

### COURSE SELF ASSESSMENT

### REVIEW 1 (July 2012)

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| **Course:** | **BTEC National Diploma in Health & Social Care / BTEC Extended diploma in Health and Social Care** |

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| **Course Co-ordinator**  **Subject Leader:** | **Carol Evans** |

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| **Date of Meeting:** | **25/6/12** |

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| **Present:**  **Sarah Mellor, Allison Jones, Jan Evans, Clair Rees, Rebecca James, Gaynor Penney**  **Apologies : Carol Evans** |

Please retain a copy of this document for the Course File, as well as other supporting information such as results from Student Questionnaires (to be obtained from the Director for Quality), copies of EV reports, etc.

KEY QUESTION 1 REVIEW: How good are outcomes?

Quality Indicator: WLLBEING

# Quality Indicator 1.2: Wellbeing

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**[Please mark choice with X]**

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| **Ref** | Estyn range of aspects | **Excellent** | **Good** | **Adequate** | **Unsatis-factory** | **At programme level** |
| 1.2.1 | **Attitudes to keeping healthy & safe** | **x** |  |  |  | **3** |
| 1.2.2 | **Participation and enjoyment in learning** | **x** |  |  |  | **3** |
| 1.2.3 | **Community involvement and decision making** | **x** |  |  |  | **3** |
| 1.2.4 | **Social and life skills** | **x** |  |  |  | **3** |

## COMMENTARY

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| **Examples of Excellence** | **Evidence** |
| **Quality indicator 1.2: Wellbeing**    **1.2.1**. **How good are the students’ attitudes to keeping healthy and safe?**    Tutors on the course emphasise in lessons personal health and wellbeing of the students, these issues are also addressed during tutorial sessions. There are specific units on the course which address areas of well being, including public health, nutrition, and health and safety. Additionally, all students on the course study for both a food hygiene certificate and emergency first aid certificate.  Due to the nature of the course students are encouraged to maintain a caring ethos not only in placement, but classroom situations this is emphasised from the beginning of the course during induction. The students are actively encouraged to respect each other and their surroundings. Students are made aware that bullying and harassment in any form will not be tolerated and any issues that arise will be dealt with using the appropriate College Policies.  Student reps in course team meetings have stated that they feel healthy eating is important and strive to eat healthily; however, they have also pointed out that it can be difficult in College to eat healthily because of the types of food offered by the refectories and vending machines.    **1.2.2.** **How much do learners participate in and enjoy their learning?**  Students studying on the course tend to demonstrate positive behaviour in College. At most, worse behaviour demonstrated maybe chatting in class due to large student numbers; this is usually addressed by the unit tutor. Unit tutors are good role models and when necessary refer students on should behaviour be unacceptable to the course coordinator which has proven to be very effective in most cases. Students who require extra pastoral care are referred onto the principle lecturer.  Students are regularly asked about the learning structure that they receive and how best they feel that they learn. Members of staff use a variety of teaching methods from group presentations, DVD’s, experiments and power points to enhance the students learning experience. All tutors encourage active participation in lessons to ensure that students are in charge of their own learning.  The students are expected to attend classes regularly, the majority of students have attained over 80% attendance, statistics collated demonstrated students who attend regularly all achieve. Attendance is monitored closely by unit tutors and personal tutors. Any issues regarding attendance are quickly addressed informally in tutorial sessions and parents are informed.  A student forum is held within the department annually and ‘What’s the Verdict’ questionnaire and SPOC online questionnaires are filled in by all students at the end of the term. Feedback from the methods is discussed with staff in course team meetings with a view to regular and ongoing improvements. The feedback from students suggests that the students enjoy the taught units, and staff genuinely care about the students and the progress that they make.  **1.2.3.** **How good are our students ‘involvement in the community involvement and decision making?**  During the 2 year course the students experience 3 different placement settings (elderly care, child care and additional learning need settings) which they attend on a weekly basis. This gives the students a variety of experience within different care settings in the community. Additionally, the students are encouraged to participate in extra-curricular activities such as trips and fund raising activities in both College and placement settings. For example, the students held a Coffee Morning to raise money for Children in Need and act as ‘student runners’ on open days.   * + 1. **How good are students’ social and life skills?**   As all students have chosen a career related to care, they are all encouraged to show respect and empathy towards others. Placement helps to prepare students for their future careers and work outside College. Students have been encouraged to attend open days and some have attended ‘Summer University’ which has helped to prepare them for University life. This year 61% of the 2nd year students have been accepted to study at higher education, the other 39% are in the process of applying or have already been offered employment. | Course syllabus& student assignments  Tutorial files  College policies  Course Team Meeting minutes  Tutorial file  Key Skills communication and IOLP documentation  Class registers  Achievement and attainment data  Student forum minutes.  ‘What’s the Verdict’ questionnaire  Course team minutes  Photographs in display boards  Placement reports  Tutorial files and placement reports  UCAS applications |

