

Evaluation of Curriculum Planning at level 3 in the South Eastern Regional College

March 2020

ETI: Promoting Improvement in the Interest of all Learners



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. CONTEXT

During the academic year 2019/20, the Education and Training Inspectorate (ETI) was commissioned by the Department for the Economy (Department) to evaluate the effectiveness of curriculum planning at level 3 in the further education (FE) provision across the six regional FE colleges.

The evaluation in the South Eastern Regional College took place in March 2020 and included the six Tier 1 areas of: arts, media and publishing¹; construction, planning and the built environment; engineering and manufacturing technologies; health, public services and care; hospitality and tourism²; and science and mathematics. The provision for preparation for life and work was also evaluated.

At the time of the evaluation, 4,160 students were enrolled on level 3 FE provision in the college; of these 1,055 students were enrolled on full-time courses in the areas being evaluated (61% of the total full-time enrolments) and 393 students were enrolled on part-time courses in the areas being evaluated (16% of the total part-time enrolments). The college also delivers a range of level 3 ApprenticeshipsNI programmes³ at level 3, but these were not included in this evaluation.

2. KEY FINDINGS

The following is a summary of the key findings for the college.

Range and content of the learning programmes

- Across the professional and technical areas evaluated, the relevance, breadth and currency of the curriculum is a particular strength. It promotes social inclusion and supports very well the needs of the local and regional economy. A broad and well-balanced range of level 3 programmes is offered, including subsidiary diplomas, foundation diplomas, national diplomas and extended diplomas. The college is an early adopter of the Regulated Qualifications Framework (RQF) qualifications and almost all of the programmes provided are contemporary, well-designed and often contain specialist units or pathways that are very well-matched to employer and industry needs.
- At the time of the evaluation, level 3 enrolments accounted for 29%⁴ of the college's total student enrolments; 1,744 students were enrolled on full-time courses and 2,416 on part-time courses. Just under 30% of the FE level 3 enrolments are from the highest socio-economic deprivation quintiles, namely one and two, and 57% of them are female. Notably, 41% of students are enrolled in science programmes and 26% are in performing and creative arts (PACA) programmes. Around one-half of the level 3 enrolments are in STEM-related areas.

¹ Performing and Creative Arts (PACA) was the evaluation sample in this college.

² Hospitality and Catering is a subset of the Tier 1 area of retail and commercial enterprises, and travel and tourism is a subset of the Tier 1 area of leisure, travel and tourism. These economically important professional and technical areas were evaluated jointly at the request of the Department for the Economy for the purposes of the evaluation.

³ The Training for Success and ApprenticeshipsNI programmes in the South Eastern Regional College were inspected in November 2016 and the published report can be accessed on the ETI website at: <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/training-for-success-and-apprenticeshipsni-provision-in-south-eastern-regional-college.pdf>

⁴ All data used for the evaluation and presented in this report has been supplied and verified by the college at the time of the evaluation.

- Enrolments to full-time programmes have declined, by around 12%, over the last three years. By contrast, over the same period, part-time enrolments have increased by around 29%. The college reports that increasing competition from local post-primary schools across the region is adversely impacting on the enrolments of some of the full-time provision, such as construction and travel and tourism. Across a number of the professional and technical areas evaluated, there is a need to develop further the part-time provision at level 3, particularly in economically important areas such as construction, hospitality and catering and travel and tourism. Going forward, it will be important for the college to continue to work collaboratively with other colleges, schools and key stakeholders, at all levels, to address the declining enrolments across the full-time level 3 programmes in the college, and indeed the sector.
- The college's wide-ranging, collaborative partnership working with employers and sectoral bodies is used very well to inform the content and co-design of the curriculum, resulting in often innovative and mostly highly relevant learning programmes. In addition, a range of training and upskilling programmes are offered by the college to support employers, industry and the local and regional economy.
- A range of relevant additional qualifications and programmes are also offered in almost all of the professional and technical areas evaluated, including for example, well-planned programmes to further enhance the skills and knowledge of the students in construction, engineering, health and social care and science and mathematics. Going forward, there is a need to recognise better the strategic importance of the health and social care curricular provision in meeting the needs of the wider community, and as a major growth area for employment in line with government policies and initiatives.

Employability, enterprise and work-ready skills

- The management and staff at all levels in the college place a high priority on the preparation of the students for life and work, including project-based learning (PBL), enterprise and the development of their entrepreneurial skills. The college has made a significant investment in the structures, systems, management and staffing needed to facilitate employer engagement and support curriculum development in the ongoing roll-out of these initiatives. A sector-leading project-based learning delivery model has been developed that aims to better integrate the development of the students' vocational and transversal skills, through well-considered project themes and real-life projects. The college has developed extensive links nationally and internationally to research and support the development of this approach to learning. Through their engagement in the projects, students find solutions to real-world challenges and have formal opportunities to review and evaluate the success of their projects. Going forward, however, for a significant minority of the students there is a need for more of them to be facilitated to access work-experience opportunities in relevant industry settings that reflect their career aspirations, particularly in construction, engineering and travel and tourism.

