



A report by HM Inspectors on behalf of the
Scottish Funding Council

Edinburgh's Telford College
13 May 2011



The external review process

HM Inspectors undertake an independent review of the quality of provision in Scotland's colleges on behalf of the Scottish Further and Higher Education Funding Council (SFC) under a service level agreement between the council and HM Inspectorate of Education (HMIE). Review teams include HM Inspectors, associate assessors and a student team member.

During external reviews, members of the review teams observe learning and teaching and hold discussions with learners and staff. They examine information on learner attainment and evaluate learner progress and outcomes. They meet with members of the Board of Management and obtain feedback from community groups, partners and employers that work with the college.

The primary purpose of this report is to convey fully the main outcomes arising from the external review, to acknowledge the college's strengths and to provide a clear agenda for future action to improve and enhance quality.

This report contains confidence statements that express the review team's overall evaluation of *high quality learning, learner engagement and quality culture*.

The report also uses the following terms to describe numbers and proportions:

almost all	over 90%
most	75-90%
majority	50-74%
more than a few	15-49%
few	up to 15%

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1. Introduction

The college and its context

In carrying out the external review of Edinburgh's Telford College, HMIE took the following college context fully into account.

Edinburgh's Telford College is one of Scotland's larger colleges, with approximately 15,000 enrolments and over 600 staff. The college has been located in its purpose-built campus within the Granton Waterfront Development in North Edinburgh since 2006. The majority of programmes take place in the main campus, with a small number of outreach programmes in community locations and several construction programmes in two locations a short distance from the main college.

The college is the main provider of further education and training in North Edinburgh, with 40% of enrolments from learners who live there. Although unemployment in Edinburgh is lower overall than the Scottish average, the college serves several areas with high unemployment, low uptake of education and training, and aspects of multiple deprivation. Plans to regenerate the waterfront area and increase employment prospects in that area of Edinburgh have suffered because of the economic downturn. The college also provides education and training for learners from other parts of Edinburgh and further afield in Scotland and the UK. It provides programmes for over 500 international learners. In partnership with all 23 Edinburgh secondary schools, the college offers a wide range of programmes to young people from S3 to S6. The college is represented on the Edinburgh Curriculum for Excellence Steering Group which is driving the coordination and development of Curriculum for Excellence across the city from nursery to college.

College staff work alongside a wide range of partners, including several neighbourhood, city-wide and national agencies and organisations which aim to widen access to education. The college is working closely with Edinburgh City Council Community Learning and Development on a city-wide up-skilling project. It is also a partner in the Edinburgh Lothian and Borders Region Articulation Hub and has a number of articulation agreements in place with higher education institutions, particularly Edinburgh Napier University. The college works in collaboration with the other two Edinburgh colleges on a number of specific projects, including school-college programmes and management of equalities information. The college offers a broad portfolio of programmes, from Scottish Credit and Qualifications Framework (SCQF) level 2 to level 10.

A new principal took up office in April 2010. Almost immediately he initiated reviews of the college's strategy, management structure and operations, with most outcomes now implemented.

The college's revenue budget for 2010-11 is £25.8m, with grant-in-aid from the SFC accounting for approximately 74% of the total.

The external review

The external review by HMIE took place during the week beginning 21 February 2011.

We examined learning and teaching and other important activities that impact on the quality of the learner experience. We evaluated these against the three key principles of *high quality learning, learner engagement* and *quality culture*, using the 17 reference quality indicators outlined in *External quality arrangements for Scotland's colleges, September 2008*. We used information from previous visits to the college to decide the scope of the review.

The external review team talked with learners, staff at all levels in the college, members of the Board of Management, employers, external agencies and other users of the college.

We found examples of excellence and sector-leading practice which we describe on page 15 of this report.

2. Confidence statements

The following are holistic judgements made by HMIE on the basis of the external review activities which took place in February 2011. These judgements relate to the key principles of high quality learning, learner engagement and quality culture.

