

**ANALYSIS OF  
HMIE REVIEWS OF  
QUALITY AND STANDARDS IN  
FURTHER EDUCATION  
  
ACADEMIC YEAR 2003/04**

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## Introduction

The Scottish Further Education Funding Council (SFEFC) requested HMIE to carry out an analysis of the subject and college review reports covering the thirteen colleges that were reviewed between October 2003 and June 2004. This follows a similar analysis that was carried out in the previous three years of the current review cycle.

The methodology used is similar to those in previous years. This was to aggregate and analyse grades by quality element and by subject area and categorise *main points for action* by “common theme” and by frequency of occurrence.

Appendix F in the report contains a detailed college-by-college summary of grades recorded for subject and college review and highlights good practice identified.

The examples of good practice published in review reports have been analysed by quality element, by subject area and by common theme. Their potential for application across the sector has been considered, and the extent to which they address the main areas of weakness is indicated. The report also lists elements and themes for which no good practice examples were identified in the current year.

Some of the aggregations lead to numbers that are large enough to justify drawing conclusions. However, the small numbers associated with others mean that they should be viewed with caution and not used to draw firm conclusions.

In the report, percentages have been rounded up or down to the nearest whole number. This has resulted in totals not necessarily adding up to 100% in some calculations and charts.

In a change to previous years, this report records the strengths and weaknesses identified in subject and college reviews in two separate sections.

The definition of the grades used in HMIE reports is:

<b>Very good</b>	Major strengths
<b>Good</b>	Strengths outweigh weaknesses
<b>Fair</b>	Some important weaknesses
<b>Unsatisfactory</b>	Major weaknesses

## 2. Subject reviews 2003/04

In academic year 2003/04, 13 colleges were reviewed. The process covered 85 individual subject reviews, resulting in a total of 752 element grades being awarded. During the process, reviewers observed 933 episodes of learning and graded 40% as *very good*, 53% as *good*, 6% as *fair* and less than 1% as *unsatisfactory*. Following the subject review of a college the overall distribution of grades for episodes of learning is published in the section of the report for that college entitled *How effective is learning and teaching?*

The quality elements considered in the review of subject areas are:

- A1 Programme design
- A2 Accommodation for teaching and learning
- A3 Equipment and materials
- A4 Staff
- A5 Teaching and learning process
- A6 Assessment
- A7 Student achievement
- A8 Guidance and learner support
- A9 Quality assurance and improvement.

The 19 subject areas reviewed in the past academic year were:

Art and design  
Business and management  
Care  
Communication and media  
Computing and ICT  
Construction  
Electrical and electronic engineering  
Hairdressing, beauty and complementary therapies  
Hospitality and tourism  
Land-based industries  
Languages  
Mathematics and numeracy  
Mechanical, manufacturing and multidisciplinary engineering  
Motor vehicle engineering  
Music  
Office administration, technology and systems  
Sport and leisure  
Science  
Social subjects.

In 2003/04 there were two integrated reviews which incorporated elements from subject review with the college review. These were the reviews of at Sabhal Mór Ostaig and at Newbattle Abbey College. At Sabhal Mór Ostaig, the college review integrated a subject review of **languages**. At Newbattle Abbey College, the college review integrated a subject review of **social subjects**.

The figure below (Figure 1) illustrates the coverage of subject areas in the reviews of colleges during academic year 2003/04.

<b>Subject areas</b>	<b>Number of reviews carried out between October 2003 and June 2004</b>
Art and design	5
Business and management	7
Care	10
Communication and media	4
Computing and ICT	10
Construction	4
Electronic and electrical engineering	4
Hairdressing, beauty and complementary therapies	8
Hospitality and tourism	4
Land-based industries	5
Languages	2
Mathematics and numeracy	1
Mechanical, manufacturing and multidisciplinary engineering	4
Motor vehicle engineering	4
Music	1
Office administration, technology and systems	3
Science	3
Social subjects	2
Sport and leisure	4
<b>Total</b>	<b>85</b>

Figure 1: Range of subject areas covered during subject reviews in 2003/04

## **2.1 Analysis of subject review grades by quality element**

Overall, 36% of the grades awarded for quality elements in subject reviews were *very good*, 55% were *good* and 9% were *fair*. The grade of *unsatisfactory* was awarded in less than 1% of cases. In summary, 91% of quality elements in 2003/04 were graded as *good* or *very good* and 9% as *fair* or *unsatisfactory*.

Figure 2 shows percentage distribution of the grades awarded during 2003-2004 for each of the quality elements in subject reviews listed on page 2.

Grade	A1	A2	A3	A4	A5	A6	A7	A8	A9
VG	31%	34%	44%	51%	26%	37%	14%	64%	21%
G	58%	56%	52%	49%	73%	52%	60%	36%	60%
F	11%	10%	4%	0%	1%	10%	26%	0%	19%
U	0%	0%	0%	0%	0%	1%	0%	0%	0%

Figure 2: Overall grades for quality elements A1-A9 in subject reviews 2003-04

The following list shows the percentage of *good* and *very good* grades awarded by quality element, in order with the highest percentage first.

- **Guidance and learner support** (100% *good* or *very good*)
- **Staff** (100% *good* or *very good*)
- **The teaching and learning process** (99% *good* or *very good*)<sup>1</sup>
- **Equipment and materials** (96% *good* or *very good*)
- **Accommodation for teaching and learning** (90% *good* or *very good*)
- **Programme design** (89% *good* or *very good*).
- **Assessment** (89% *good* or *very good*)
- **Quality assurance and improvement** (81% *good* or *very good*)
- **Student achievement** (74% *good* or *very good*).

All grades awarded for the quality elements **guidance and learner support** and **staff** in 2003/04 were *good* or *very good*. In **accommodation for teaching and learning** 90% of grades were *good* or *very good* and in **equipment and materials** 96% of grades were *good* or *very good*. These figures testify to a very positive picture in terms of the services and resources used to support the learner in FE colleges.

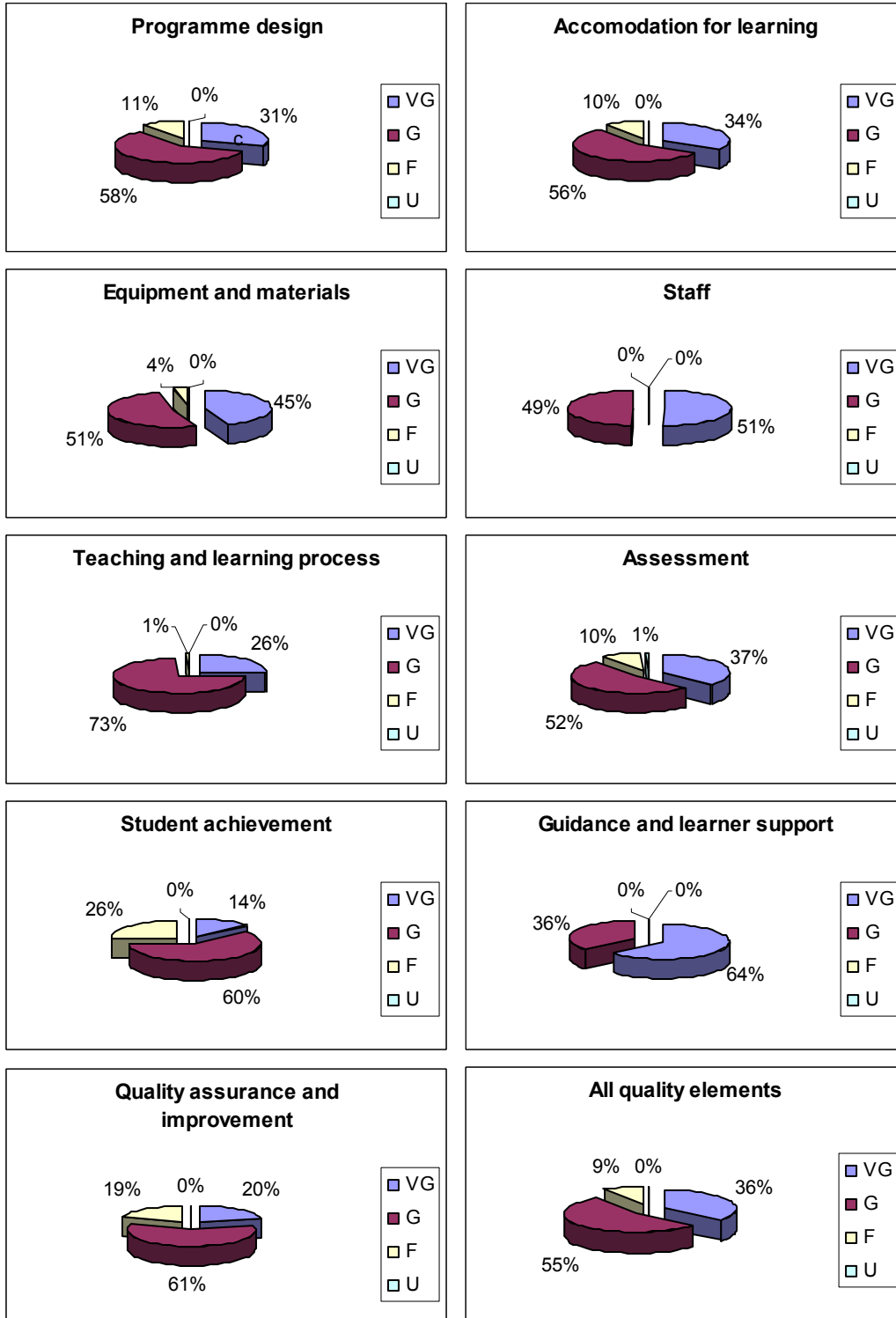
The **teaching and learning process** is at the core of the work carried out in further education. It is reassuring that in this element, 99%<sup>1</sup> of the grades recorded were *good* or *very good*. However, it is important to remember that the grade *good* indicates that *strengths outweigh weaknesses* and a number of weaknesses may require to be addressed. The relatively low grades awarded for **student achievement** also indicate that some important challenges must be faced. From a broader perspective, the objective is to promote effective learning and learner outcomes. HMIE was commissioned by SFEFC to investigate these aspects and published an aspect report on *Student Learning in Scottish FE Colleges* in February 2004. (This document is available on the HMIE website at <http://www.hmie.gov.uk/documents/publication/SLiFEC.pdf>).

