Key Question 1 - How good are outcomes?

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| Evaluation | Evidence |
| **Quality Indicator: 1.1 Standards – 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment;** | |
| There has been an improvement in success rates for most courses in 2010/2011 data. Outcome data on full time courses is as follows:  ACDCCE L2 85% successful attainment  ACDCCE L3 92% successful attainment  ND CCLD L3 91% successful attainment  ND HSC L3 90% successful attainment  A2 HSC 100% successful attainment  AS HSC 62% successful attainment  BTEC First Diploma HSC L2 43% successful attainment  BTEC Intro diploma HSC L1 50% successful attainment.  It is clear from this data that some courses are performing better than others. Planning of the curriculum this year has carefully taken this into account and steps have been put in place to address the performance of the courses with lower successful achievement. An example is that we no longer run the Level 1 H&S Care course and it has been replaced with a course within the School of Preparation for Life and Work. In addition it is clear that on the level 2 HSC course improvement is necessary following disappointing outcomes in 08/09,09/10 and 10/11. On close analysis however this course attracts many students whose backgrounds impact on the outcome –staff continue to review and monitor aiming at improving outcomes. This year the level 2 course in HSC is being carefully monitored by the HOS and Director of Curriculum. Steps have been put in place which include clear targets to improve retention and attainment, including monitoring attendance, regular termly meetings, reviewing progress of learners and monitoring the WBQ. This year the AS course has also been reviewed and we have made staffing changes to this programme to try to overcome last years poor successful completion.  While it seems that the data looks positive in most of the full time programmes, success by sector subject areas is below the National Compararitors at 77% compared to 85% NC for 2010/2011. It is however difficult to assess this in terms of the Schools performance because some of the data from programmes which lie within the School of HSC are included in other sector subject areas and public services is included within the data for our school.  Enrollment numbers were high this academic year and the situation arose where we had to run 2 extra groups- level 2 ACDCCE and L3 HSC. This is positive in terms of securing numbers on courses though it did cause some problems in accommodating extra groups and staffing. We addressed this by basing one HSC group in Afan and emalgamating year 2 groups for some theory lessons across all of the full time programmes at Neath campus. The decision to move a group to Afan although helped us overcome the staffing issue and room shortage, has proven difficult and numbers in this group have dropped from 16 to 11. We will monitor this carefully.  Students are performing well to date with learners achieving good standards in their knowledge, understanding and skills, and meeing their goals set in their individual learning plans. | CR2  FE24  Exam results  Timetables  Review documents for L2 H&S Care |
| **Quality Indicator: 1.1 Standards – 1.1.2 standards of groups of learners;** | |
| The majority of full time care students are in receipt of EMA .When in college students, regardless of EMA status are treated in the same way yet it is noticeable that students on level 2 courses often have external influences which impact on their ability to study which in turn influences individual achievement . The ability to successfully complete a qualification is affected by factors such as homelessness, finance, relationships etc –students on level 3 courses generally coming from more  supportive backgrounds .  The more able, talented students have the opportunity to attain at a higher  level- work is differentiated and assignment design encourages students to  work to their maximum potential .  Many students on level 2 courses, following initial assessments are  identified as having ALN –additional group and individual support is  provided which helps them achieve agreed learning goals .  Course coordinators monitor completion and attainment rates throughout the year and learners progression and destination  This year the BTEC Extended Diploma in Health and Social Care L3 were standardised by an external verifier from EDEXCEL to assess whether the high level of merit distinction grades were accurate. The EV reported favourably of the standards of the students work and the high grades awarded were reported to be accurate.  A high percentage of students( 76) studying on the Level 3 courses progress onto Higher Education which illustrates the motivation and commitment to study that is promoted within the school | EMA records  registers  FE24  CR2  Teaching files  Assignments  CC records  Exam results  EV EDEXCEL report  HE Applications |
| **Quality Indicator: 1.1 Standards – 1.1.3 achievement and progress in learning** | |