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| **Good features** | **Evidence** |
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| **Aspects which need improvement** | **Evidence** |
| **1.2.1**. **How good are the students’ attitudes to keeping healthy and safe?**  A wider variety of healthy options needs to be introduced to College refectories and vending machines throughout the College  Large tutorial groups make it difficult for tutors to effectively cover subjects that cover issues such as bullying and harassment and all negative forms of behaviour, child protection, alcohol and drug awareness and sexual issues.  **1.2.3 . How good is our learners’ involvement in the community involvement and decision-making?**  As students have full timetables and attend placement settings once a week, it is difficult for the students to participate in extra curricular activities. Although, some students use evenings and weekends to participate in voluntary work relevant to the course, such as St. John’s Ambulance | Course Meeting minutes and student forum report  1 day placement per week over 2 years |

KEY QUESTION 2 REVIEW: How good is provision?

Quality Indicator: WLLBEING

# Quality Indicators: 2.1 Learning experiences

**2.2 Teaching or training**

**2.3 Care, support & guidance**

**2.4 Learning environment**

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**[Please mark choice with X]**

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| **Ref** | Estyn range of aspects | **Excellent** | **Good** | **Adequate** | **Unsatis-factory** | **At programme level** |
| 2.1.1 | **Meeting the needs of learners, employers/community** | **x** |  |  |  | **3** |
| 2.1.2 | **Provision for skills** | **x** |  |  |  | **3** |
| 2.1.3 | **Welsh language provision and the Welsh dimension** |  |  | **x** |  | **3** |
| 2.1.4 | **Education for sustainable development and global citizenship** |  |  | **x** |  | **3** |
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| 2.2.1 | **Range and quality of teaching/training approaches** | **x** |  |  |  | **3** |
| 2.2.2 | **Assessment for learning** | **x** |  |  |  | **3** |
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| 2.3.1 | **Provision for health and wellbeing** | **x** |  |  |  | **3** |
| 2.3.2 | **Guidance, information & specialist services** | **x** |  |  |  | **3** |
| 2.3.3 | **Safeguarding arrangements** | **x** |  |  |  | **3** |
| 2.3.4 | **Additional learning needs** |  | **x** |  |  | **3** |
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| 2.4.1 | **Ethos, equality and diversity** | **x** |  |  |  | **3** |
| 2.4.2 | **Physical environment** |  | **x** |  |  | **3** |