HMIE is confident that:

- **learners are progressing well and achieving relevant, high quality outcomes;**
- **the college has in place high quality learning and teaching processes;**
- **learners are actively engaged in enhancing their own learning and the work and life of the college; and,**
- **the college is led well and is enhancing the quality of its services for learners and other stakeholders.**

3. Summary

Strengths:

- Retention rates are high in most programmes and have improved significantly for full-time further education (FE) programmes over a three year period.
- The college liaises very effectively with a large number of partners who support it to widen access to study for learners who do not have a successful record of engagement with education.
- College staff are quick to respond to identified need and readily explore ways of delivering programmes which accommodate different learner requirements.
- In almost all classes, learners are well motivated, enthusiastically engage in their learning and take part actively in lessons.
- Almost all learners develop confidence in their abilities and are improving their vocational, technical and employability skills as well as knowledge and understanding within their chosen subject. This prepares them well for employment or progression to further study.
- In almost all classes, teaching staff use a wide range of appropriate teaching approaches, including praise and encouragement, to motivate and engage learners.
- Assessments are well paced and well designed. Almost all learners receive detailed feedback on assessment which is helpful and focused, allowing them to recognise clearly the steps needed to improve their performance.
- Learners are actively involved in planning and influencing aspects of their learning in many subject areas.
- Most learner representatives communicate the views of their class groups constructively to programme teams, who respond well to them in self-evaluation.
- The recently appointed principal provides highly visible, energetic leadership and has communicated clearly the college's new aims and direction.
- Leadership of services to support learners is very effective.
- The college has in place robust processes for evaluating the effectiveness of its new management structures and new initiatives.

Main points for action:

- The college should improve attainment rates on those programmes where they are low.
- Teaching staff should further promote equality and diversity in learning and teaching and within curriculum materials.
- The college should continue to improve its processes to enable learners to enhance the work and life of the college.
- The college should ensure that its new arrangements for improving learning and teaching and services to support learners continue to enhance the learner experience.

4. How well are learners progressing and achieving relevant, high quality outcomes?

HMIE is confident that learners are progressing well and achieving relevant, high quality outcomes.

How well does the college perform against its educational aims, objectives and targets?

The college has achieved success in most areas of its work and has performed well against its previous strategic objectives. It benefits from strong partnership working within its local community, enjoys constructive links with local university and industry partners, and has built positive relationships with Edinburgh City Council Community Planning Partnership. As a result, the college has made good progress on its broad aims of widening access and inclusion, enhancing employer links and supporting progression to further study. The college enjoys a strong reputation amongst its external partners for the quality of its programmes and the success of its learners in achieving their aims. Learners have expressed increasing satisfaction with all aspects of the learner experience over the last three years. The college has recently identified nine key strategic drivers, underpinned by relevant strategic objectives. Most managers and staff have made a positive start in realising these. Heads of department have made good progress on achieving targets within operational plans for their areas of responsibility.

How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

The college has sustained high rates of early retention over the last three years. Student retention is high in all areas and has improved significantly for full-time FE programmes over a three year period. Attainment at higher education (HE) level remains high but has declined slightly over the last three years. Although attainment levels for FE programmes have improved in the last two years, they remain generally low. Most learners who attend the college on programmes funded through Skills Development Scotland or through employer-supported programmes successfully achieve a relevant qualification or are on track to do so. Almost all learners whose destinations are known have moved into higher levels of learning or employment.

How well does the college fulfil its statutory duties?

The college has a clear expectation that all learners and staff will experience fairness and equity. At whole-college and individual programme level, the college undertakes rigorous analysis of data in relation to learner enrolment and progress, according to race, disability and gender. There are several examples of college actions which have addressed identified issues or raised the profile of equality and diversity within the college environment. The college has made very good progress with impact assessment of key policies and procedures, with clear actions in place to address areas which require attention. Appropriate policies, procedures and arrangements are in place for the safeguarding of children, young people and vulnerable groups. The college has recently achieved recognition and accreditation for its health, safety and food hygiene arrangements and maintains accurate records for reporting incidents.

The college is a signatory of the *University and Colleges Climate Commitment for Scotland*. As part of this, it has taken a rigorous approach to monitoring and reducing its carbon footprint and also reducing, re-using or recycling materials.

How accessible, flexible and inclusive are the college's programmes and services?