| Learning logs’ serve as a tool to record learning that has taken place coupled with the ‘recap’ sessions at the start of lessons –a teaching strategy employed by most care staff. Frequent targeted questioning also helps confirm level of knowledge and understanding whilst formative and summative tasks/assignments formalise the process. ‘What’s the verdict?’ completed by students also highlights the learning that has taken place. The learning experienced in college is reinforced and applied in work placement. Students who return to college invariably achieve either successfully completing or improving their grade.  The skills of reflextion are taught on the L3 programmes and forms an integral part of the syllabus (CACHE-Reflective diaries, BTEC Personal Professional Development files)  Learners achieve and progress well in their course of study and produce high standards in their practical and theoretical work. They grow enormously in confidence and self esteem. Leaning Coaches are assigned to support learners who are not able to meet the standard set by the Awarding Bodies  Programmes are structured to allow those learners who leave the course after one year the opportunity to achieve a lower qualification. Learners who continue to the end of the second year but do not achieve a lower qualification, can also achieve unit accreditation. | Classroom obs  Student files  Teaching files  Tasks/assignments  What’s the Verdict?  Attainment sheets  Reflective diaries and PPD Files  Assessment files |
| **Quality Indicator: 1.1 Standards – 1.1.4 skills** | |
| All students have the opportunity to acquire skills in communication. Some groups studying numeracy. GCSE maths and English are available and where deemed appropriate students are encouraged to complete especially where it is a requirement for future careers. Consistent completion of ILPs in tutorial time helps students to plan their progress. Improving on Learning and Working with Others are delivered across all FT programmes.  All learners acquire new knowledge, understanding and transferrable skills. They demonstrate good research, critical analysis and problem solving within their course of study.  L2 H&S Care learners develop entrepreneurial skills through the Welsh Baccalaureate curriculum | ILPs  Timetables  Results |
| **Quality Indicator: 1.1 Standards – 1.1.5 Welsh language** | |
| A short Welsh conversation course was delivered to five groups of students who successfully completed. Students on Level 2 First Diploma in Health and Social Care learn Welsh as part of the language element of the course. We support a Welsh Language secondary school deliver the CACHE level 3 qualification by providing a staff member who can deliver in the medium of welsh. Students are offered the opportunity of receiving course materials and examinations in the Wesh language. We have a Wesh Champion within the team and we intend to promote the Welsh language within the school further. | Course specs  Results/certificates  Timetables  Teaching files |
| Evaluation | Evidence |
| **Quality Indicator: 1.2 Wellbeing – 1.2.1 attitudes to keeping healthy and safe;** | |
| Attention is drawn to the importance of health and safety from the time students express an interest in the programme area –the need to be healthy to work within the sector a key message. Within the School courses are delivered which promote health and safety either as stand alone units within courses or as additional courses including Babysafe, Emergency Aid, Paediatric First aid, and Food Safety in catering . An ‘In-house’ student forum offers the opportunity for care students to express their views – health and safety concerns often voiced especially relating to choice of food available within the college. Health and safety features prominently in the preparation for placement whilst induction and course tutorials serve as, vehicles to promote a safe ,healthy lifestyle generally. | Course specs  Results/certifcates  Forum minutes  Timetables  Student work  Assignments |
| **Quality Indicator: 1.2 Wellbeing – 1.2.2 participation and enjoyment in learning** | |
| The School expects high standards of learner behaviour and attendance and every effort is made to promote a ‘caring ethos’. The PL for students DHoS, Learning Coaches and staff generally are instrumental in monitoring such behaviour . Any inappropriate behaviour is dealt with accordingly, students able to access relevant policies. The School’s ‘What’s the Verdict’, forum ,student attendance at CT meetings enable students to make choices and ‘air their views’ ,cross college initiatives also encourage such actions. Delivery in the classroom is often negotiated, student views considered.  All learners progress well in their personal, social, moral and wider development through participating in additional activities such as educational visits, fund raising and entrepreneurial events. Learners grow in confidence and self esteem while working towards their main qualification and are supported by caring professional tutors. ENGAGE team support tutors when students need additional support with difficulties they may be experiencing while studying. | Disciplinary  Records  What’s the Verdict?  Forum/CT minutes |
| **Quality Indicator: 1.2 Wellbeing – 1.2.3 community involvement and decision making** | |
| Where possible students are encouraged to participate in extra- curricular activities .The work placement carried out by all FT students raises awareness of their involvement in the community some taking on additional work on a voluntary basis. In college fund raising events are a frequent occurrence with WBAC students and other care groups .  Most care courses have discrete units which help develop these skills. | Classroom obs  Work placement reports  Displays |
| **Quality Indicator: 1.2 Wellbeing – 1.2.4 social and life skills** | |
