement plans for all programmes where performance is low. Monitor progress against these improvement plans</li> <li>▪ Further develop the ILP process and learner guidance to enhance and support opportunities for students and staff to discuss planning of learning.</li> <li>▪ Continue to embed use of ILP across all provision.</li> </ul>	<p>CTs/curriculum teams</p> <p>Reviewed by CMs/SCM/HoFs</p> <p>HofF/SCMs/OD Manager/QEM</p> <p>All teaching managers / OD Manager</p> <p>CMs</p> <p>HofF/Dir of Curric</p> <p>Dir of Curric</p> <p>All class tutors</p>	<p>June 2015</p> <p>August 2015</p> <p>August 2015</p> <p>August 2015 and sessions during each staff conference in 2015/16</p> <p>August 2015</p> <p>Minimum of three times in 2015/16</p> <p>Sept 2015</p> <p>From Aug 2015 and reviewed at 3 month intervals</p>	<p>Performance targets set for all 2015/16 FT courses and being reviewed each block as part of new quality enhancement arrangements.</p> <p>Quality Improvement Action Plan programmes identified by Faculties and improvement plans developed.</p> <p>Training provided in Block 1 to Class Tutors on supporting learner success.</p> <p>All teaching staff engaged with revised quality enhancement processes in June and August producing 170 Class Year End Reports, 29 Programme Area Reports and 5 Faculty Evaluation Reports with each setting appropriate targets for 2015/16.</p> <p>In Block 1 Faculty Managers met with each Class Tutor to review learner progress on the programme for which the Class Tutor was responsible and to seek to identify and support individual learners who appeared to be at risk of withdrawal or of completing with partial success.</p> <p>The online Individual Learning Plan has been further developed to enhance learner engagement and identification of</p>
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C. Senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching, and assessment strategy.	1. Guidance and support for staff is not sufficient to help them implement the aims of the learning, teaching and assessment strategy, particularly in relation to learning and teaching and attainment. 2. The majority of learners do not reflect sufficiently on their learning during classroom activities. 3. In more than a few classes, the range of teaching approaches is too narrow to make lessons interesting and the majority of learners are not involved sufficiently by teaching staff in jointly planning aspects of their learning.	<ul style="list-style-type: none"> <li>▪ Revised Induction for new teaching staff contains guidance on college expectations for high quality learning, teaching and assessment.</li> <li>▪ Senior managers to brief all CMs on the aims of the LTAS.</li> <li>▪ CMs to reinforce with all teaching staff the College's expectations for high quality learning, teaching and assessment.</li> <li>▪ College quality enhancement and CPD arrangements will provide systematic opportunities for teaching staff to evaluate and share practice related to learning, teaching and assessment processes. These activities will include supporting teachers to develop practice in involving learners in reflection on and planning of their own learning.</li> </ul>	OD Manager  VPs/Dir Curric/Hoffs  CMs  QE Manager/OD Manager/ all teachers  VP-QE/QEM to report progress termly to Academic Board	Aug 2015  May 2015 June 2015  From June 2015  Dec 2015, Mar 2016, June 2016	<p>learner needs.</p> <p>A new induction process was introduced in August 2015. This programme was delivered to both new starts and to those who had joined the College during the previous session and was further supported by targeted CPD activity, based around the nationally agreed Professional Standards for Lecturers in Further Education.</p> <p>Learning, teaching and assessment practice has been the key focus of staff conferences in February, June, August and October and the sole focus of an event on 15th June.</p> <p>Eight 'Empowered to take Action' (ETA) proposals have been developed, including projects to enhance enterprise and cross-curricular activity, to increase opportunities for project based learning and essential skills development, and to facilitate staff reflective practice.</p> <p>Preston College delivered training on project based learning and College staff visit Preston College to view their new "iSTEM" centre and investigate further how project based learning is applied in their College. A set of follow on actions</p>
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D. Senior managers should provide effective leadership for quality enhancement with particular focus on learning and teaching and attainment.	1. The college has not yet implemented systematic approaches to support staff reflection on learning and teaching. 2. Self-evaluation reports vary in quality and staff do not analyse consistently the reasons underlying poor performance. Curriculum area self-evaluation reports do not yet focus sufficiently on evaluation of learning and teaching. 3. Leadership for enhancing quality is not yet fully effective and senior managers have not provided sufficient guidance and support to managers and staff, particularly in	<ul style="list-style-type: none"> <li>▪ The College will consult on the development and implement arrangements for classroom observation to be introduced during session 2015/16.</li> <li>▪ Review and refresh college course and faculty self-evaluation arrangements and templates to support improved quality of PI data analysis, reflection on learning and teaching, improvement planning and target setting.</li> <li>▪ Class tutors will be provided with CPD in PI analysis and evaluative writing prior to being provided with time to produce Course Team Annual Reports.</li> <li>▪ SCMs/CMs will review reports produced by Class Tutors and will identify areas where further CPD is required.</li> <li>▪ SMT will continue to review faculty reports to identify College areas for development and report to L&amp;T Committee</li> <li>▪ Review and refresh self-evaluation arrangements and templates to support improved reflection/evaluation on learning and teaching approaches</li> </ul>	SMT/ QE Manager / OD Manager  VP QE/QEM   OD/QE Managers   SCMs/CMs   SMT  VP-QE/QEM	Oct 2015  May 2015  June 2015  August 2015  Sep/Oct 2015  May 2015	for the College have been developed. An initial discussion paper on draft classroom observation proposals has been shared with EIS colleagues and with teaching managers prior to wider consultation.  New self-evaluation templates and arrangements developed May 2015, implemented June 2015. Support for PI analysis and evaluative writing was provided by College HMle in June 2015. Additionally, CMs led team professional discussions on learning and teaching approaches and implementing the aims of the College's Learning, Teaching and Assessment Strategy.  SCM/CM review of Year End Reports informed Programme Area and Faculty Reports and targeting of CPD in August/October. Draft Faculty Reports were discussed by the Academic Board in September and SMT review meetings took place in October/November.  Revised self-evaluation templates directly reflect the aims of the College's Learning, Teaching and Assessment Strategy.