Overall, college programmes are sufficiently flexible and accessible to enable learners to study in ways which suit their circumstances. The college provides an appropriate range of modes and times of attendance, including part-time, evening, work-based and community programmes. Current usage of the virtual learning environment is inconsistent across programmes and low in some areas, which reduces opportunities for learners to work flexibly. Also, inflexible timetabling sometimes results in long and inconvenient gaps between classes for learners. The college has a strong focus on including learners who do not have a track record of successful engagement with education. It liaises very effectively with a large number of partners who support it in its aims of widening access to study. College staff are quick to respond to identified need and readily explore ways of delivering programmes which accommodate different learner requirements. The college has recently reviewed recruitment and performance indicator data for local learners from disadvantaged communities. This has informed the development of its recently formed *New Horizons Community Engagement Group* which is having a positive impact on the development of aspects of the college's curriculum.

How well do programmes and services meet learner needs?

The college offers programmes of an appropriate range, level and mode of delivery. Most programmes meet learner aspirations well and accommodate different levels of experience. Current entry and exit points are appropriate and well signposted to learners. The college is currently expanding its range of preparatory programmes to help more learners to develop positive attitudes to college life and learning at an early stage. There are clear progression routes between college programmes and onwards into higher education. The college provides an extensive range of successful school-college programmes, including many for learners with additional support needs or in need of *more choices and more chances*. It provides effective additional services to those learners who need them, including extended learning support, help for those with disabilities and support for those experiencing personal difficulties. Programmes prepare learners well for employment or progression to higher education. Sustainability is highlighted effectively in increasing numbers of programmes, currently most notably in construction.

How well do learners make progress, attain qualifications and achieve more widely?

Most learners in the college attend their classes regularly and a high proportion remain on programme until the end. Almost all of these learners make good progress from their prior learning. They also develop confidence in their abilities and improve their vocational and technical skills as well as knowledge and understanding within their chosen subject. Almost all learners develop personal skills which prepare them well for employment or further study and there are several good examples of citizenship skills being developed. Most learners who remain on programmes attain the qualifications associated with them. However, while attainment rates are very high in particular

programmes, there is inconsistency across the college. There are examples of very low attainment rates on programmes within a few subject areas. The college is at an early stage of revising its approach to core skills, to improve attainment but also to enhance learner understanding of their relevance to vocational areas. Learners make good use of opportunities to achieve more widely. Many are regularly involved in skills competitions which enhance motivation and develop employability awareness, with several enjoying highly successful outcomes.

5. How effective are the college's learning and teaching processes?

HMIE is confident that the college has in place high quality learning and teaching processes.

How well does the college develop and deliver programmes and services to meet the needs of learners from all backgrounds?

The college treats learners from diverse backgrounds fairly and equally. As a result, it has developed and delivered programmes which, in general, reflect the needs of its very diverse learner population. College managers review the curriculum regularly and rigorously, focusing on identified local demand as well as performance. A thorough audit of all programmes has identified clear opportunities for better promotion of health and wellbeing, and more targeted development of core skills and the capacities of Curriculum for Excellence. This has provided a helpful basis for development within the curriculum.

The college supports international learners well. This has been recently recognised through the achievement of a UK-wide award. Learners on vocational programmes whose first language is not English are supported well in their classes. Teaching staff have access to guidance material on the promotion of equalities within the curriculum. However, they do not always make full use of opportunities to promote positive attitudes to equality and diversity through learning activities or in teaching materials.

How well do learners learn?

In almost all classes, learners are well motivated, enthusiastically engage in their learning and take part actively in lessons. Most learners use equipment and materials competently, with support from teaching staff. This helps them to develop technical skills of direct relevance to the workplace. Learners in most classes make good use of opportunities to reflect on what they have learned. In several classes they take responsibility enthusiastically for evaluating their own progress and identifying next steps in their learning. In many programmes, learners also evaluate and comment on each others' work. Almost all learners are developing independence in learning through managing their own approaches to tasks and to research work. This helps them to prepare for the responsibilities of the workplace or for study at higher levels. Learners in many Higher National Diploma (HND) programmes demonstrate very effective approaches to research and consequently develop higher-order thinking skills. Almost all learners are making effective progress and increasing their knowledge of their chosen specialist subjects.

How well do teaching and the use of resources ensure effective learning?