## COMMENTARY

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| **Examples of Excellence** | **Evidence** |
| **Quality indicator 2.1: Learning experiences**  **2.1.1. How well do we meet the needs of students, employers and community?**  As part of the course the learners spend 20% of their learning in a placement situation. This offers and excellent insight to the kind of career they will be embarking upon, especially as they have a range of placement opportunities throughout the course. Students are prepared for employment through various units, and via stimulating and challenging learning activities in college. As part of the course students will be able to recognise the importance of working towards deadlines, motivation and commitment which can also benefit future employment.  **2.1.2. How well do we provide for skills?**  All students are assessed for Numeracy, literacy capabilities at the beginning of the 1st year. Extra help is offered to any student who may need it. The syllabus allows students to gain and develop new skills especially on placement which is monitored by assessors. They also develop new skills by completing the key skills for Communication, W.W.O. and I.O.L.P. that students can put into practice within the classroom environment and within their placement experience  All key skills provision is monitored by key skills senior tutor and students are certificated for their success  **2.1.3. How well do we provide for Welsh language provision and the Welsh dimension?**  As a tutor speaks fluent Welsh students are offered teaching and marking through the medium of Welsh.  A fluent Welsh speaker tutor undertakes the teaching of an OCN module to develop the students welsh language skills.    **2.1.4**  ***How well do we provide for sustainable development and global citizenship (ESDGC)?***  Students are encouraged to recycle, both plastic and paper in College. In lessons ESDGC is included as well as in tutorial sessions.  ***Quality indicator 2.2: Teaching or Training***  **2.2.1 How well do we evaluate the range and quality of teaching and training approaches?**  Internal inspections and classroom observations suggest that lessons are well planned throughout the course with clear aims and objectives. Inspection reports and student feedback from ‘What’s the Verdict’ indicate that a range of teaching methods are used making learning sessions interesting, stimulating and challenging. Individual tutors manage class sessions well and there is good communication between both students and staff.  **2.2.2How well do we raise learners’ achievement through assessment of and for learning?**  Feedback on assignments is given to the students both verbally and written is given to enable them to understand how to improve on their work. Additionally, when using the ILP documentation they are involved in setting their own learning targets and reviewing them. Individual tutors keep records of the student’s grades, and monitor the student’s progress before they are passed onto the coordinator at the end of the year for submission to the awarding body.  Students have progress reports annually and parents are given a copy of these. Parents are also offered the opportunity to attend an annual parents evening where they have the chance to discuss their child’s progress and any issues they may have.  The student’s progress is monitored in placement by Placement Assessors. Here, they can expect 2 visits for each placement by the assessor, an assessors report and an observation for each placement setting. Also, the students will have an end of placement report from their Placement Supervisor. These reports and observations will then be monitored in the units Vocational Practice and Personal Professional Development  ***Quality indicator 2.3: Care, Support & Guidance***  ***2.3.1 How well do we meet the provision for health and wellbeing?***  There are appropriate policies and arrangements for promoting healthy living and well-being on both the staff and student intranet. These are discussed in tutorial sessions in order to promote the students well being.  In terms of information about sex and relationships education and education about substance misuse to support learners’ development and understanding, these areas are addressed in tutorial sessions as tutorial subjects. Additionally, learner services has links with agencies which can be used to support these areas, and runs a sexual health clinic that students can attend.    Unit 3, Health, Safety and Security teaches the students about the importance of all aspects on health and safety. Additionally, suitable arrangements to report health and safety issues are provided within the college, and risk assessments are carried out when necessary.  Harassment and bullying are taken seriously and include tutorial sessions to help learners to manage their feelings and develop self-awareness and self-respect.  During induction week all students are introduced to student services, personal tutors and principle lecturers so they know who to address for pastoral care.  **2.3.2 How well are learners supported with specialist services, information and guidance?**  Students receive support on educational issues from a variety of staff on the course, including subject tutors, learning coaches and support staff where necessary  All students have access to learner services, where they have strong links with external agencies such as police, housing, financial, and social services. Additionally, learner services has its own specialists based there including qualified counsellors and Careers Wales Advisors.  **2.3.3 How good are our safeguarding arrangements?**  The College has very clear Safeguarding policies and arrangements. ‘Essential Guides to Safeguarding at NPTC’ are clearly displayed in all Staffrooms. Two members of staff within the College have been designated to become responsible for safeguarding and all staff are aware of who they are and how to contact them. Additionally, every member of staff has had a CRB check and students also have to have a CRB check before they can attend their placement settings as they are working with vulnerable people.  A risk assessment is carried out for each placement and students are rigorously monitored during placement experiences  **2.3.4 How well do we meet the needs of learners with ALN?**  After initial basic skills diagnostic assessments all students are offered additional support they may require for their needs.  **Quality indicator 2.4: Learning environment**  **2.4.1 How well do we evaluate the ethos, equality and diversity of our college?**  All potential students to the course are treated fairly. The course is open to both male and female students from a diverse background (religion, sexual orientation, disabilities and various ages) depending on the amount of GCSE’s they gain at grade ‘C’ or above.  Unit 2 on the course, equality, diversity and rights promotes equal opportunities for all and the elimination of oppressive behaviour. Stereotyping and prejudice is also a topic which is discussed in tutorial sessions.  Policies and procedures on equal opportunities, bullying and harassment meet statutory requirements and are easily available to staff and students on the college web site  Staff are given training on all policies linked to student wellbeing.  **2.4.2 How well do we ensure that the physical environment is appropriate for learners’ needs?**  To support teaching, training and learning the classrooms are pleasant and resources are continually improved to match the learners’ needs. | Placement reports  Unit assignments  ‘What’s the Verdict’  Communication, WWO and IOLP key skills folder  Learning Coach reports  Key Skills  Co-ordinator reports  Placement reports  OCN certificates  Student course files  Internal inspection reports  What’s the verdict  Assessment feedback sheets  ILP’S  Final grade documentation  Course file  Student reports  Placement Assessors Records  Tutorial sessions  Staff and student intranet.  Student diaries  Tutorial sessions  Health and Safety policies  Student assessment  Tutorial and policies and procedures within the college  Student service visit and principal lecturer talk in tutorial at the beginning of the year  Subject tutors  Personal tutor  Learning coach support  Student services college counsellor  outside agencies  Policies follow the All Wales Child Protection Procedures 2008 and the Safeguarding Vulnerable Groups Act 2006  Documentation on staff training  Placement risk assessment  Basic skill diagnostic assessment results  Application forms  Course syllabus  College policies and procedures  Records of staff training kept in HR  Library resources |