Later in this 2003/04 report (Section 2.5), **student achievement** and the **teaching and learning process** are two of the most common themes underlying the main points for action that were recorded during the review year.

<sup>1</sup> Although in the published reports 99% of the grades awarded for **the teaching and learning process** were *good* or *very good*, this masks the fact that of 933 individual episodes of learning observed by review teams, 7% were evaluated as *fair* or *unsatisfactory*. The grade for this element takes account of other factors as well as the observation of episodes of teaching and learning.

## 2.2 Subject review: distribution of grades by quality element

In the analysis that follows, the final pie chart in the series displays the overall distribution of grades derived by aggregating the data from a total of 752 evaluations across all elements.



### 2.3 Subject review: analysis of grades by subject area

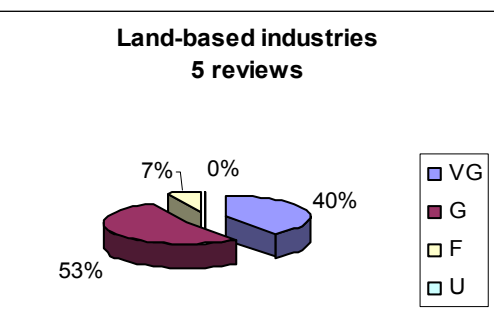
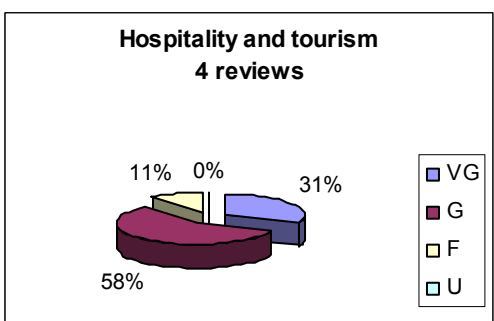
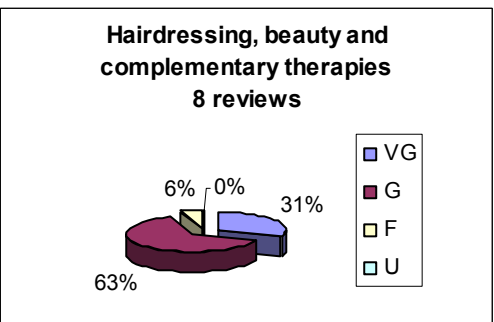
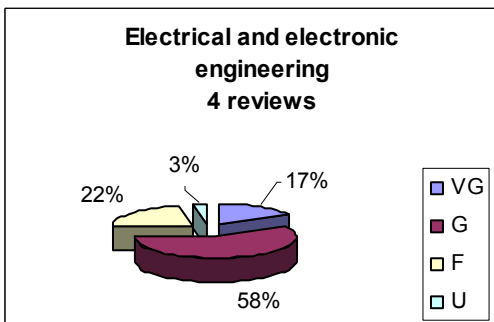
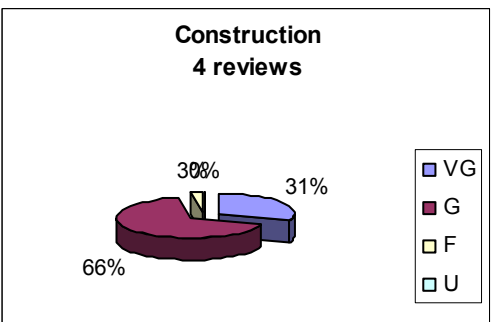
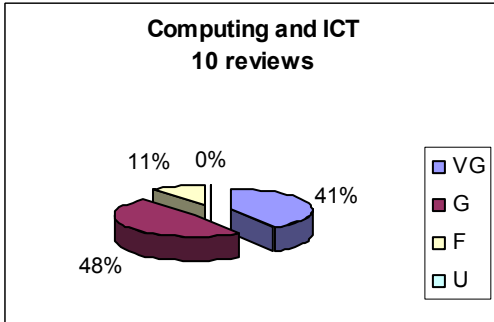
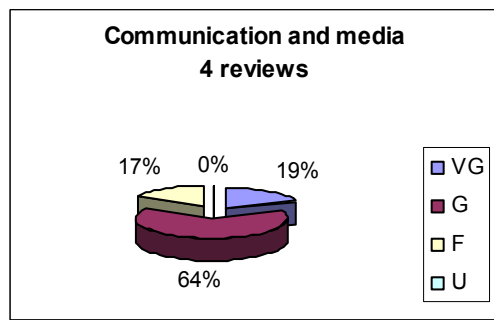
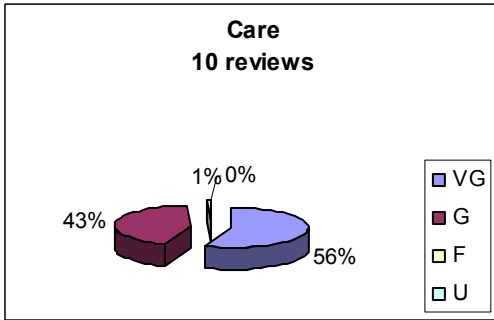
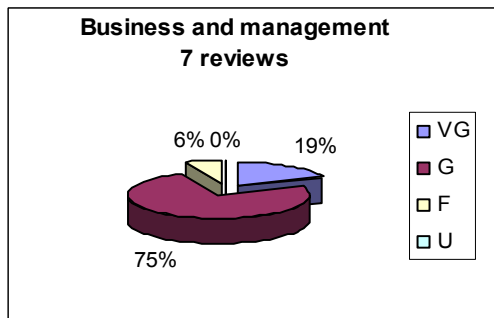
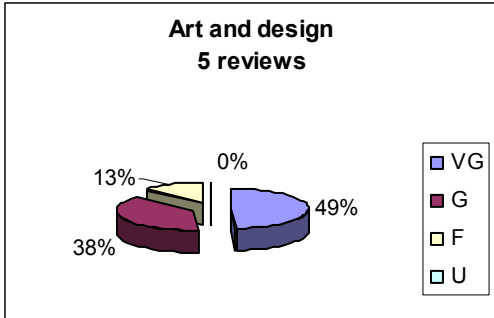
The following table shows the proportion of *very good* and *good* grades awarded in reviews, aggregated by subject area. The third column shows the number of reviews that took place in that particular subject area during academic year 2003/04.