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	<p>disadvantaged more than a few learners.</p> <p>3. In City campus the learning environment is not conducive to the delivery of modern learning and teaching approaches.</p>	<p>further develop agreed staff attendance management and absence cover protocols to ensure adequate class cover arrangements are in place.</p> <ul style="list-style-type: none"> <li>▪ The College will significantly reduce the volume of teaching activity delivered in the City campus in 2015/16 and will close the campus by end June 2016 as planned.</li> </ul>	<p>SMT</p> <p>BoM / SMT</p>	<p>August 2015</p>	<p>campuses. Heads of Faculty are working with their teams to respond to a number of the issues raised.</p> <p>VP Organisational Development has produced an SMT briefing for all staff on a weekly basis since June 2015.</p> <p>From September 2015, HR have provided SMT with absence management reports on a weekly basis. Faculty staffing budgets have been adjusted to take account of long-term absence.</p> <p>Social Science and Business provision transferred to West Campus and Care transferred to Springburn and East End campuses from June. Floors 4 and 5 of City Campus now closed.</p>
<p>F. additional areas for improvement (from main body of report)</p>	<ol style="list-style-type: none"> <li>1. Improve success rates in subject areas where they are low (including Business, Civil Engineering, Performing Arts and Science).</li> <li>2. Ensure all staff facilitate the promotion of equality and diversity</li> </ol>	<ul style="list-style-type: none"> <li>▪ Improvement plans will be developed for all programmes where performance is low.</li> <li>▪ Annual curriculum review processes will include consideration as to whether programmes which have not effectively responded to Quality Improvement Action Plans are retained within the College portfolio.</li> <li>▪ Induction for new teaching staff will set out college expectations in relation to learning, teaching and assessment including the promotion of equality</li> </ul>	<p>HoFs / SCMs /QE Manager/ CMs / programme teams</p> <p>SMT / HofFs / Dir of Curric</p>	<p>Aug 2015</p> <p>Nov 2015</p> <p>Aug 2015</p>	<p>Improvement plans have been developed as above and curriculum review includes consideration of as to whether programmes not improving are retained in the portfolio. Early review of indicative PI data for 2014/15 shows improvement in full-time HE success and suggests partial success rates are in line with national norms, and indicative 2015/16 retention data suggests improvements in early withdrawal rates.</p>

	<p>3. Too many classes are over-reliant on teacher input.</p> <p>4. Ensure all staff plan lessons well.</p> <p>5. Ensure all staff use an appropriate range of assessment techniques to assess progress and plan further learning.</p> <p>6. Increase the proportion of staff with TQFE.</p>	<p>and diversity.</p> <ul style="list-style-type: none"> <li>▪ CPD activity which focuses on developing lesson planning, learning and teaching approaches, including promoting equality and diversity and sustainability within the curriculum, and assessment for learning will be provided to all staff. Through the PDR process CMs will ensure that teaching staff attend the CPD programmes required to ensure variety in their teaching, effective assessment for learning and routinely effective planning of their lessons.</li> <li>▪ The College will maintain its commitment to support 12 staff per annum to undertake TQFE.</li> </ul>	<p>OD/QE Managers</p> <p>OD Manager /QE Manager/ CMs</p> <p>SMT/OD Manager</p>	<p>June 2015</p> <p>Aug 2015</p>	<p>New induction process introduced in August 2015 sets out college expectations in relation to learning, teaching and assessment including the promotion of equality and diversity.</p> <p>A new PDR process was introduced in March 2015 to provide each individual member of staff with an opportunity to discuss their CPD requirements with their Line Manager.</p> <p>Staff conferences routinely focus on lesson planning, learning and teaching approaches, including promoting equality and diversity and sustainability within the curriculum, and assessment for learning.</p> <p>12 staff have been identified and are being supported to undertake TQFE during 2015/16.</p>
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