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| **Good features** | **Evidence** |
| **2.4.2**  **How well do we ensure that the physical environment is appropriate for learners’ needs?**  In order to try to address the high numbers and room shortage a group was moved to the Afan campus to try to address the learners needs. | Extra Afan Group |

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| **Aspects which need improvement** | **Evidence** |
| * + 1. **How well do we meet the needs of learners, employers and the community?**   Some students still have part time jobs and work too many hours against our advice even though they are still in receipt of EMA  **2.1.2** **How well do we provide for skills?**  It is a concern at the numbers of level 3 students gaining high numbers of GCSE’s who have poor literacy skills of reading and writing.  Following the results of initial assessment it is a concern at the number of students who have poor results that turn down the offer of extra support. This has an impact on their development of skills across the curriculum  **2.1.3** **How well do we provide for Welsh language provision and the Welsh dimension?**  Provision of Welsh language skill development is minimal on the course.  **2.1.4How well do we provide for sustainable development and global citizenship (ESDGC)?**  The provision of opportunity to develop ESDGC through extra-curricular work and projects could be improved on during tutorial sessions, however tutorial time constraints do not allow for this  **Quality indicator 2.2: Teaching or Training**  **2.2.2**  **How well do we raise learners’ achievement through assessment of and for learning?**  Some students find it difficult to set their own targets; it is time consuming to teach students about target setting when you have big groups and a short time in tutorial sessions.  **2.4.2**  **How well do we ensure that the physical environment is appropriate for learners’ needs?**  Accommodation is insufficient for the number of learners and the activities offered. |  |

KEY QUESTION 3 REVIEW: How good are leadership & management?

Quality Indicator: WLLBEING

# Quality Indicators: 3.1 Leadership

**3.2 Improving quality**

**3.3 Partnership working**

**3.4 Resource management**

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**[Please mark choice with X]**

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| **Ref** | Estyn range of aspects | **Excellent** | **Good** | **Adequate** | **Unsatis-factory** | **At programme level** |
| 3.1.1 | **Strategic direction & the impact of leadership** |  | **x** |  |  | **3** |
| 3.1.3 | **Meeting national and local priorities** |  | **x** |  |  | **3** |
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| 3.2.1 | **Self assessment including listening to learners and others** |  | **x** |  |  | **3** |
| 3.2.2 | **Planning & securing improvement** |  | **x** |  |  | **3** |
| 3.2.3 | **Involvement in networks of professional practice** |  | **x** |  |  | **3** |
|  |  |  |  |  |  |  |
| 3.3.1 | **Strategic partnerships** |  | **x** |  |  | **3** |
| 3.3.2 | **Joint planning, resourcing & quality assurance** |  | **x** |  |  | **3** |
|  |  |  |  |  |  |  |
| 3.4.1 | **Management of staff & resources** |  | **x** |  |  | **3** |
| 3.4.2 | **Value for money** |  | **x** |  |  | **3** |