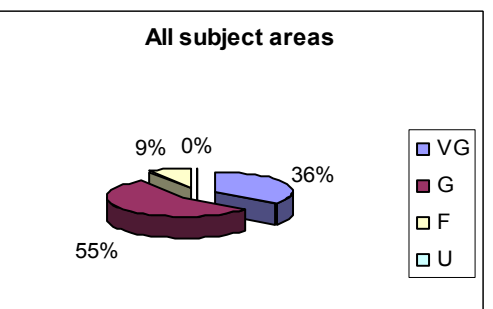
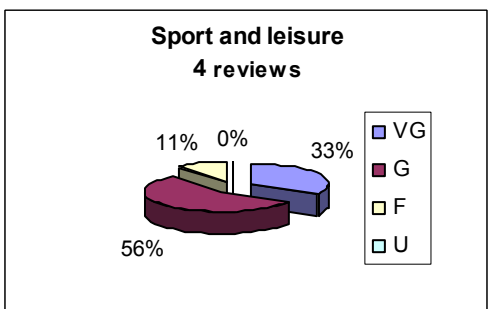
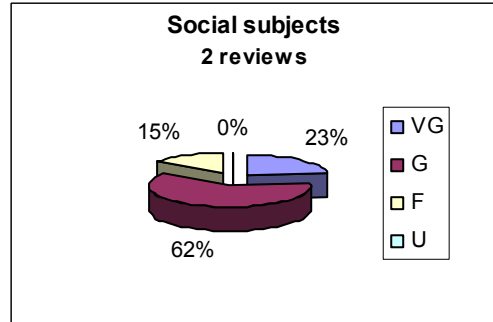
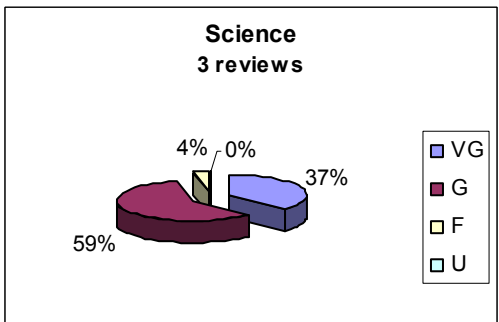
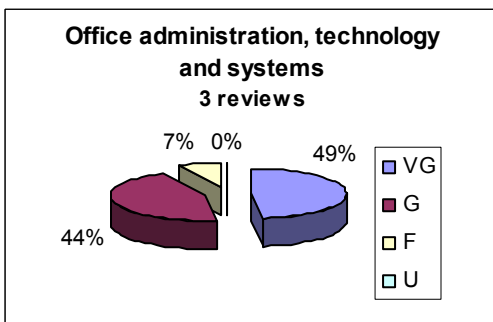
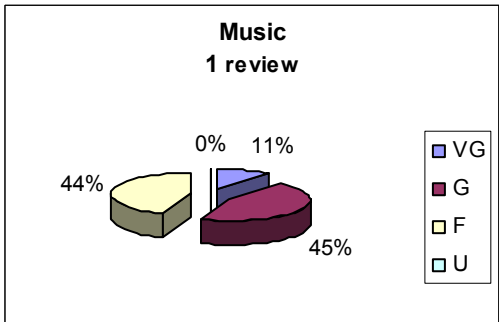
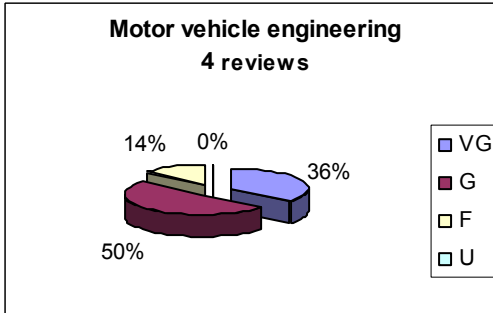
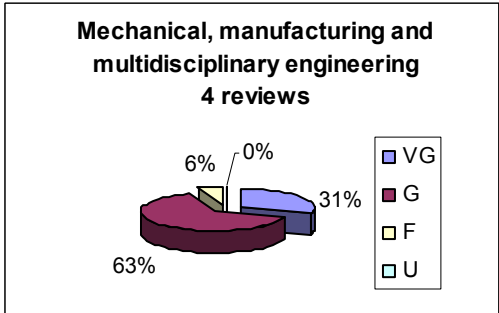
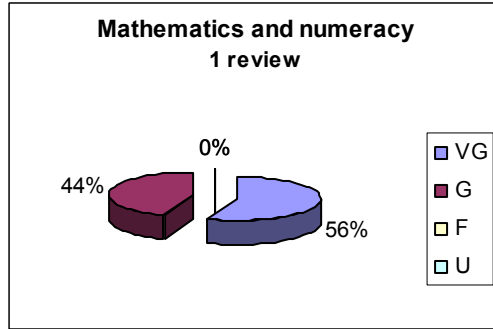
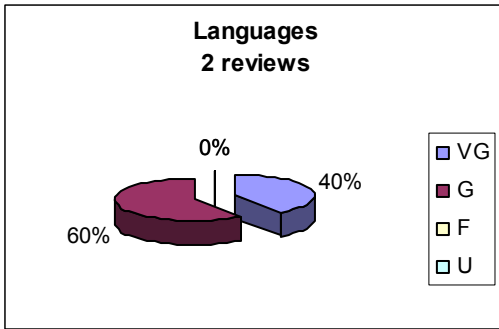
Subject areas	% of <i>good</i> and <i>very good</i> grades	Number of reviews 2003/04
Art and design	87	5
Business and management	94	7
Care	99	10
Communication and media	83	4
Computing and ICT	89	10
Construction	97	4
Electrical and electronic engineering	75	4
Hairdressing, beauty and complementary therapies	94	8
Hospitality and tourism	89	4
Land-based industries	93	5
Languages	100	2
Mathematics and numeracy	100	1
Mechanical, manufacturing and multidisciplinary engineering	94	4
Motor vehicle engineering	86	4
Music	56	1
Office administration, technology and systems	93	3
Science	96	3
Social subjects	85	2
Sport and leisure	89	4

Figure 3: The proportion of good and very good grades in subject review aggregated by subject area 2003/04

### 2.4 Subject review: distribution of grades by subject area

The pie charts in this section illustrate the distribution of grades aggregated by subject area for the reviews over year 2003/04. The number of reviews for each subject area is included in the pie chart. In some subject areas there has been only a small number of reviews and so care should be taken when drawing inferences from the information in those subject areas.





## 2.5 Subject review: analysis of main points for action

The main points for action identified in the reviews during academic year 2003/04 have been aggregated into common themes for the purposes of this report. These common themes are summarised below in an order that reflects how often they occurred.

HMIE recommended that colleges should:

- improve the rigour of programme reviews (analyse PIs more systematically, improve self-evaluation processes, improve action plans and monitor progress more effectively) [Identified in 66% of the 85 individual subject reviews conducted in 2003/04]
- improve the range of teaching and learning methods (make appropriate use of ICT, evaluate learning and teaching more effectively and review and share good practice in learning and teaching more systematically) [62%]
- improve student retention and/or achievement/attainment [47%]
- improve teaching accommodation, facilities and equipment [44%]
- improve assessment processes (assessment scheduling, marking schemes, reassessment procedures, application of merit criteria and post-assessment feedback to students) [34%]
- identify and address individual, section and college staff development needs and ensure that lecturers have appropriate teaching qualifications, appropriate specialist qualifications and up-to-date commercial/industrial experience [31%]
- review the range and content of programmes delivered in order to suit student and employer needs better [26%].

## 2.6 Subject review: analysis of good practice examples by quality element

In 2003/04, the criteria for defining good practice examples were the same as those in 2002/03. The good practice identified had to be innovative or sector leading. The practice had to demonstrate a particularly effective, imaginative or integrated approach in a particular element, lead to key benefits for students and be capable of being adapted for use by others within the sector in the subject area where the practice was identified, or more generally.

*The absence of good practice examples in a report should not be taken as having any negative implications. It is entirely possible for practice to be very effective even if it is not innovative or sector leading. Many “very good” evaluations are not associated with identified examples of good practice.*

During academic year 2003/04, reviewers identified major strengths and awarded grades of *very good* in many elements that were reviewed. A summary of the grades awarded is provided in the tables in Appendix F. Reviewers identified 57 examples of good practice across a range of quality elements. These examples are recorded by element and subject area in Appendix B.

It is important to note that since not all subject areas are covered during subject review there could be areas of sector-leading or innovative practice within a college outwith the subjects under review that have not been reported in the reviews for 2003/04.

The pie chart in Appendix C categorises the good practice examples by quality element. Good practice examples were most prominent in the element **programme design**. A notable amount of good practice was also identified in the **teaching and learning process, guidance and learner support** and **equipment and materials**. These four elements accounting for 82% of the good practice examples in the subject reports, also accounted for most good practice examples identified in the analysis of reviews for 2002/03.

During academic year 2003/04, 7% of good practice examples related to the quality element **assessment**, 5% related to the element **accommodation for teaching and learning** and 4% to **staff**. Only 2% of good practice boxes were associated with **student achievement** and there were no good practice boxes related to the element **quality assurance and improvement**.

Good practice identified in **programme design** can be grouped according to one of the following themes, listed below in order of frequency of occurrence.

### **Collaboration with a range of partners including local and national employers and awarding bodies that:**

- informed programme design and development
- involved the employer in the training process and provided stimulating work placement opportunities
- enabled the learner to make direct links between the learning experience and the workplace
- provided a forum for discussion with local employers
- combined SQA awards with programmes from other awarding bodies
- developed programmes which provided formal registration requirements for professional bodies.

(This theme represented 57% of all good practice examples in **programme design**)

**Productive school-college partnerships that:**

- broadened curriculum choice for participants
- promoted progression from school to college
- reduced barriers to learning for disengaged pupils and students with learning difficulties or disabilities.

(This theme represented 22% of all good practice examples in **programme design**)

**Effective preparatory and support programmes that:**

- prepared hesitant learners for further study
- contributed to improved retention and achievement.

(This theme represented 13% of all good practice examples in **programme design**)

**Other examples of good practice in programme design included:**

- using visits to Europe and America to enhance the learning experience.

In the element **teaching and learning process**, the aspects of good practice most commonly identified related broadly to two common themes.

**The development of strategies to promote different learning styles that:**

- used interactive software in lessons
- deployed a blended learning approach to deliver core skills
- integrated curriculum areas effectively
- encouraged debate and discussion.

(This theme represented 50% of all good practice examples in **teaching and learning process**)

**Closer links with employers that enhanced the learning experience by:**

- delivering workshops for students participating in work-based learning
- providing innovative work experience with local employers.

(This theme represented 25% of all good practice examples in **teaching and learning process**)

In **guidance and learner support** good practice was associated with two broad themes.

**Effective pre-entry arrangements to support the learner that:**

- used transition procedures to plan routes to further study and employment
- provided early guidance procedures through attendance at job fairs.

(This theme represented 25% of all good practice examples in **guidance and learner support**)

### **Providing effective on-course guidance and support that:**

- was innovative and responded to individual need
- delivered integrated support services.

(This theme represented 25% of all good practice examples in **guidance and learner support**)

### **Good practice examples associated with other quality elements included:**

- innovative provision of learning materials for students with learning difficulties
- use of diagnostic software to provide early and effective support
- provision of high quality sport and recreation facilities
- systematic recording of progress to provide staff and learners with current information on achievement.

## **2.7 Subject review: analysis of good practice examples by subject area**

The frequency of occurrence of good practice examples by subject area is summarised in Appendix B.

The number of reviews by subject ranged considerably from ten in **care** and in **computing and ICT** to one each in **music** and **mathematics and numeracy**. In some colleges, subject areas such as **computing and ICT** and **hairdressing, beauty and complementary therapies** covered a large number of programmes and many members of staff, and utilised a variety of modes of programme delivery. These factors complicate any comparison of the apparent incidence of good practice examples across subject areas.

In some subjects, reviewers reported high levels of good practice examples. In **care**, reviewers reported examples of good practice in eight reviews. Two of the reviews in care had more than one example of good practice and one review had three examples of good practice.

Out of 85 subject reviews in 2003/04, 53% had at least one good practice example reported during review.

### 3. College reviews 2003/04

During academic year 2003/04, 13 colleges were reviewed using the eight quality elements from area B of the SFEFC/HMIE quality framework listed below:

- B1 Educational leadership and direction
- B2 Access and inclusion
- B3 Guidance and support
- B4 Resources and services to support the learner
- B5 Staff
- B6 Quality assurance
- B7 Quality improvement
- B8 Arrangements for students with learning difficulties and disabilities.