| Most care courses have discrete units which help develop these skills. additional short courses delivered to complement these aspects of development eg IOLP. food safety. The philosophy of ‘treat others as you would wish to be treated yourself’ features strongly in the School, the expectation being that respect is demonstrated at all times. Induction and course tutorials also are used as vehicles to prepare students for placement whilst ILPs are completed when target setting is undertaken. Both ‘In–School’ and cross college activities coupled with varied teaching strategies strive to develop self confidence and self esteem.  A tutorial pack is introduced during induction and followed by all tutors which include timely and purposeful structured events attended by all learners throughout the academic year. Events cover a range of topics supporting study skills, lifelong learning, enterprise, citizenship, keeping safe, sustainability and health and well being. | Course specs  ILPs  Induction programme  CT programme |

**Key Question 2 - How good is provision?**

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| **Evaluation** | **Evidence** |
| **Quality Indicator: 2.1 Learning experiences** – 2.1.1 meeting the needs of learners and employers/community | |
| The School portfolio offers level 2 to level 6 courses. The courses are offered across several campuses with several entry points through out the year. Delivery maybe daytime, evening, full time or part time and the duration variable. Close links are maintained with employers this often achieved by staff who monitor/assess FT and PT students whilst on work placement thus helping to build relationships. All FT students undertake work placement in a variety of settings helping them focus for future employment. The school responds to employer /community needs-more recently ICP ,POVA courses and counselling courses from ‘taster’ to level 5 have been being introduced into the School portfolio. The School has close links with feeder schools offering ‘taster’ courses in year 9 and delivery of level 2 HSC courses to years 10 and 11 either delivered in college or at the school. Close links are maintained with external bodies in the community and every effort is made to respond to their requests: more recently NVQL5 CCLD and ICP  Extra Curricular activities are included to enhance the main programmes and support the learners within their work experience. The learners are aware of the reasons that they undertake such activities and see this as a positive experience that supports their learning. | Timetables  Course specs  Prospectus  Taster programme/timetable |
| **Quality Indicator: 2.1 Learning experiences** – 2.1.2 provision for skills | |
| HSC staff continue to impress upon students the need to achieve an acceptable standard in basic skills including literacy skills –as care workers they will act as role models to many of their clients and enhances their chances of employability. The SL for essential skills assumes the coordination role, close links with tutors helping to ensure that continued efforts are being made to make the content relevant and meaningful. SLs for essential skills attend regular meetings to ensure consistency across the college and training events are organised .The SL has an input in School meetings to ensure communication is effective. A recent publication from CQFW Information - Literacy Framework for Wales is currently being used for guidance by tutors in all programmes to ensure clear judgements of literacy standards and a consistent methodology for inspecting literacy across the school. All FT students study KS communication IOLP & WWO, certain groups completing AoN. Some students on certain PT courses also complete essential skills. Literacy skills are embedded within their academic work and tutors are mindful to correct grammar and spelling in order that the learners improve their writing skills while they are on the course. Teaching strategies such as extracting information from text and internet, presentations, visual displays, reading from text and writing are used across all programmes. | Minutes of meetings  SD profile  Student files |
| **Quality Indicator: 2.1 Learning experiences** – 2.1.3 Welsh language provision and the Welsh dimension | |
| During 11/12 academic year, 7 groups of FT students will follow a short Welsh conversation course –the numbers steadily rising since its introduction **3** years ago. Links continue to be maintained with Ysgol Gyfun Ystalfera –a college member of staff delivering a Cache course through the Welsh medium. Welsh speaking students are encouraged to maintain and further develop their language skills by carrying out placement in Welsh schools and in college care staff and students and are encouraged to communicate through the medium of Welsh if appropriate. Welsh language wall displays are prominent in classrooms and corridors whilst research topics for the WBAC are encouraged to have a Welsh background. Early years students are prepared to participate in Welsh related school activities facilitated by the Welsh speaking member of staff .On some courses students are offered teaching and marking through the Welsh medium. | Timetables  Course specs  Results  Student work  Classroom activities  Student files  Displays  Work placement records |
| **Quality Indicator: 2.1 Learning experiences** – 2.1.4 education for sustainable development and global citizenship | |