Most teaching staff apply a high standard of subject and professional knowledge which enhances learner understanding and helps learners to adopt current industry practice. In almost all classes, teaching staff use a wide range of appropriate teaching approaches to motivate and engage learners. This includes group work, use of real-life exemplification, practical activities, peer reflection and class discussions. As a result, most learners are engaged in challenging, varied and enjoyable activities. However, in a few classes, teaching staff dominate discussions too much and miss opportunities to help learners shape their own viewpoints through critical thinking activities. In most

classes, teaching staff make effective use of a wide range of information and communication technology (ICT) and other resources to support learning. In almost all classes, teaching staff promote high levels of achievement through clear communication of expected standards and effective use of feedback. Teaching staff use praise and encouragement very effectively to keep learners focused on improving their work.

How effective is the context and planning for learning and teaching?

Working relationships between staff and learners are very positive. Teaching staff communicate courteously and positively with learners while providing an appropriate degree of challenge for different learner groups. Most classes are well planned, with varied activities and a brisk pace of learning. There are regular opportunities built in to classes for learners to reflect on learning or to practise technical skills. In many subject areas, teaching staff also involve visiting speakers and industry visits to provide realistic contexts for learning. The recent integration of units of study has led to improved motivation and engagement of learners in a few subject areas. Learners are actively involved in planning aspects of their learning in many subject areas. Learner work is displayed in many locations, helping to promote high standards and celebrate success. Accommodation and facilities in most practical areas of the college are of a very high standard. However, learners have limited access to ICT equipment and software for self study outwith class time.

How well is assessment used to promote effective learning?

Assessments are well paced and well designed. Useful college-wide training has helped staff to improve the use of assessment feedback for effective learning. However, teaching staff do not always make learning intentions clear enough at the start of classes. This makes it more difficult for learners in these classes to understand clearly how their learning is progressing and for staff to evaluate fully their knowledge and understanding. Most staff use effective questioning techniques and other informal methods to check learner progress and understanding. Almost all learners receive detailed feedback on formal assessments which is helpful and focused, allowing them to recognise clearly the steps needed to improve their performance. Teaching staff and learners use the outcomes of formal and informal assessment activities well to plan further learning activities. Teaching staff adapt assessments as required for learners with additional support needs.

How well are potential and current learners provided with information, advice and support?

The college provides helpful and clear guidance for potential learners. As a result of recently enhanced arrangements for identifying applicants with disabilities, the college is now able to provide more effective and better targeted support. The *Words of Wisdom (WOW) Student Planner* provides learners with helpful information and advice, and highlights ways of accessing specialist support. Teaching staff have regular and useful progress updates with all full-time learners about their coursework. Recently appointed *learning development tutors* have a clear role in providing more general support for learners, using the reflective sections of the *WOW Student Planner* as a basis for discussions about their progress. However, not all learners use the planner to reflect on their progress, and as a result it is not yet fully effective for this purpose. *Learning development tutors* have also begun to help learners develop the four capacities of Curriculum for Excellence in whole-class sessions which aim to explore wider themes,

including health and wellbeing, equalities and other social issues. These tutors also access support from central college services very quickly and intervene supportively if learners are not attending college or making poor progress with their studies. The college is evaluating robustly early practice within the *learning development tutor* initiative and making adjustments where necessary. The central learner services facility is well located. Staff there are readily available and provide useful information and helpful guidance to learners.

How well does the college sustain continuous enhancement through self-evaluation and internal review activities?

Most *course leaders* and teaching staff reflect constructively on their practice and work well within their teams to improve provision. Learners provide extensive feedback on programmes, through end-of-unit evaluations, through the class representative system and by attending programme team meetings. Several programme teams also review their teaching approaches and curriculum content regularly in response to employer views. Programme review takes good account of performance indicator trends. The college quality team and most curriculum managers provide high-quality support for programme teams carrying out self-evaluation. This is improving its rigour and consistency. Programme team logs are used well to identify ongoing areas for improvement and actions to address them. Occasionally, weaknesses identified do not have clearly assigned actions for improvement. Also, action plans are not always expressed with sufficient clarity to allow staff to judge successful impact. In general, they are insufficiently focused on learning and teaching. The college has recently carried out a thorough evaluation of programmes as a *product evaluation* exercise, with immediate action to redesign or replace programmes as necessary.

