

## AUDIT & RISK ASSURANCE COMMITTEE

### AGENDA

A meeting of the Audit & Risk Assurance Committee will be held at 16:00 hours on Thursday, 09 February 2017 in the Boardroom, Granton Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	<a href="#">MINUTES OF PREVIOUS MEETING</a> <i>for approval</i>	Chair	A
4	MATTERS ARISING	Chair	B
5	INTERNAL AUDIT		
	5.1 Summary of Audit Recommendations	A Williamson	C
	5.2 Internal Audit 2016/17 Progress Report	Scott-Moncrieff	D
<i>Item 5 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
6	RISK ASSURANCE		
	6.1 Risk Management Report	R Whetton	E
<i>Item 6.1 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
	6.2 Student Experience Risk Assurance Report <b>attached</b>	A Bruton	F
7	ANY OTHER COMPETENT BUSINESS		
	7.1 Horizon Scanning Update	A Williamson	G
8	DATE OF NEXT MEETING: 20 April 2017		

*N.B: The minutes of the Audit & Risk Assurance Committee are reported directly to the Board of Management, with an accompany commentary from the Committee Chair.*

<b>FOR INFORMATION</b>			
Meeting	Audit & Risk Assurance Committee 09.02.17		
Presented by	A Bruton		
Author/Contact	L Lyall / SJ Linton	Department / Unit	Quality Enhancement
Date Created	26.01.17	Telephone	07736 336 658
Appendices Attached	N/A		
Disclosable under FOISA	Yes		

## **STUDENT EXPERIENCE RISK ASSURANCE REPORT**

### **1. PURPOSE**

This paper sets out the processes employed in the College to provide ongoing monitoring and evaluation of the student experience. Activities to monitor and evaluate the quality of the student experience feature prominently in the Quality Cycle of Edinburgh College. The Quality team is engaged throughout each academic session in gathering data, presenting it in user-friendly format and providing it to inform improvement and enhancement. In addition, we provide support, guidance and training designed to improve performance and monitor the impact of these interventions. We constantly reflect on our contribution and consistently seek to develop our capacity to deliver an excellent student experience.

### **2. BACKGROUND**

The paper was compiled at the request of the Principal following her discussions with the Chair of the Audit & Risk committee, identifying the Committee's intention to respond to the Board of Management as it seeks to obtain assurance on the continual improvement of outcomes for students.

### **3. DETAIL**

Our aim at Edinburgh College is to constantly improve the student experience, with a particular focus on the quality of learning, teaching and assessment. In order to achieve this, we consistently monitor the quality of the student experience using a range of methods.

#### **3.1 Self-Evaluation**

Self-evaluation is the process of critically reviewing the quality of our performance and provision. The College is committed to using self-evaluation to enhance the student experience and provide a strong basis for good planning and management. A new Self-Evaluation process and procedure was developed and deployed during session 2015-16. To facilitate this process, the Quality team provides each team with a 'data pack' which includes all data relevant to that team (performance indicators, student satisfaction and equality) presented in a user-friendly format and customised to each team. All course teams and support teams participated in this process, as did student class representatives, partners and other stakeholders.

During session 2016-17 the self-evaluation process has been further refined to ensure consistency with the new Education Scotland quality framework launched in December, 2016 'How good is our college?' and to improve and enhance the quality of evaluation of provision and services, as well as measure the impact of actions taken as a result of that evaluation.

### **3.2 Student Satisfaction Surveys**

Currently three student satisfaction surveys are carried out annually: Induction (October), Learning & Teaching (February) and Pre-Exit (May). These surveys have been reviewed and revised for session 2016-17 based on feedback received from students, LDTs and the Academic Council. The surveys are simpler, shorter and can be accessed through mobile devices. Full survey results are placed on the college 'reports pathway' for use by all staff to make decisions and to identify areas requiring improvement. Summary reports are also provided to help staff to interpret the data. This data is used effectively to inform action plans as part of the college self-evaluation process.

### **3.3 The Reflective Practice Network**

A voluntary peer review scheme was piloted in session 2015-16 - 'The Reflective Practice Network'. This is being further developed during the current session. The aim of the RPN is to put learning and teaching firmly at the heart of the college by providing an opportunity for the staff voice to be heard on matters relating to learning and teaching. It provides a safe environment for sharing ideas through professional dialogue with peers and enables staff to identify and share good teaching practices. The scheme is facilitated by the Quality team but owned by the participants.