The elements B1 to B7 were reviewed in all 13 colleges and the element B8 was also reviewed in three of these colleges. Overall, 94 grades were awarded.

#### 3.1 Analysis of college reviews by quality element

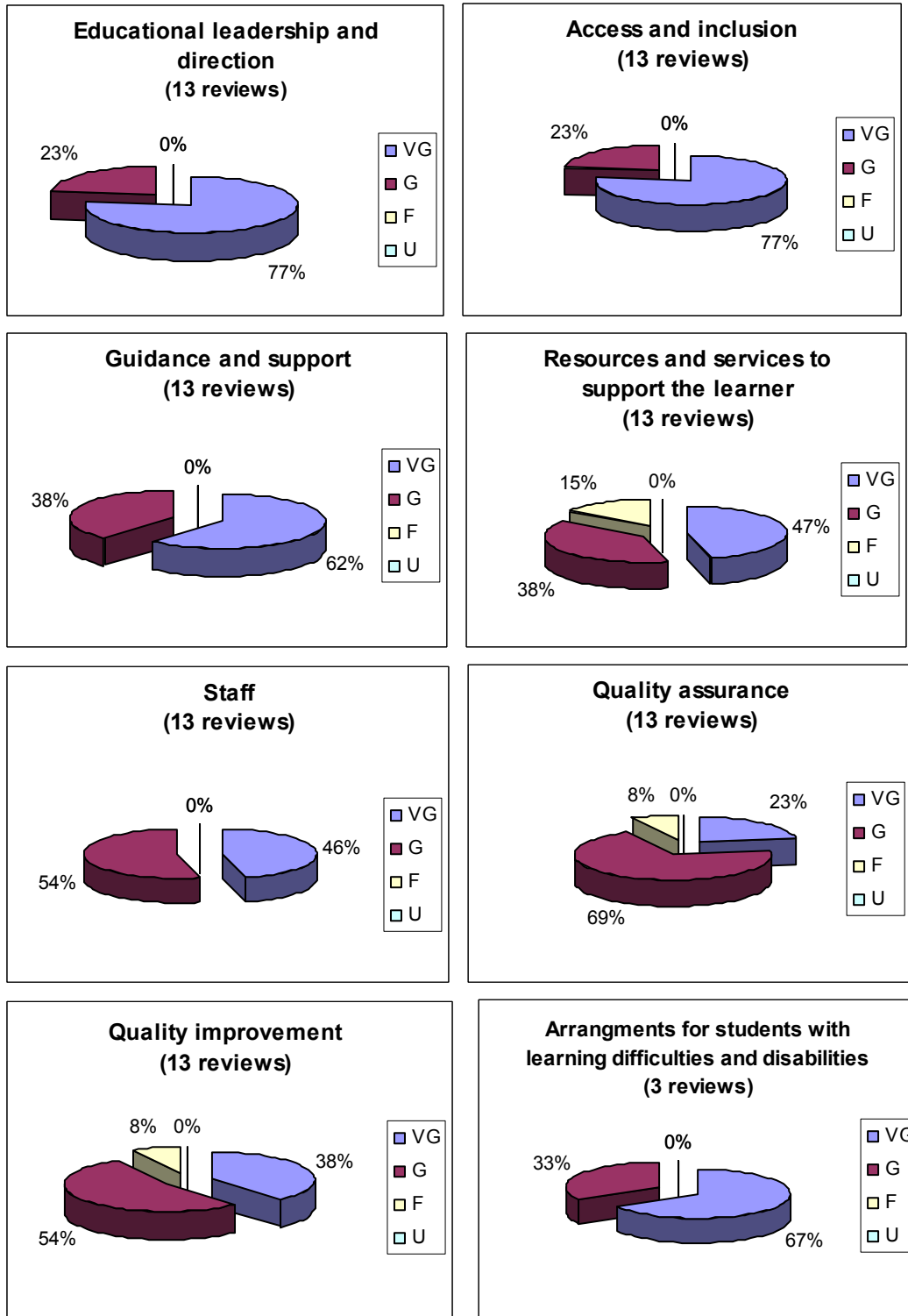
Overall, the distribution of grades for quality elements in college reviews was that 54% were graded as *very good*, 42% as *good*, and 4% as *fair*. There were no *unsatisfactory* grades.

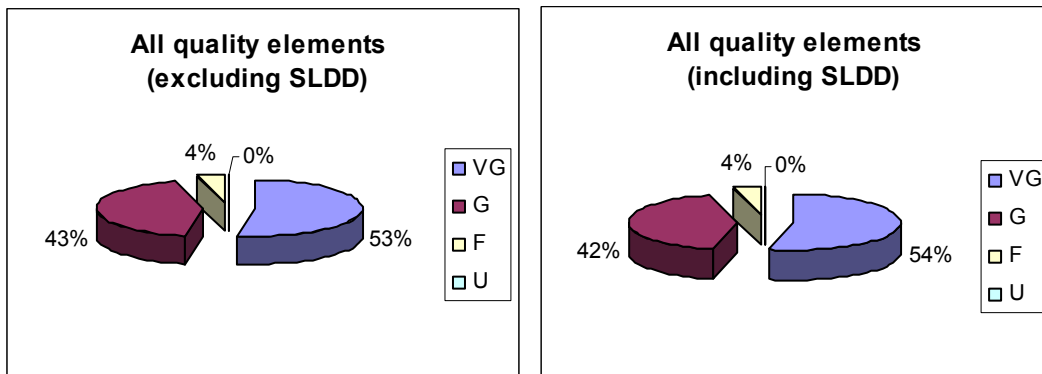
The following list shows the percentage of *good* and *very good* grades awarded in each of the quality elements in academic year 2003/04, with the highest percentage first.

- **Educational leadership and direction** 100% were graded *good* or *very good*. [10 colleges graded *very good*, three *good*]
- **Access and inclusion** 100% *good* or *very good*. [10 colleges graded *very good*, three *good*]
- **Guidance and support** 100% *good* or *very good* [eight colleges graded *very good*, five *good*]
- **Resources and services to support the learner** 85% *good* or *very good* [six colleges graded *very good*, five *good* and two *fair*]
- **Staff** 100% *good* or *very good* [six colleges graded *very good* and seven *good*]
- **Quality assurance** 92% *good* or *very good* [three college graded *very good*, nine graded *good* and one graded *fair*]
- **Quality improvement** 92% *good* or *very good* and 8% *fair* [five colleges graded *very good*, seven graded *good* and one graded *fair*]
- **Arrangements for students with learning difficulties and disabilities** was reviewed in three colleges. It was graded *very good* in two colleges and *good* in the other.

### 3.2 College review: distribution of grades by quality element

In the analysis that follows, the final pie chart in the series displays the overall distribution of grades derived by aggregating the data from 94 evaluations.





The final two pie charts show the overall distribution of grades awarded during college review in 2003/04 with and without the quality element **arrangements for students with learning difficulties and disabilities (SLDD)**.

### 3.3 College review: analysis of main points for action

In the 13 colleges reviewed, some common themes emerged through the *main points for action*. These themes have been grouped together and are summarised below in the order of how frequently they occurred. In brackets after the common theme is the number of times that the theme occurred during college reviews. The themes are presented as a bar chart in Appendix E.

HMIE recommended that colleges should:

- ensure that clear operational targets are set and progress monitored for quality improvement, including improving retention/achievement [10]
- improve the delivery and monitor the effectiveness of all access, guidance and support activity [8]
- identify, evaluate and share good practice more systematically, particularly in relation to learning and teaching [7]
- improve access for learners with disabilities [6]
- provide more effective staff development and widen the industrial, commercial and workplace experience of staff [5]
- evaluate and promote the use of ICT to enhance the student experience [5]
- evaluate teaching and learning more systematically [5]
- increase flexibility of delivery within the curriculum to meet the needs of learners more effectively [4]
- review operational plan targets and ensure that progress is monitored systematically [4]
- design and implement suitable core skills strategies [4]
- develop more effective methods for initial identification of learner support needs [4]
- review library and resource centre arrangements to provide better access for learners [4]
- extend quality assurance and evaluation activity to cover all key areas that impact on the student experience [4]
- co-ordinate, monitor and evaluate learning support activities across all provision [4].

### 3.4 College review: analysis of good practice by quality element

There was a wide variation in the number of good practice examples reported in each college, from none to nine examples. Those elements with the largest number of good practice examples were **access and inclusion, educational leadership and direction and guidance and support.**

Some typical examples identified as good practice through college review included:

- well-conceived inclusion strategies that enhanced college commitment to equal opportunities
- effective partnership arrangements with a broad range of agencies that played a strategic role in promoting skills development
- feedback from senior management to departments on their operational plans that linked targets with college objectives
- effective guidance procedures that helped students to become aware of their strengths and prepared them better for the transition into work and more advanced study
- a centralised assessment system that provided a convenient location and time for assessment
- provision of trained staff, ICT resources and custom-built student resource centres to support learners
- extending self-evaluation procedures to college support staff and departments
- widening access to learning for remote and socially disadvantaged communities
- internal reviews by senior staff that offered an effective evaluation of the quality of the student experience in curriculum areas.

## 4. Strengths identified in teaching and learning

This section focuses on *strengths in the key element A5, teaching and learning process*, to ensure that developments at the heart of the learner experience receive maximum attention in this report. Weaknesses in A5 are dealt in Section 5 with along with those identified in the review of other quality elements.

During the subject reviews for 2003/04, the quality element **teaching and learning process** recorded 73% *good* and 26% *very good* grades. Overall, this is a very positive outcome. For **learning and teaching**, reviewers used observation of learning as an integral piece of evidence. In 2003/04, reviewers observed 933 learning episodes of which 40% were graded as *very good*, 53% *good*, 6% *fair* and 1% *unsatisfactory*.