6. How well are learners engaged in enhancing their own learning and the work and life of the college?

HMIE is confident that learners are actively engaged in enhancing their own learning and the work and life of the college.

How well do learners engage in enhancing their own learning?

The college places learner engagement at the heart of its work. It is the first of its strategic drivers, and it features prominently in its central college documentation. The principal is personally involved with several initiatives around learner engagement. The college has recently launched its *Learner Engagement Strategy* which sets out explicitly its plans to support learners to enhance their own learning and the work and life of the college. Although it is too early to evaluate its impact, the strategy makes clear the importance of the learner voice within the college's vision for the future. It also links learner engagement clearly to the four capacities of Curriculum for Excellence.

There are many examples of learners enhancing their own learning. For instance, in some programmes learners have influenced the choice of books to be acquired for the library, while in other areas they have sought and obtained a greater element of practical activity in their classes. In a number of programmes, learners are actively engaged in the design and planning of their learning tasks. Many learners enhance their skills development and self-management through taking part in competitions and live projects. They also develop independence in learning through well-managed project or research work in a number of programmes. The college places a strong emphasis on personalisation of learning and has begun to implement several mechanisms to support learners to reflect on their progress and adopt effective target setting. However, these mechanisms are not yet fully established. In general, learners are confident, articulate and very capable of expressing their views about their learning experience.

Most learner representatives gather the views of their class groups effectively and have raised issues such as assessment schedules and timetabling. Programme teams have responded well to these issues and have implemented solutions and improvements where appropriate, for example by marking assessments more quickly. Learner representatives regularly attend formal and informal meetings with teaching staff and identify issues which require action. Their views are reflected clearly in the self-evaluations carried out by programme teams. However, although programme team reports record these issues they do not always record actions proposed to address them. In these instances, it is not clear how issues raised by learners are addressed or how outcomes are communicated to learners.

How well do learners engage in enhancing the work and life of the college?

In line with its strategic priorities, the college has recently formed a *Learner Council*, drawing its membership from learner representatives. This group meets monthly with college senior managers to discuss and influence matters of college-wide interest. These formal monthly meetings are complemented by regular informal meetings of the learner members of the council which help them to explore whole-college issues in depth and clarify their collective views. This helps the full *Learner Council* to hold detailed discussions and to make well-informed decisions. The *Learner Council* has already influenced change in some key areas of the college such as amendments to the

college disciplinary code and the introduction of monitors for the college's social areas. However, it is at an early stage of development and its processes for gathering and representing the views of all learners and for communicating its decisions to them are not yet functioning fully. A number of its members contribute positively to the college safeguarding group.

The college has a well-established Student Union, whose president is a member of the Board of Management and attends meetings of the *Learner Council*. Learner views on particular issues are communicated at meetings of the Board of Management through oral and written reports. However, the activities of the Student Union focus mainly on internal governance, member training and issues of national significance external to the immediate life and work of the college, with little direct impact on the quality of learners' experiences. Many learners are unaware of the Student Union. The Board of Management has approved the action plan for the Student Union, which includes the organisation of a *Fresher Fayre*, the setting up of college clubs and societies, and events which focus on equality and diversity and learning and teaching. At the present time, there is a degree of overlap between the work of the Student Union and that of the *Learner Council*. The *Learner Engagement Officer* provides useful support to the Student Union to help it to focus effectively on ways of enhancing the work and life of the college.

Learners take part regularly in high-profile activities which enhance the work and life of the college. These include fashion shows, design work aimed at publicising college initiatives, art and design exhibitions and displays, and charity work. The college promotes these activities well through its intranet and printed publications.

7. How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

HMIE is confident that the college is led well and is enhancing the quality of its services for learners and other stakeholders.

The college's recently agreed strategic drivers aim to deliver the college mission of *transforming lives through learning*, with clear and appropriate emphasis on learning and quality improvement. These strategic drivers are mapped explicitly to both SFC priorities and Scottish Government national performance outcomes. They include a commitment to develop programmes that meet the needs of the local community and the regional, national and global economy. The strategic drivers, and the objectives that underpin them, have been developed through a consultative process involving all college staff. As a result, they are clearly understood by college managers and staff and strongly influence operational planning in both teaching and support areas.