| ESDGC is an integral part of the delivery of many care courses. There are discrete units eg on WBAC whilst the course tutorial programme includes related topics which maybe delivered by the recently appointed course tutorial champions in partnership with the course tutor. Classroom management encourages recycling , effective use of resources etc. Early years students in particular are prepared in college to participate in activities related to environmental issues including the ‘Forest School’ approach display work, project work etc. | Course specs  CT programme  CT resource file  Display work  Recycling bins |
| **Evaluation** | **Evidence** |
| **Quality Indicator: 2.2 Teaching** – 2.2.1 range and quality of teaching approaches | |
| Because of the high numbers on enrolment and a change of staffing due to key staff leaving, a new Head of School, long term sickness and a shortage of part time flexible contracted staff, there has been some disruption to teaching during the beginning of this academic year. Full time tutors have taken on over and above their contracted hours to ensure stability for the learners and we have been fortunate to recruit a high calibre of new staff to maintain a consistency. Students have been asked to air their concerns over staffing disruptions and their feedback has been addressed wherever possible, though generally students have maintained an appreciation of the situation and have been supportive of service being offered. Internal inspection and self assessment provided good results within the school with tutors receiving complimentry feedback from assessors on lesson planning and delivery. Meeting with learners was clearly positive again with some excellent feedback on tutors approachability, support and teaching strategies. Students are encouraged to work to their maximum potential. A wide range of teaching and training strategies are employed and every effort made to actively engage the students –this supported by ‘What’s the Verdict?’ Generally a good rapport between staff and students is displayed and effective, supportive relationships are established which serve to enhance the learning experience. Very good working relationships are fostered; the issue of respect a strong feature. Students are encouraged through induction, tutorials and delivery in general to develop and practice their communication and social skills, essential for working within the caring environment. Where appropriate additional staff are in place to support students –this an outcome of the screening undertaken in induction week. Assignment design is such that it provides work to meet the needs of students with a range of abilities.  Work placement for all full time learners is carefully monitored by assessors and learners receive interim and final reports on their progress. Targets are set by the assessors and these are discussed with the Course tutors during the tutorial session. Placement visits by assessors confirm and support the learners in attaining their targets. | Registers  What’s the verdict?  Forum minutes  Course team meeting minutes.  ILPs  CRBs  CT programme |
| **Quality Indicator: 2.2 Teaching** – 2.2.2 assessment of and for learning | |
| Prior to coming to the College, Learners who have support in place at school are identified to the IES department. All learners coming onto programmes over 6 hours are screened. The results are passed onto the Course Coordinators and learners who screen 2 levels below their expected level are offered support.  Within the tutorial programme VARK questionnaire is completed to identify learning styles. Within the school all tutors ask the students to complete an essay during the induction programme to identify specific literacy needs of learners.  Assessment is continuous within all full time and part time programmes. Tutors include methods of assessment within schemes of work and lesson plans. Homework tasks and class based activities along with structured and informal questioning help tutors to understand individual learning needs which assists future planning.  Parent evenings are organised and student reports are completed prior this and used as a focus for discussion.  Assessment files are kept by Course Coordinators and students also keep their own assessment records to help them set their own targets alongside those set by unit tutors. Formative feedback on scripts is constructive and used effectively to move learners on within their learning.  Student behaviour is viewed as being of paramount importance –many students acting as role models to early years whilst others have a duty of care when working with vulnerable people -inappropriate behaviour is dealt with accordingly. CRBs are completed by almost all care students and positive behaviour is promoted across the School. Attendance rates are satisfactory yet despite well maintained registers and constant monitoring staff remain concerned –still a need to monitor rigorously. There are several opportunities to glean student views School and course reps playing an important part; students are made aware of how to express concerns. |  |
| **Evaluation** | **Evidence** |
| **Quality Indicator: 2.3 Care, support and guidance -2.3.1** health and wellbeing including spiritual, moral, social and cultural development | |