Over all reviews, HMIE found that in all *very good* and *good* lessons, one or more of the following factors contributed to the high quality of the learner experience.

- Staff demonstrated that they had reflected on *learning* as well as *teaching*, placing learners at the heart of the process.
- Learners adopted an enthusiastic and reflective approach to learning. They were happy to work independently, discuss issues with their peers and with teachers, question established practice, and take a different view where appropriate.
- Many learners exhibited high levels of personal and core skills development, and displayed the self-confidence necessary to tackle issues and problems positively.
- Learner-learner and staff-learner relationships were purposeful, professional and mutually supportive, leading to positive learning outcomes.
- Learners and staff made effective use of new technologies, enhancing both learning and teaching processes and using the wider choice available to meet specific individual needs.
- Learners showed enterprise, developed skills for employability, and acquired skills and value to equip themselves for active citizenship.

Six good practice examples identified in the **teaching and learning process** in subject reviews provided specific evidence worthy of wider dissemination. These comprised:

- use of different classroom strategies to promote effective debate and discussion
- working imaginatively with other staff in curriculum areas and employers to enhance the learner experience
- utilising a blended learning approach to deliver *communication* units
- developing core skills in mixed ability *information technology* classes
- providing catering students with effective work experience in local school kitchens
- using mind-mapping software in lessons to enhance the learning experience.

## 5. Weaknesses identified through subject and college reviews

In the subject reviews in 2003/04, the element **student achievement** recorded the lowest proportion of *good* and *very good* grades at 74%. Of the grades awarded for **student achievement**, 14% were *very good*, 60% were *good* and 26% were *fair*. In addition, in 47% of subject reviews, the *main points for action* indicated that the college should take action to improve student retention or achievement.

There are many factors which impact upon student achievement but one of the main recurring themes in *main points for action* in subject and college reports concerned the effectiveness of programme review.

Improving programme reviews occurred as a *main point for action* in 66% of subject reviews. In college reviews, the most frequently occurring theme in *main points for action* was the need to ensure that operational targets for quality improvement were set at subject level and the progress toward achievement of targets monitored.

Linked to this there were some *main points for action* in the subject reviews that required colleges to improve assessment methodology and student feedback. This *main point for action* occurred in 37% of subject reviews.

In 2003/04 the grades awarded for the quality element **quality assurance and improvement** were 20% *very good*, 61% *good* and 19% *fair*. This is a less positive distribution than that for the overall grades awarded for all elements at subject review of 35% *very good*, 56% *good* and 9% *fair*. Moreover, no good practice examples were identified for **quality assurance and improvement** in the subject reviews for 2003/04.

During the college reviews for the same period, the quality element **quality assurance** recorded 23% of grades as *very good* and the element **quality improvement** recorded 38% of grades as *very good*. This pattern is also less positive than the figure of 54% of grades awarded as *very good* overall for all quality elements during college review.

It is clear from the subject and college review reports, that many programme teams were insufficiently rigorous in their analysis of the causes of low retention and achievement and did not identify and implement appropriate action to raise achievement and retention levels.

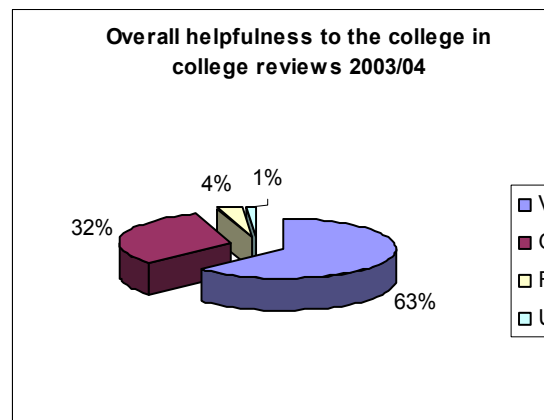
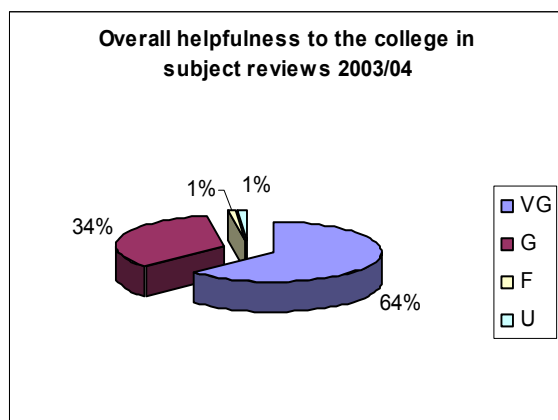
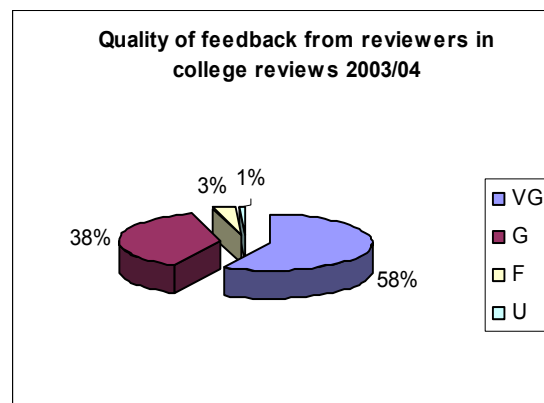
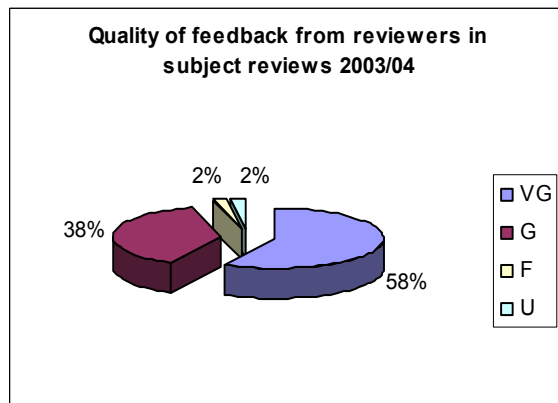
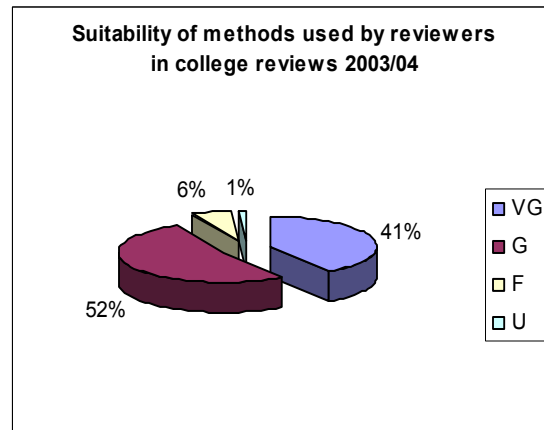
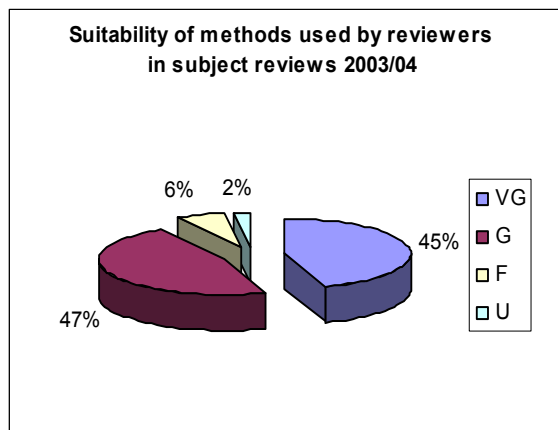
Other common themes emerging from both subject and college review reports were that colleges should:

- evaluate learning and teaching systematically and ensure staff make more appropriate use of ICT in learning and teaching
- promote structured mechanisms for sharing best practice, particularly in learning and teaching
- monitor and evaluate programmes more systematically and use the analysis to inform planning for improvement
- ensure that appropriate continuing professional development takes place and all staff are able to access opportunities.

## 6. Feedback from colleges

HMIE invite and encourage colleges to provide feedback about the review process and its outcomes through the use of questionnaires and by a follow-up visit after both subject and college reviews are complete. Questionnaires were issued to the principal and to senior and middle managers in each college reviewed during 2003/04.

The pie charts below summarise the feedback received on colleges' perceptions of the suitability of methods employed by reviewers during reviews, the quality of the feedback given and the overall helpfulness of the review process to the college.



From the responses received to questionnaires after college reviews, 93% indicated that the methods used were either *good* or *very good* and 96% indicated the quality of feedback was *good* or *very good*.

Overall 98% of respondents at the subject review and 95% at college review thought the review process was *good* or *very good* in terms of its helpfulness to the college.

The written comments received on feedback forms were predominantly positive. The following are typical examples from both college and subject review returns:

- *Excellent opportunity to receive feedback on all aspects of our work and performance*
- *The staff totally engaged in the subject review and were very positive about the reviewers*
- *The feedback was well delivered and an extremely helpful experience*
- *As my first HMI visit and my first year in FE, I found the experience very interesting and beneficial*
- *The review confirmed for us our perceived strengths whilst providing food for thought for development required in some areas*
- *I consider the review to have been conducted in a professional manner, where the opportunity to discuss matters was made welcome*
- *Overall a very useful way of assessing the college's performance and the direction in which it is heading.*

In a few cases respondents rated aspects of the reviews as *fair* or *unsatisfactory*. HMIE take account of these comments in training and staff development arrangements and in operational adjustments to the review process.