The recently-appointed principal has implemented a non-hierarchical structure, in order to empower managers to take responsibility for achieving the college's strategic objectives. He provides highly visible, energetic leadership and has communicated clearly the college's new aims and direction to staff and learners. Most staff have made a good start on implementing the college's new objectives in relation to prioritising learning, learner engagement and improving the quality of services.

The vision for, and direction of, the curriculum is set out comprehensively by the strategic driver for curriculum provision which has *preparing learners for the future* as its key focus. It includes a commitment to review the curriculum rigorously and regularly to ensure it is demand-led, focused on future economic need and provides learners with opportunities to achieve accredited awards with clear progression routes.

Curriculum managers now have key responsibility for leading learning and teaching. Most have enthusiastically embraced their new role. They meet regularly as a group, and have benefited from helpful support from heads of college-wide services as they develop their leadership skills. Curriculum review takes place through the well-structured *Product Evaluation* process, introduced in 2010-2011.

Leadership for services to support learners is very effective. Managers of support services understand fully their responsibility for ensuring positive impact of their services on the learner experience in line with the college strategic drivers. They have taken good account of learner views in their plans for improving support services. There are good examples of initiatives which managers have recently introduced or are planning for implementation in the near future, which aim to enhance the coordination of support for learners within the curriculum. These include the further contextualisation of core skills delivery and increased involvement of employers in college planning, as well as the introduction of *learning development tutors*. Key managers have established and maintained very effective partnerships with external agencies, and are therefore able to provide specialist support and information to complement services available within the college. Support services staff provide high quality information and guidance to learners.

As part of a drive to improve college provision, several college managers have benchmarked their practice against that of colleges in Scotland, England and USA. This

has been very helpful in broadening the context against which to evaluate college performance. Monthly meetings, led by the principal, involve all curriculum managers, heads and managers of support services. This *Round Table Forum* is developing into a strong and effective management community, with collective responsibility for monitoring progress and for decision making. Within this forum, an open, peer-led review of programme team self-evaluations and action plans led to several of them being improved.

The college has in place robust processes for evaluating the effectiveness of its new management structures and new initiatives, which include detailed self-evaluation at whole-college level. The college is rapidly developing detailed knowledge of its strengths and areas for development which is leading to well-considered actions for improvement. There are indications that the new arrangements have already led to more robust approaches to programme team self-evaluation, improvement planning and identification of staff development needs. However, actions are at too early a stage of implementation for impact on the learner experience to be fully evaluated. As part of the revised arrangements for evaluating learning and teaching, the college has developed and implemented the *Critical Friend Exchange*, a voluntary, peer lesson observation process, which encourages and supports teaching staff to reflect on their practice. It has also established a voluntary process involving observation by members of the college quality team. Though at an early stage of implementation, these initiatives are a useful enhancement to the more informal reflection on practice which already takes place within programme teams. They provide a constructive step towards the college aim of implementing an effective model of evaluating learning and teaching, with a clear focus on improvement.

8. Signposting excellent and sector-leading and innovative practice

During the HMIE external review, the college submitted examples of what it considered to be sector-leading or excellent practice and the review team also identified examples worthy of dissemination.

8.1 Sector-leading and innovative practice in computer programming

In response to difficulties in developing learners' skills in programming on introductory computing programmes, teaching staff have introduced a tool which enables learners to master basic principles and acquire understanding of elementary terminology in that subject. The tool is simple to use and its approaches are likely to be familiar to learners because of its similarity to social networking activities and other techniques used in computer games. It employs a *drag and drop* tool which enables the learner to develop the problem solving skills which underpin programming. This helps learners to develop an understanding of the processes involved in the more complex programming tasks they will encounter at later stages. The tool also gives learners the opportunity to personalise and be creative in their learning rather than simply follow strict guidelines. It employs easy-to-use online support which helps learners to adopt independent approaches to their projects. Learners enjoy learning about programming in this way and are now better able to appreciate its importance in computing. This greatly enhances their motivation to engage with it as they move through higher levels of study. Those who have been introduced to programming in this way in previous years are now making good progress with its more complex aspects. Learners are enjoying learning more on introductory computing programmes and retention and attainment rates have improved.