| The School from the initial meeting with the student endeavours to promote a caring ethos-the need to demonstrate caring skills and qualities paramount to the School’s philosophy .The induction programme includes health and safety whilst many care courses have discrete units which serve to promote health and well-being , additional short courses serve to complement main programmes. eg food safety ,nutrition ,emergency aid etc. Similarly cross college initiatives including course tutorials include topics related to health and well being. Outside speakers are invited into college generating further interest in the topics whilst students often become involved in related projects , displays whilst on placement. The ‘In- School’ annual forum provides the opportunity for students to put forward their views often focusing on availability of healthy food across college. | School visits /talks  Induction programme  Course specs  CT programme |
| **Quality Indicator: 2.3 Care, support and guidance – 2.3.2** specialist services, information and guidance | |
| The School endeavours to provide comprehensive guidance etc to complement what already exists cross college. Care and Childcare staff being from a diverse range of backgrounds are able to guide students about career options sometimes supplemented by external speakers. The School holds an ‘in–School’ HE open day which serves to highlight provision and inform potential HE students. Work placement often helps students to gain information about career choices. The weekly tutorial programme provides learners with the opportunity to get individual support on educational and/or other issues a referral system adopted if cannot be dealt with ‘in –School’ | Staff CVs  Work placement programme  CT programme |
| **Quality Indicator: 2.3 Care, support and guidance – 2.3.3** safeguarding arrangements | |
| Despite having designated staff within the School to offer guidance care staff generally assume this responsibility.  An integral part of the delivery for most care staff and students relates to safeguarding issues. Students are made aware of what arrangements are in place whilst staff receive training to remain updated. Effective communication ensures students creating cause for concern are addressed quickly. Policies and procedures are readily available ensuring best practice is consistent –there are named staff who remit is to deal with these issues. | SD profiles  Course specs |

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| **Quality Indicator: 2.3 Care, support and guidance – 2.3.4** additional learning needs | |
| Structured cross college provision is available, students identified with ALN following the initial screening are offered a variety of support: one to one, group basis ,drop in centre etc, the School’s three learning coaches serve to complement provision. Additionally teaching staff hold workshop sessions enabling students with ALN to access further support often staff giving up their time freely .An ‘open door’ policy exists and contact between parents,carers is actively encouraged be it on a formal basis with parents evenings or informal with contact made as deemed necessary. |  |
| **Evaluation** | **Evidence** |
| **Quality Indicator: 2.4 Learning environment – 2.4.1** ethos, equality and diversity | |
| Many cross college initiatives which promote equality and diversity are further reinforced ‘in –School’ The School is keen to work in partnership with the community and foster sound relationships with students and employers. A wide variety of courses are made available to students advice and guidance given about choosing care as a career option. All care students as part of their delivery study equality and diversity to some degree. This serves not only to help achieve the qualification but raise awareness of any issues relevant to day to day life; students are actively encouraged to put theory into practice- an ethos of ‘treating others as you would wish to be treated your self’ is a feature of the School. Classroom /corridor displays are often used to highlight the topic. Relevant policies are readily available to staff and students alike whilst staff have recently undergone training in the field. The course tutorial programme supported by CT champions serve as a vehicle to address the subject. Every effort is made to treat students and staff equally within the School – occasionally room /timetable changes having to be made to satisfy individual needs. | Policies  S D profiles  Programme specs  SoW  Lesson plans  CT programme |
| **Quality Indicator: 2.4 Learning environment – 2.4.2** physical environment | |
| Due to the intake of additional learners this academic year, room shortages and room size has been a problem. To date, we have used rooms from other Schools as a short term solution. However, since the nature of some of the courses we provide require specialised rooms ie. for art and craft sessions, a longer term solution is required. Glan Yr Afon House has been used by the School for the HSC courses and has proven to be suitable for our needs. However, if numbers grow as they have this year, then class sizes and numbers of learners will outgrow this provision and we will need to seek additional classroom space. Every effort is made to create an atmosphere conducive to learning including the physical environment. Generally the accommodation is good –careful timetabling required to match room size to group size. Almost all rooms are equipped with whiteboards whilst there are 3 dedicated IT rooms for student usage, though the computer room at Glan Yr Afan House is small and will only allow 8 learners to access a computer at a time. Staff and students work together to create an aesthetically pleasing environment by placing displays both in teaching rooms and corridors. At Afan there is a dedicated HE centre which provides an excellent learning environment. There are systems in place to keep the accommodation well maintained and a budget which enables adequate resources to be acquired. The School would benefit from being able to access some additional rooms which would allow for some flexibility of usage and be readily available for one to one meetings with students, parents etc | Timetables  Displays in classrooms |