Examples of negative views from some respondents included:

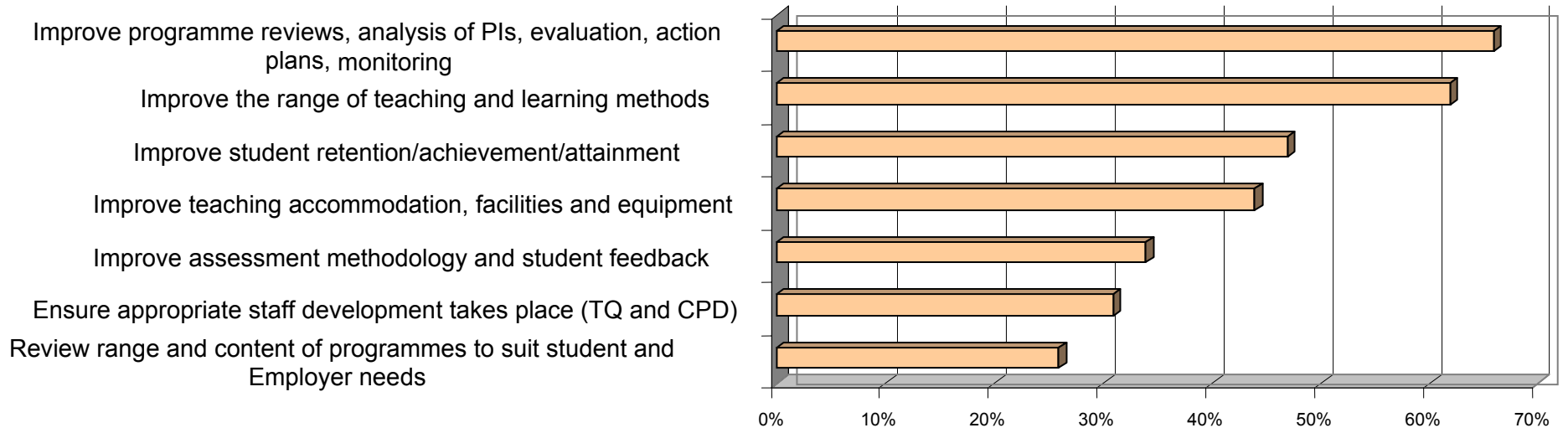
- *Additional demands for paperwork by HMIE during the review week*
- *Individual differences in approach and process across members of the review team*
- *The timing and phasing of reviews during peak times for some colleges*
- *Observation of some staff on more than one occasion during the review.*

In the review of arrangements for the next cycle of external review, HMIE have taken into account substantive points raised by colleges. Some examples are:

- HMIE will request more PI data directly from SFEFC rather than from college records, which will reduce the need for middle and senior management to compile data sets at the pre-review stage and during the review week
- Under the new quality framework a college-nominated review co-ordinator will liaise closely with the managing inspector once the review set up process is initiated and assist as necessary to ensure that the review process operates smoothly.
- Under the new methodology, the first phase of college and subject reviews will take place during the same week and the follow-through phase will be proportionate, reducing the overall audit burden significantly in many cases.
- The volume of documentation requested from colleges in the pre-review stage has been substantially reduced.
- There is continual dialogue with key national bodies to reduce the overall burden of external quality audit for colleges.

# APPENDICES

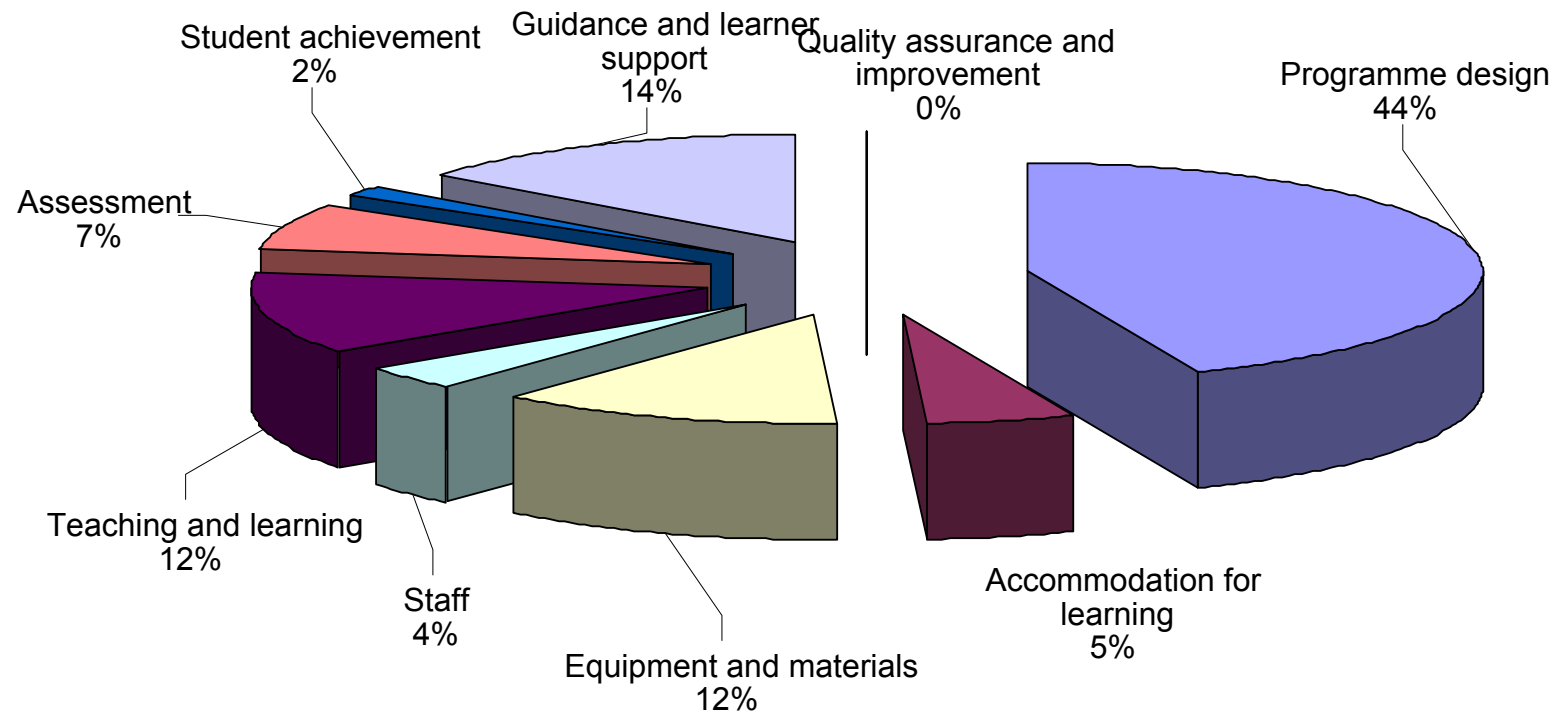
**Appendix A: Percentage occurrence of the common themes in main points for action in subject reviews 2003/04**



## Appendix B: Distribution of good practice boxes by subject area and quality element 2003/04

Subject areas 2003/04	Number of reviews carried out between October 2003 and June 2004	Number of good practice examples by quality element									
		Programme design	Accommodation for learning	Equipment and materials	Staff	Teaching and learning	Assessment	Student achievement	Guidance and learner support	Quality assurance and improvement	Total
Art and design	5	3		1		1			1		6
Business and management	7	2									2
Care	10	7		1		1	1				10
Communication and media	4	1				1					2
Computing and ICT	10	4	1	2	1						8
Construction	4	1						2			3
Electrical and electronic engineering	4						1				1
Hairdressing, beauty and complementary therapies	8	3									3
Hospitality and tourism	4	2						1			3
Land-based industries	5					1					1
Languages	2				1						1
Mathematics and numeracy	1							1	1		2
Mechanical, manufacturing and multidisciplinary engineering	4	1					1		2		4
Motor vehicle engineering	4			1			1				2
Music	1										0
Office administration, technology and systems	3					1			1		2
Science	3	1	1	1							3
Social subjects	2					1					1
Sport and leisure	4		1	1		1					3
<b>Total</b>	<b>85</b>	<b>25</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>8</b>		<b>57</b>

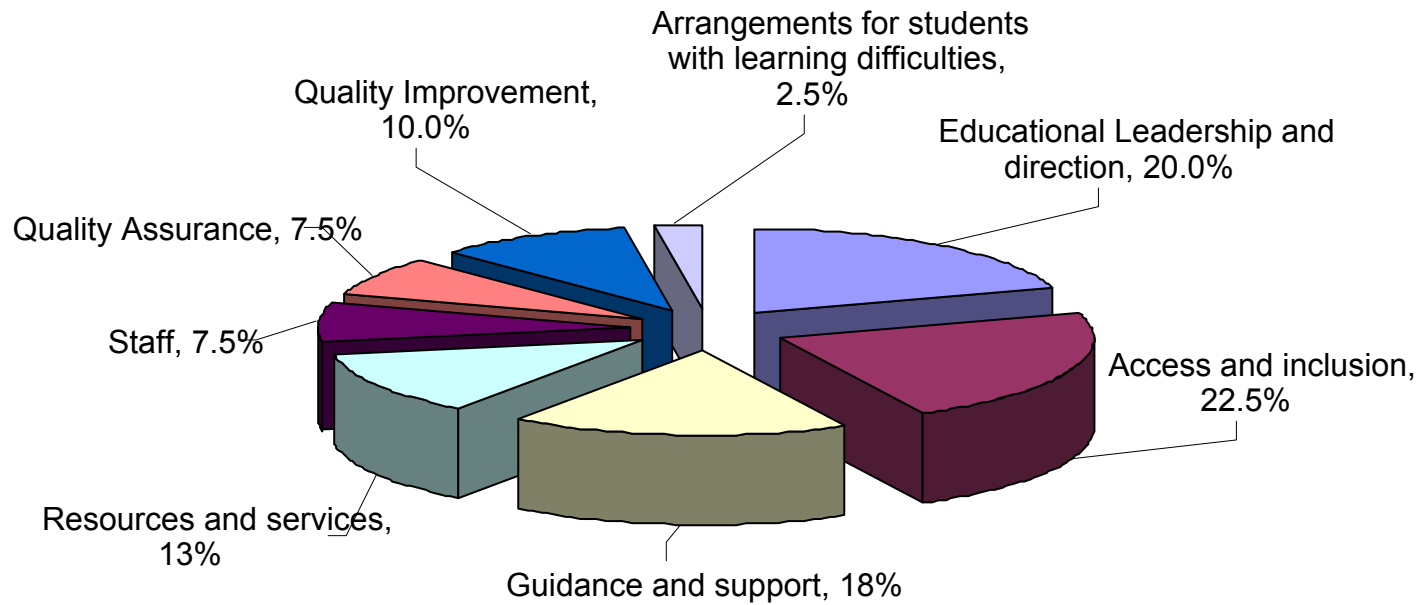
**Appendix C: Percentage distribution of good practice examples by quality element in subject review 2003/04**