### **3.4 Classroom Observation**

New members of teaching staff at Edinburgh College who have no teaching qualifications must achieve the Professional Development Award 'Teaching Practice in Scotland's Colleges' as part of their initial teacher training. Successful completion of this course is dependent on passing all associated assessments, including being observed delivering two lessons by college Teaching and Learning Advisers, who deliver the course as well as acting as observers. In order to prepare for these observations, staff on the course participate in 'micro-teaching sessions' during which they have to design and deliver a twenty minute lesson, receive feedback from their peers and feedback from their tutor. Feedback consistently shows that staff value this experience of being observed greatly, finding it supportive, reassuring and illuminating. At the end of the course, successful staff are encouraged to join the Reflective Practice Network to continue to observe others, share ideas and reflect on effective approaches to learning and teaching.

As part of the new Education Scotland Quality Arrangements, HMIs/Associate Assessors will conduct a programme of classroom observation across the academic session. Details of how this will work are currently being finalised.

### **3.5 Cross-College Verification Audits**

The purpose of the cross-college verification audits carried out by the Quality team is to identify areas of good practice and areas for improvement in order to support and advise staff members, achieve standardisation of good assessment, feedback and best practice across the department. Assessment instruments are checked within the audit process to ensure they still meet FEVARCS criteria required by Awarding Bodies and the college (Fair and Equitable, Valid, Authentic, Reliable, Current, and Sufficient). The audit schedule is developed based on risk factors which have been identified through EV reports, internal verification activities or concerns raised by Curriculum Managers and Heads. An action plan is provided to address areas of poor practice. This plan is monitored by the Quality team, who also provide training designed to improve and enhance staff skills, competence and confidence.

### **3.6 Performance Reviews**

Performance Reviews have been introduced into the Quality Cycle as an additional method of identifying underperforming courses and challenging Curriculum Managers and Heads to identify solutions/actions to improve. These actions are monitored by the Quality team who also provide support in the form of guidance, information sessions and formal training. The actions taken are reviewed as part of the College Self-Evaluation and their impact assessed.

### **3.7 Student Led staff awards**

In session 2016-17, ECSA initiated a student led staff award scheme, designed to offer students the opportunity to nominate their lecturers in various categories based on their assessment of the superior skills as a teacher. The ECSA-Illence awards scheme proved to be very popular with students and has been included as an annual event in the ECSA calendar. This session, best practice identified through the student led ECSA-Illence awards will be shared across curriculum teams through the Staff zone on Moodle, incorporating video diaries.

### **3.8 Academic Council**

The Academic Council, a sub-committee of the Board of Management, is required by its terms of reference to meet four times per academic year. The committee includes Academic Staff and Student Board Members alongside three Non-Executive Members, and an extended co-opted membership of staff and students. It retains oversight of learning and teaching, the student experience and engagement, curriculum management, continuing professional development, and quality enhancement and assurance. Within that remit, Academic Council reviews both Education Scotland reports and student surveys, and monitors the implementation of relevant action plans.

## **4. BENEFITS AND OPPORTUNITIES**

Evaluation of the student experience and the resulting data can be used to make improvements, enhancements and identify best practice as part of a continuous cycle of improvement across the college.

## **5. STRATEGIC IMPLICATIONS**

The Edinburgh College Transformation Plan signposts the prioritised actions to ensure the college embraces its vision to provide 'excellent, world class education, training and skills that improves the lives of our learners'. Each of its five overarching programmes of work and corresponding projects can therefore rightly claim to exert an influence over the quality of the Edinburgh College student experience. The evaluation of the quality of the student experience is one of the five themes incorporated within Project.2.3, Learning, Teaching and Assessment Strategy.

## **6. RISK**

Failure to evaluate effectively will increase the risk of poor decisions being made as robust, reliable data will not be available.

## **7. FINANCIAL IMPLICATIONS**

Not applicable.

## **8. LEGAL IMPLICATIONS**

Evaluation is a requirement of Education Scotland.

## **9. WORKFORCE IMPLICATIONS**

Not applicable.

**10. REPUTATIONAL IMPLICATIONS**

Failure to comply with the requirements of Education Scotland would damage the reputation of the college and put us at risk.

**11. EQUALITIES IMPLICATIONS**

All data gathered is analysed to identify trends in relation to students with protected characteristics, those from disadvantaged backgrounds, care leavers etc. This ensures that negative trends are identified and remedial action taken. It also enables us to evaluate the effectiveness of actions taken to mitigate disadvantage.

**CONCLUSIONS/RECOMMENDATIONS**

The Committee is asked to CONSIDER the information contained in the report.