**Key Question 3 - How good are leadership and management?**

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| **Evaluation** | **Evidence** |
| **Quality Indicator: 3.1 Leadership – 3.1.1** strategic direction and the impact of leadership | |
| The Mission Statement for the College - ‘To be the best Learning Provider in Wales’, and the College vision and value statements are known and understood by the School team. Both long term and short term planning within the School have clear aims and strategic objectives. Roles and responsibilities are understood by the team and communication systems is clear and effective. School meetings are quality driven and embrace the vision and value statements. The Senior Lecturers, Principal Lecturers and Head of School meet on a regular basis and information on core business and cross College issues are discussed. A shared response is upheld concerning planning and operation and the HOS takes on board the teams ideas and thoughts in the preparation of reports. |  |
| **Quality Indicator: 3.1 Leadership** – 3.1.2 governors or other supervisory boards | |
| School reports are presented to Governers for discussion.  Heads of School meetings are used as an opportunity for the principal to discuss and filter College operational issues. | HOS meetings minutes  School file |
| **Quality Indicator: 3.1 Leadership** – 3.1.3 meeting national and local priorities | |
| The Head of School represents the College on network events run by Colleges Wales to keep abreast of National and local priorities. In addition, all staff have opportunities to attend subject specific events and training courses or partnership meetings within the NPT area. | School file  Staff development records  Course files |
| **Evaluation** | **Evidence** |
| **Quality Indicator: 3.2 Improving quality – 3.2.1** self-evaluation, including listening to learners and others | |
| From 10 classroom observations across the school we received 8 good and 2 excellent.  Learner feedback was very positive.  Course files and learners files were good and learners assessed work is annotated and assists the learners to move forward in their learning.  Some learners have raised concerns over the staffing and room shortage at the beginning of term though the support offered by the team has helped the HOS overcome this initial difficulty.  There is an inconsistency of paperwork and documentation across the school. In addition, while some courses have very effective monitoring forms in place, others will require support in improving the quality of paperwork. It is intended to standardise all operational material across the school this academic year.  Unexpected high student numbers this year have caused some disruption though the issues experienced have now been addressed and the school is now stabalised and moving forward. |  |
| **Quality Indicator: 3.2 Improving quality – 3.2.2** planning and securing improvement | |
| The Head of School is monitoring carefully the courses with low retention and attainment and has set clear targets for the Course.  The HOS meets regularly with the Director for Curriculum and the DDC to discuss school related issues. In addition to this she attends sub groups in the College such as 14-19 group and fee policy committee.  Regular School meetings occur and HOS ensures that the team hold regular team meetings. The Senior and Principal lecurers meet with the HOS every month. |  |
| **Quality Indicator: 3.2 Improving quality – 3.2.3** involvement in networks of professional practice | |
| HSC staff belong to networks: Welsh Bac ,Social Care partnership, Colleges Wales, various awarding body ,liaise with Care council for Wales,-keeps staff updated on the many changes ,very good record of staff training undertaken to date  Links with EYCDP and NCMA | SD profiles /HSC report |
| **Evaluation** | **Evidence** |
| **Quality Indicator: 3.3 Partnership working – 3.3.1** strategic partnerships | |
| Staff development, Meeting agenda’s, reports and all School files are presented in line with the College quality agenda. | School and course files |
| **Quality Indicator: 3.3 Partnership working – 3.3.2**joint planning, resourcing and quality assurance | |
| Taster sessions delivered to Yr 9  College staff deliver First certificate in HSC to Yr 10 and 11 in feeder schools  Work placement undertaken by all FT care students- good relationships nurtured with providers  HE level –work with UWS, Uni Glam ,OU,CPCAB (counselling |  |
| **Quality Indicator: 3.4 Resource management – 3.4.1** management of staff and resources | |
| HSC staff from diverse range of care backgrounds hence meeting delivery needs – several staff achieved masters to meet demands of teaching at HE level –HSC staff keen to attend training etc |  |
| **Quality Indicator: 3.4 Resource management – 3.4.2** value for money | |
| School attempting to increase additional funding –currently delivering ICP (Introduction to Childminding Practice ) cost recovery ,working toward s POVA courses being delivered |  |