## COMMENTARY

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| **Examples of Excellence** | **Evidence** |
| **Quality indicator: 3.1 Leadership**  **3.1.1 How good is our strategic direction and what is the impact of our leadership?**  Teaching staff on the course have regular meetings every half term whereby in-house information is exchanged and the ideas of staff are expressed. Meetings focus on important issues of student performance and generate clear action points which are carried out as agreed. Information and queries are fed back to head of school.  Each group of students from the course is represented by their student reps, they are able to express views and discuss relevant issues. All students on the course are actively supported and challenged.  Student progress and performance is monitored and parents are routinely informed to address issues of underperformance robustly and directly where necessary. If needed, support structures are put in place, with the aim that each individual will achieve to their best potential.  The HSC school has regular course team meetings which aim at informing all HSC staff of school issues and management strategies. Here, staff are also offered the opportunity to express their views and discuss issues that are relevant to their own position.  Frequent College meetings platform the information that staff need to be made aware of from whole College basis. These are usually led by senior management/Principal and inform all staff of the strategies in place and long term view of management planning. These are supported by data available to all staff.  **Quality indicator 3.2: Improving quality**  **3.2.1** **How well do we carry out self-assessment, including listening to learners and others?**  Staff are annually appraised regarding their performance at work. This offers staff an opportunity to discuss with the Head of School ways they can improve their own performance and can highlight areas of good practice.  Exam results are scrutinised and staff focus on improving learning and performance.  Learners are encouraged to share their views and raise issues on their teaching, training and learning within the college by the use of various formats, such as attendance of student reps meetings, what the verdict, ESTYN questionnaires and during tutorial sessions.  **3.2.2**  **How do we carry out planning and securing improvement?**  Careful planning for courses and academic teaching is given high priority. Staff are carefully selected for their individual expertise and fed onto the right courses which maximise this expertise. Planning is initiated through course team meetings where cross curricular and a multi-disciplinary approach are adopted. Team meetings ensure planning is effective and learning a priority. Student grades and achievement is discussed and improvements actioned**.**  **3.2.3**  **How are we involved in networks of professional practice?**  Key members of staff have attended meetings to keep up to date with the proposals by Edexcel for introducing the new framework. These meetings helped staff to network beyond the college. The new QCF Framework was successfully brought into the course for the first years this academic year, whilst second year students have remained on the old specification.  The course coordinator, personal tutors and vocational practice tutors work closely with placement assessors to ensure the progress of student’s standards of learning, training and well-being on placement. The placement assessor carries out regular audits of student registers to ensure student’s hours on placement are on target for them to achieve this aspect of the course.  **Quality indicator 3.3: Partnership working**  **3.3.1**  **How strategically do we work with our partners to improve learners’ standards and wellbeing?**  Due to the nature of the course, we rely heavily on local nursing homes, childcare providers and special needs settings to provide the essential and mandatory placement experience for our students. Over the years course staff have built a relationship based on trust and clear communication between our college and our employer partner placements that have benefitted our students. This has helped to continuously improve student learning experiences and provide our students with the best possible placement experiences.  Visiting speakers from the broader community, including, other statutory and specialist agencies; and the voluntary sector are invited to speak to students  **3.3.2 How well do we collaborate with partners to deliver coherent programmes and choices?**  It is essential to the BTEC Health Studies course that students complete the mandatory documentation relevant to placement settings, including achieving competencies in various settings. Assessors and tutors of vocational units (Unit 5 & 44) effectively monitor and evaluate the standards and provision of collaborative courses and programmes with other providers including the team plan, manage and assure that quality of provision is offered to students on the course which contribute well to joint working practices.  Health and safety is paramount for the wellbeing of our students and the vulnerable individuals (children and adults) that the students will be working with. Visiting staff currently undertake health and safety risk assessment of students in their placement. This follows the College Risk assessment policy    **Quality indicator 3.4: Resource management**  **3.4.1 How well do we manage our staff and resources?**  The Course has suitably qualified staff members who have appropriate knowledge and skills to deliver the curriculum.  Members of staff are fully supported by the Technical support team, library, resources and faculty staff.  Staff are offered courses through staff development allowing staff to meet their development needs  Best possible use is made of tutor’s expertise and priority is given for staff to maximise their expertise and teach accordingly.  Students are able to access a variety of media learning equipment and the library supports student’s needs.  **3.4.2**  **Do we provide value for money?**  We provide a positive learning environment for the students which support diversity and aims at maximising student potential. Screening offers in-house support to students who often have a support staff during their taught hours.  The college encourages students and staff to undertake courses that benefit both parties. Key Skills provides a base line for students developing knowledge whilst offering college funding. Staff often attend courses that bring in funding whilst providing upgrading of knowledge and perspective of issues | Course Team Meetings  School meeting minutes  College Management Meetings  Self Assessment results  ‘What’s the verdict’ course team minutes  Results from questionnaires  Minutes of course meeting.  Course file  Work placement register audits  Supervisor reports  Placement linked health and safety documentation  Student CRB checks  Placement reports  Visiting supervisor reports  Staff CV’s  Library and IT resources  Staff development files  Media equipment  Display  VLE  Computers  Diversity On-Line Training  Moodle Training |

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| **Good features** | **Evidence** |
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| **Aspects which need improvement** | **Evidence** |
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