## Appendix D: Occurrence of good practice examples by subject area in subject reviews 2003/04

Subject areas 2003/04	Number of reviews carried out between October 2003 and June 2004	Number of reviews with 0, 1, 2, 3 or more good practice examples			
		Reviews with no good practice examples	Reviews with one good practice example	Reviews with two good practice examples	Reviews with three or more good practice examples
Art and design	5	2	1	1	1
Business and management	7	5	2		
Care	10	2	6	2	
Communication and media	4	3	2		
Computing and ICT	10	3	4	2	
Construction	4	2	1	1	
Electrical and electronic engineering	4	3	1		
Hairdressing, beauty and complementary therapies	8	5	3		
Hospitality and tourism	4	1	3		
Land-based industries	5	4	1		
Languages	2	1	1		
Mathematics and numeracy	1	0	1		
Mechanical, manufacturing and multidisciplinary engineering	4	1	2	1	
Motor vehicle engineering	4	2	2		
Music	1	1			
Office administration, technology and systems	3	1	1	1	
Science	3	1	1	1	
Social subjects	2	1	1		
Sport and leisure	4	2	1	1	
<b>Total</b>	<b>85</b>	<b>40</b>	<b>34</b>	<b>10</b>	<b>1</b>

**Appendix E: Percentage distribution of good practice examples in college reviews 2003/04**



**Appendix F: Tables showing grades awarded and good practice examples identified during the reviews of each college.**

The following pages contain a summary of the grades awarded in the review of each college during the academic year 2003/04. They also contain a summary of those quality elements and subject areas where good practice was reported.

**College: Aberdeen College**

**Table A = Distribution of grades at subject review**

	Art and design	Care	Computing and ICT	Hairdressing	Hospitality	Land-based industries	Mechanical, manufacturing and multidisciplinary engineering	Motor vehicle engineering	Office administration, technology and systems
Programme design	G	G	VG	VG	G	G	VG	VG	VG
Accommodation for learning	VG	G	VG	VG	VG	G	VG	VG	VG
Equipment and materials	VG	VG	VG	VG	VG	VG	VG	VG	VG
Staff	VG	VG	G	VG	VG	VG	VG	VG	VG
Teaching and learning process	G	VG	G	G	G	G	G	G	VG
Assessment	G	VG	VG	VG	VG	VG	VG	G	VG
Student achievement	G	G	G	VG	VG	G	VG	VG	VG
Guidance and learner support	VG	G	VG	VG	VG	VG	VG	VG	VG
Quality assurance and improvement	G	G	VG	G	G	VG	G	G	VG

The overall distribution of grades at subject review was:  
54 *very good* and 27 *good*. There were no *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

Subject Area	Element
Computing and ICT	Programme design Equipment and materials
Hairdressing, beauty and complementary therapies	Programme design
Hospitality and tourism	Programme design
Mechanical, manufacturing and multidisciplinary engineering	Assessment
Motor vehicle engineering	Assessment
Office administration, technology and systems	Student achievement

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	G
Resources and services to support the learner	VG
Staff	VG
Quality assurance	VG
Quality improvement	VG

The overall distribution of grades at college review was: 6 *very good* and 1 *good*.

**Table D = Good practice examples identified in college review report**

Educational leadership and direction
Access and inclusion
Staff
Quality assurance
Quality improvement

**College: Cardonald College**

**Table A = Distribution of grades at subject review**

	Art and design	Business and management	Care	Communication and media	Computing and ICT	Construction	Mathematics	Sport and leisure
Programme design	VG	G	VG	G	G	G	VG	G
Accommodation for learning	F	G	G	F	G	G	G	G
Equipment and materials	VG	G	VG	VG	VG	G	G	VG
Staff	VG	VG	VG	VG	VG	VG	VG	VG
Teaching and learning process	VG	G	VG	VG	G	G	G	VG
Assessment	VG	VG	VG	F	G	F	VG	VG
Student achievement	VG	G	G	G	G	G	G	G
Guidance and learner support	VG	VG	VG	VG	VG	VG	VG	VG
Quality assurance and improvement	VG	G	VG	G	G	G	VG	VG

The overall distribution of grades at subject review was:  
38 *very good*, 30 *good* and 4 *fair*. There were no *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

Subject Area	Element
Art and design	Programme design (2) Guidance and learner support
Care	Programme design (2)
Communication and media	Programme design
Construction	Guidance and learner support
Mathematics	Guidance and learner support
Sport and leisure	Equipment and materials

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	G
Staff	VG
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 4 *very good* and 3 *good*.

**Table D = Good examples identified in college review report**

Educational leadership and direction
Access and inclusion
Guidance and support
Resources and services to support the learner
Quality improvement

**College: Clydebank College**

**Table A = Distribution of grades at subject review**

	Art and design	Business and management	Care	Computing and ICT	Hairdressing	Mechanical, manufacturing and multidisciplinary engineering	Office administration, technology and systems	Sport and Leisure
Programme design	G	F	G	F	G	G	G	G
Accommodation for learning	F	G	G	G	G	G	G	F
Equipment and materials	F	G	G	F	G	G	G	G
Staff	G	G	VG	G	G	G	G	G
Teaching and learning process	G	G	VG	G	VG	G	VG	G
Assessment	F	G	VG	G	VG	G	G	G
Student achievement	F	G	G	F	G	VG	G	G
Guidance and learner support	G	G	G	G	VG	VG	G	G
Quality assurance and improvement	F	F	G	F	G	G	F	G

The overall distribution of grades at subject review was:  
 9 *very good*, 50 *good* and 13 *fair*. *There were no unsatisfactory grades.*

**Table B = Good practice examples identified in subject review**

Subject Area	Element
Care	Assessment
Mechanical, manufacturing and multidisciplinary engineering	Programme design
	Guidance and learner support

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	G
Access and inclusion	VG
Guidance and support	G
Resources and services to support the learner	F
Staff	G
Quality assurance	G
Quality improvement	F
Arrangements for students with learning difficulties and disabilities	G

The overall distribution of grades at college review was: 1 *very good*, 5 *good* and 2 *fair*.

**Table D = Good practice examples identified in college review report**

Access and inclusion
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## College: Cumbernauld College

**Table A = Distribution of grades at subject review**

	Business and management	Care	Computing and ICT	Electrical and electronic engineering	Hairdressing, beauty and complementary therapies	Motor vehicle engineering
Programme design	G	VG	F	F	VG	G
Accommodation for learning	G	VG	VG	G	VG	G
Equipment and materials	G	G	VG	VG	G	G
Staff	G	VG	G	G	G	G
Teaching and learning process	G	VG	G	G	G	G
Assessment	G	VG	G	G	G	G
Student achievement	G	G	F	F	G	F
Guidance and learner support	G	VG	G	VG	VG	G
Quality assurance and improvement	G	G	F	F	VG	F

The overall distribution of grades at subject review was:  
14 *very good*, 32 *good* and 8 *fair*. There were no *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

Subject Area	Element
Care	Programme design
Computing and ICT	Accommodation for teaching and learning

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	G
Staff	G
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 3 *very good*, and 4 *good*.

**Table D = Good practice examples identified in college review report**

Educational leadership and direction
Guidance and support
Quality assurance

## College: Dumfries and Galloway College

**Table A = Distribution of grades at subject review**

	Business Management	Care	Computing and ICT	Construction	Electrical and electronic engineering	Hairdressing, beauty and complementary therapies	Hospitality and tourism
Programme design	G	VG	G	VG	F	G	F
Accommodation for learning	G	G	VG	G	G	G	G
Equipment and materials	VG	VG	VG	G	G	G	G
Staff	G	G	VG	VG	G	VG	VG
Teaching and learning process	G	VG	G	G	G	G	G
Assessment	G	VG	VG	G	U	G	G
Student achievement	G	G	G	G	F	G	F
Guidance and learner support	VG	VG	VG	VG	G	G	G
Quality assurance and improvement	G	G	G	G	F	G	F

The overall distribution of grades at subject review was:  
17 *very good*, 39 *good* and 6 *fair* and 1 *unsatisfactory*.

**Table B = Good practice examples identified in subject review**

**Subject Area**

Computing and ICT

Construction

Hairdressing, beauty and complementary therapies

Hospitality and tourism

**Element**

Programme design

Programme design

Guidance and learner support

Programme design

Programme design

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	G
Guidance and support	G
Resources and services to support the learner	G
Staff	G
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 1 *very good* and 6 *good*.

