

Board of Management

Learning and Teaching Committee

Date of Meeting	Tuesday 9 February 2021
Paper No.	LTC3-E
Agenda Item	4.4
Subject of Paper	Faculty Review Meetings v2
FOISA Status	Disclosable
Primary Contact	Jon Gray; Director of Excellence
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Action	For Discussion

Faculty Review Meetings

Purpose

1. To update on the introduction of a new approach to faculty review meetings.

Background

2. In January we commenced a new approach to faculty reviews. This is part of a move toward greater evidence based enhancement. In particular, moving from a silo and risk adverse approach toward greater empowerment and co-creation with staff better informed by supporting evidence.
3. The key principles underpinning this approach are:
 - Using data for enhancement
 - Supporting reflection in order to build deeper understanding
 - Focussing on impact and the difference we are making (and contributing)

- Building a quality culture through ownership and empowerment
4. In advance of the review meeting, faculties were asked to reflect on their performance story and to consider in more detail their commitment to, and success in:
 - engaging with schools in support of more planned and deliberate recruitment
 - supporting progression from FE to HE, including for ESOL learners
 - planning of destinations, including articulation into university
 - engagement with employers in supporting learners into work.
 5. The review meetings are intended to provide an opportunity for reflection and discussion. Their key output will be a faculty action plan which will be discussed and subsequently approved in discussion with the Principal.
 6. Through this process we are seeking a deeper level of review, informed by better coordinated performance data. We want to more fully understand the context of performance; identify effective practice that can be normalised across the college; and to capture areas for improvement within action plans. These action plans, thereby become the commitments for the year ahead; progress against which can then be monitored and reported as part of an annual review process.
 7. Critical to the whole approach, is a desire to establish an annual cycle of improvement activity – actively supporting improvement to happen. In this way, there will be an expectation that services across the college – for example the LTA – will align their programmes to support improvement activity as required.
 8. A key strand of this cycle and improvement effort would be deep dives to review our progress against key strategic ambitions, especially Scottish Government priorities. These thematic reviews would also be used to support the implementation of Cumberford & Little within the college. Typical thematic L&T reviews, for example, would, include: the learner journey, from school-to college, through FE to HE and from college to university; the design of new approaches to sustainable business and industry partnerships; the diversification of curriculum, stretching from micro-credentials to two year degrees; and the achievement of global excellence.
 9. The aim is to conclude the review phase by February, with action plans being used as the source of on-going discussion throughout the year; and actions thereafter informing L&T activity and events.
 10. Parallel to the faculty review meetings we have commenced discussions with Directorates to establish an equivalent process. Over the course of the year we will aim to align the two processes into a more streamlined performance cycle.

Performance & Improvement Framework

11. We want to embed the faculty and directorate review meetings within a performance review cycle, whereby performance reporting is part of the Board committee cycle.

12. This requires there to be regular reporting on progress. This includes reports to SMT/ELT/and to the Board from August to October, culminating in an end of year progress report to the Board in November / December. This end of year report, would draw together the previous session's results, form a judgement about progress made and inform the Board strategic planning review that takes place at that point. The Board would then be able to adjust their plans for the year ahead and address any material deviations from plans.
13. In this way, Faculty/Directorate Operational Plans, would be informed by the College Scorecard, and their commitments aligned with these performance measures. This creates a clear line of sight between what the college is trying to deliver and what faculties and directorates are contributing.
14. Critical to all of this is an aligned planning timeline to allow meaningful reviews of progress to take place and to ensure progress information can be acted upon. Achieving this alignment of planning will be a major undertaking, in part, because it's not simply a scheduling task. Rather, we will need to be confident that we can produce the right information at the right time to inform the college's many strategic and operating decisions. Equally we want to avoid paralysis by analysis and ensure we are enabling improvement rather than warehousing data.