8.2 Excellent practice in learning game development

A group of year one HND Computer Games Development (SCQF level 7) learners has created a learning game to support the delivery of the college's numeracy core skill programme. They created a company, bid for and won an internal contract and are on track to deliver the learning game to the college within the agreed timescale. This has involved learners in several activities which have helped them to develop understanding not only of technical aspects of the product, but also in product and market research, partnership working, advertising and trialling of the product. Importantly, they have learned to work well as a team, with weekly meetings in which they challenge and explore issues in project development, resolving issues as they arise or are foreseen. They have worked particularly closely with numeracy core skills teaching staff to identify the main aims of the learning game and understand clearly the needs of those who will use it. The game they are developing enables numeracy problems to be explored through adventure challenges. The game structure has been clearly mapped against the elements of the numeracy core skills and its concepts trialled with potential users and teaching staff. The learners have also liaised effectively with learners studying HND Interactive Media to commission a web site and learners studying on the HND programme Creative Industries : Radio, for interviews and publicity.

Teaching staff have built elements from a number of computer games development units into this project, enabling the learners to understand clearly the relationship

between the units and also their relevance to industry. This approach has enabled learners to enhance their technical skills and also build their skills in negotiation and communication within a live business environment. This has helped to prepare them well for the very challenging and competitive industry sector which they hope to enter. The learners have become highly motivated and engaged in the project.

8.3 Excellent practice in hospitality planning

The college has developed a very successful holistic approach to programme planning in hospitality. Teaching staff have developed an integrated delivery model in a live food production and service environment which involves the training restaurant and the *student food hub*. This encompasses SVQ Professional Cookery levels 2 and 3, SVQ Food Production and Cooking level 1. It also provides opportunities for HE learners to acquire specific industry skills. The three training kitchen areas involved are set up in a typical industry manner to produce the food for each of the food service outlets. This approach introduces real work practices into the learning environment resulting in the rapid development of high-level skills. Each day, there is a mix of learners on a variety of programmes working together to meet the service deadlines, with more experienced learners supporting those with less knowledge.

Learners can access learning materials, menus, progress records and charts via a food and hospitality team web site. As they progress through their programmes, learners identify from the web site what work they still have to complete. They negotiate with teaching staff an appropriate menu which will help them achieve this, and identify a time they can undertake the work in the kitchens. This flexibly planned approach enables learners to access the learning sessions at a time to suit their individual needs. The consequence of this approach is that learners are taking increasing responsibility for managing their learning and are motivated to achieve success. They also understand better how different roles contribute to a working kitchen and service area. This allows them to function effectively in a highly pressurised workplace, which prepares them very well for future employment. Most learners enjoy this part of their programme very much and are developing useful skills by taking part in these learning activities.

9. What happens next?

HMIE will continue to monitor progress during annual engagement visits to the college.

Sheila Page
HM Inspector

10. How can you contact us?

If you would like a printed copy of this report

This report has been produced as a web-only publication and is available on our website at www.hmie.gov.uk.

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If you wish to comment about any of our reviews, contact us at HMIEenquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

You can find our complaints procedure on our website or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

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Appendix 1

Glossary of terms

FE	Further Education
HE	Higher Education
HMIE	HM Inspectorate of Education
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SVQ	Scottish Vocational Qualification
WOW	Words of Wisdom

Appendix 2

The Scottish Credit and Qualifications Framework

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			PROFESSIONAL DEVELOPMENT AWARD	BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				

The Scottish Credit and Qualifications Framework brings together all Scottish mainstream qualifications into a single unified framework. The framework includes: degree provision, HNC and HND, SQA National Qualifications, and SVQs. There are 12 levels ranging from Access 1 at SCQF level 1 to Doctoral degree at SCQF level 12. Each qualification whether a unit, group of units or larger group award has also been allocated a number of SCQF credits. Each credit represents 10 notional hours of required learning. Doctoral degrees based on a thesis are an exception to this.

Other learning may be credit rated and included in the framework provided it leads to a clear set of learning outcomes and has quality-assured learner assessment. All of Scotland's colleges were awarded SCQF Credit Rating powers in January 2007.