**Table D = Good practice examples identified in college review report**

Access and inclusion
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**College: Elmwood College**

**Table A = Distribution of grades at subject review**

	Care	Hairdressing, beauty and complementary therapies	Hospitality and tourism	Land-based industries animal care	Land-based industries conservation and gamekeeping	Land-based Industries greenkeeping
Programme design	G	G	G	G	G	VG
Accommodation for learning	G	G	G	VG	G	VG
Equipment and materials	G	G	G	G	G	VG
Staff	G	G	VG	VG	G	VG
Teaching and learning process	G	G	VG	G	G	VG
Assessment	VG	VG	G	VG	VG	G
Student achievement	G	G	G	VG	VG	G
Guidance and learner support	VG	VG	VG	VG	VG	G
Quality assurance and improvement	G	G	G	G	G	G

The overall distribution of grades at subject review was: 20 *very good* and 34 *good*. There were no *fair* or *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

Subject Area	Element
Care	Programme design
Land-based industries – conservation and gamekeeping	Teaching and learning process

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	VG
Staff	VG
Quality assurance	G
Quality improvement	VG

The overall distribution of grades at college review was: 6 *very good*, and 1 *good*.

**Table D = Good practice examples identified in college review report**

Educational leadership and direction
Guidance and support
Staff

## College: Falkirk College

**Table A = Distribution of grades at subject review**

	Art and design	Communication and media	Computing and ICT	Construction	Electrical and electronic engineering	Office administration, technology and systems	Science	Sport and leisure
Programme design	VG	G	VG	VG	G	G	VG	VG
Accommodation for learning	G	G	G	G	G	G	VG	VG
Equipment and materials	G	G	VG	VG	G	VG	VG	VG
Staff	VG	G	VG	VG	G	VG	VG	VG
Teaching and learning process	VG	G	G	G	G	G	G	G
Assessment	G	G	VG	VG	VG	G	G	G
Student achievement	G	F	F	G	G	F	G	F
Guidance and learner support	VG	VG	VG	VG	VG	VG	VG	VG
Quality assurance and improvement	VG	G	G	VG	G	G	VG	G

The overall distribution of grades at subject review was:  
33 *very good*, 35 *good* and 4 *fair*. There were no *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

**Subject Area**

Art and design

Communication and Media

Computing and ICT

Electrical and electronic engineering

Office administration, technology and systems

Science

Sport and leisure

**Element**

Programme design

Teaching and learning process

Teaching and learning process

Programme design

Staff

Assessment

Teaching and learning process

Guidance and learner support

Programme design

Accommodation for teaching and learning

Teaching and learning process

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	VG
Staff	VG
Quality assurance	VG
Quality improvement	VG
Arrangements for students with learning disabilities	VG

The overall distribution of grades at college review was: 8 *very good*.

**Table D = Good practice examples identified in college review report**

Educational leadership and direction
Access and inclusion (2)
Guidance and support
Resources and services to support the learner
Quality improvement

## College: Langside College

**Table A = Distribution of grades at subject review**

	Business and management	Care	Computing and ICT	Hairdressing beauty and complementary therapies	Land-based industries: horticulture and greenkeeping	Languages	Science	Social Subjects
Programme design	G	G	VG	VG	G	G	G	G
Accommodation for learning	VG	F	VG	F	F	G	F	G
Equipment and materials	G	G	VG	G	F	G	G	VG
Staff	VG	VG	VG	G	G	VG	G	VG
Teaching and learning process	G	VG	G	G	G	VG	G	VG
Assessment	G	G	F	VG	G	VG	G	G
Student achievement	G	VG	F	G	G	G	G	F
Guidance and learner support	G	VG	G	VG	G	G	G	G
Quality assurance and improvement	VG	G	VG	G	F	G	G	G

The overall distribution of grades at subject review was:  
21 *very good*, 42 *good* and 9 *fair*. *There were no unsatisfactory grades.*

**Table B = Good practice examples identified in subject review**

**Subject Area**

Care  
Computing and ICT  
Languages

**Element**

Programme design  
Programme design  
Staff  
Teaching and learning process

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	G
Access and inclusion	VG
Guidance and support	G
Resources and services to support the learner	G
Staff	VG
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 2 *very good* and 5 *good*.

**Table D = Good practice examples identified in college review report**

Access and inclusion Resources and services to support the learner
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**College: Lauder College**

**Table A = Distribution of grades at subject review**

	Art and design	Business and management	Care	Computing and ICT	Hospitality and tourism	Mechanical, manufacturing and multidisciplinary engineering	Motor vehicle engineering	Science
Programme design	G	VG	VG	VG	G	G	F	G
Accommodation for learning	VG	G	G	VG	G	G	G	VG
Equipment and materials	VG	G	VG	VG	G	G	VG	G
Staff	G	G	VG	VG	G	G	G	VG
Teaching and learning process	VG	G	G	G	G	G	F	VG
Assessment	G	G	G	VG	G	F	G	G
Student achievement	G	F	G	G	F	G	G	G
Guidance and learner support	VG	VG	VG	VG	VG	VG	VG	VG
Quality assurance and improvement	VG	G	VG	VG	G	G	F	G

The overall distribution of grades at subject review was:  
27 very good, 39 good and 6 fair. There were no unsatisfactory grades.

**Table B = Good practice examples identified in subject review**

**Subject Area**

Art and design  
Business and management  
Care

Computing and ICT  
Hospitality and tourism  
Mechanical, manufacturing and multidisciplinary engineering  
Science

**Element**

Equipment and materials  
Programme design  
Programme design  
Equipment and materials  
Equipment and materials  
Guidance and learner support  
Guidance and learner support  
Equipment and materials  
Accommodation for teaching and learning

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	VG
Staff	G
Quality assurance	VG
Quality improvement	VG
Arrangements for students with learning difficulties and disabilities	VG

The overall distribution of grades at college review was: 7 very good and 1 good.

**Table D = Good practice examples identified in college review report**

Educational leadership and direction (2) Access and Inclusion Guidance and support (2) Arrangements for students with learning difficulties and disabilities Resources and services to support the learner Quality assurance Quality improvement
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## College: Newbattle Abbey College

**Table A = Distribution of grades at subject review**

	Social subjects
Programme design	F
Accommodation for learning	-
Equipment and materials	-
Staff	-
Teaching and learning process	G
Assessment	G
Student achievement	G
Guidance and learner support	-
Quality assurance and improvement	-

The overall distribution of grades at subject review was:  
3 *good* and 1 *fair*.

**Table B = Good practice examples identified in subject review**

**Subject Area**

Social subjects

**Element**

Teaching and learning process

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	G
Access and inclusion	G
Guidance and support	G
Resources and services to support the learner	F
Staff	G
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 6 *good* and 1 *fair*.

There were no good practice examples identified for the college elements at college review.

## College: Perth College

**Table A = Distribution of grades at subject review**

	Care	Communication and media	Computing and ICT	Construction	Hairdressing, beauty and complementary therapies	Mechanical, manufacturing and multidisciplinary engineering	Motor vehicle engineering	Music
Programme design	VG	G	G	G	G	G	G	F
Accommodation for learning	VG	G	G	G	G	VG	VG	VG
Equipment and materials	VG	G	VG	G	VG	G	VG	G
Staff	VG	G	G	G	G	G	G	G
Teaching and learning process	G	G	G	G	G	G	VG	G
Assessment	G	G	VG	G	VG	F	VG	F
Student achievement	G	F	G	G	G	G	VG	F
Guidance and learner support	VG	G	VG	G	G	G	G	G
Quality assurance and improvement	G	F	G	G	F	G	G	F

The overall distribution of grades at subject review was:  
17 *very good*, 47 *good* and 8 *fair*. There were no *unsatisfactory* grades.

**Table B = Good practice examples identified in subject review**

**Subject Area**

Care  
Hair, beauty and complementary therapies  
Motor vehicle engineering

**Element**

Programme design  
Programme design  
Equipment and materials

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	VG
Staff	G
Quality assurance	G
Quality improvement	G

The overall distribution of grades at college review was: 4 *very good* and 3 *good*.

**Table D = Good practice boxes in college review report**

Access and inclusion
Guidance and support
Resources and services to support the learner
Staff

## College: Sabhal Mór Ostaig

**Table A = Distribution of grades at subject review**

	Languages
Programme design	-
Accommodation for learning	-
Equipment and materials	-
Staff	-
Teaching and learning process	VG
Assessment	-
Student achievement	-
Guidance and learner support	-
Quality assurance and improvement	-

The overall distribution of grades at subject review was:  
1 *very good*.

There were no good practice examples identified at subject review.

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	G
Resources and services to support the learner	G
Staff	VG
Quality assurance	F
Quality improvement	G

The overall distribution of grades at college review was: 4 *very good* 3 *good* and 1 *fair*.

**Table D = Good practice examples identified in college review report**

Educational, leadership and direction
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**College: West Lothian College**

**Table A = Distribution of grades at subject review**

	Business and management	Care	Communication and media	Computing and ICT	Electrical and electronic engineering	Hairdressing, beauty and complementary therapies	Sport and leisure
Programme design	VG	VG	G	G	G	G	G
Accommodation for learning	G	VG	G	VG	VG	G	VG
Equipment and materials	G	VG	VG	G	G	G	G
Staff	G	VG	G	G	VG	G	G
Teaching and learning process	G	VG	G	G	G	G	G
Assessment	G	VG	G	G	G	G	F
Student achievement	F	VG	F	G	F	F	F
Guidance and learner support	VG	VG	VG	G	G	G	G
Quality assurance and improvement	G	VG	G	G	F	F	G

The overall distribution of grades at subject review was:  
17 *very good*, 38 *good* and 8 *fair*. *There were no unsatisfactory grades.*

**Table B = Good practice examples identified in subject review**

**Subject Area**

Business Management  
Care

**Element**

Programme design  
Teaching and learning process

**Table C = Distribution of grades at college review**

Element	Grade
Educational leadership and direction	VG
Access and inclusion	VG
Guidance and support	VG
Resources and services to support the learner	VG
Staff	G
Quality assurance	G
Quality improvement	VG

The overall distribution of grades at college review was: 5 *very good* and 2 *good*.

There were no good practice examples identified during college review.