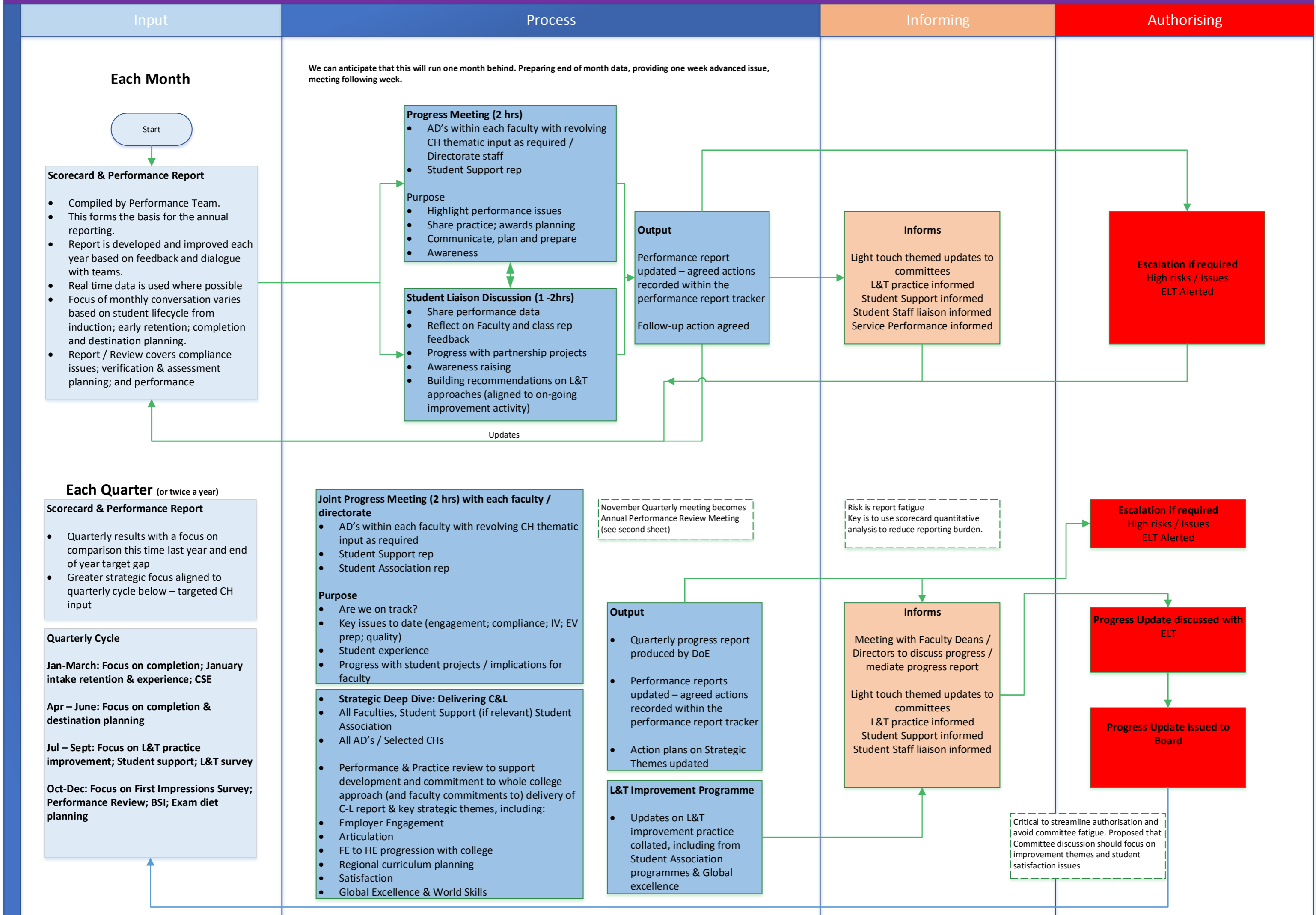
A new approach to performance coordination

15. Implementing this new approach has implications for the role of the performance team, who will need to work more as account managers, collating and reporting data on a monthly basis to help identify and respond to performance issues. It also implies more active engagement on our compliance work, including the review of complaints, planning for examinations and verification and other compliance issues.
16. The new performance review cycle will emerge iteratively and in principle, could be developed and in place for the start of 21-22, being built and tested with faculty and directorate staff over the remainder of this academic year. It is hoped that by reorganising this work in this way we will create a springboard for continuous enquiry, which in turn will support continuous improvement.

Recommendation

To note the development of a refreshed approach to faculty reviews

Performance Review Process: Faculty & Directorate Continuous Improvement



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