- Enterprise, entrepreneurship and innovation are core curriculum activities and areas of focus across the work of college. Entrepreneurship is also effectively encouraged through a number of initiatives, including the enterprise fortnight, the entrepreneur in residence and the role of mentors and innovation advisors, who are well supported by two dedicated managers. In addition, students also have opportunities to further develop their enterprise and employability skills through engagement in relevant work-experience opportunities through the Erasmus programme in other European countries.
- Where appropriate, through the college's entrepreneur club, students can set up a student company with the aim of further developing their ideas into real commercial enterprises. The club supports students with innovative or business ideas, provides them with mentoring, workshops and networking opportunities. As a result, it is a significant strength that the college has supported the development of 84 student companies to date, across a range of different vocational areas; the college reports that a minority (around 15%) of the students involved with this activity progress to become entrepreneurs.
- All students are introduced to competitions at the beginning of term during the enterprise fortnight in the college, where they compete with their peers to achieve recognition for the best SERC project. Through participating in competitions students gain valuable experience, expertise and recognition and develop further their technical skills and transversal skills such as communication, leadership, team-working and problem-solving. Regular, monthly themed student fairs and expos are held where the students can present, market and sell their products in a supportive environment. Competitions, such as the BT young scientist and the inter-campus competitions, are highly valued by staff and students across the college.

Literacy, numeracy and digital skills

- Almost all of the students enrolled on the level 3 programmes who do not have a level 2 qualification in literacy, numeracy or ICT are enrolled on an appropriate course, including the essential skills and/or repeat GCSE programmes in English and mathematics. There is an appropriate focus on the attainment of relevant literacy and numeracy qualifications, to support achievement and progression. These literacy, numeracy and ICT programmes are timetabled to encourage student attendance and they are seen as an essential part of the students' learning programme. An effective data reporting system is in place to identify students who need these programmes and to monitor their attendance and progress. While the achievement rate by students in the essential skills is a high priority for the college, they remain too low and require further improvement.
- Across the areas evaluated, the students have good opportunities to develop occupationally-related literacy, numeracy and digital skills. The development of the students' literacy and numeracy skills, critical to their chosen occupational pathway, is well-embedded within their learning programmes, including good preparation for progression to higher level programmes. In more technical areas, where attainment of higher level mathematics is required for progression to higher education, appropriate advanced mathematics units are an integral part of the students' learning programme.

- Across the areas evaluated, the students have very good opportunities to develop appropriate industry-standard and contemporary digital and technical skills relevant to their professional and technical area. This includes the use of a wide range of industry-relevant software and digital tools to develop relevant analytical skills in science, effective digital music production, creative media skills and industrial coding skills in engineering. In performing and creative arts, a fully functioning radio station has been established on each campus providing high quality learning opportunities for the students to gain experience in performing as well as developing a wide range of industry-related communication and technical skills. As a consequence, the students are prepared well for higher education and the world of work.

Learning outcomes and progression

- The standards of work demonstrated by the students are consistently good or better; they are mostly very good. The college has developed a series of good practice case studies to highlight and showcase examples of the high quality of the student work across the college. Almost all of the students are progressing well in their learning and in the development of their transversal skills and personal capabilities; they are developing sound knowledge and understanding of industry practice; they are able to research topics, think critically, synthesise information and apply their learning in a range of formats. The engineering students, for example, are developing a sound understanding of engineering principles and mathematics which they can apply confidently in different settings to solve engineering problems.
- Across most of the areas evaluated, well-planned industry-related practical learning experiences enhance the learning and are well-matched to employment opportunities. As a consequence, the students gain up-to-date, contemporary knowledge and skills, including digital skills, and are well-placed to excel in their chosen subject, and to progress to the next stage of their learning and/or the world of work.
- The learning outcomes attained by the students across the areas evaluated are a strength of the work of the college. Student retention rates⁵, based on one-year⁶ programme data over the last three years, are mostly very good, ranging from 88% to 100%. Over the same period, achievement rates for those students who complete their programme are very good or better, ranging from 91% to 100%. Progression rates to either higher education or employment are also high at over 97%, with almost all of the students progressing to higher education or employment.

Range and quality of the learning experiences

- The quality of the learning and teaching is mostly very good; with 62% of the lessons observed being very good or outstanding. In the most effective practice, the lessons are characterised by: effective planning for learning; interactive and dynamic learning environments with the students well-engaged and contributing to their learning; the appropriate use of technology enhanced learning; the use of active learning strategies; and well-structured sessions with good pace, differentiation in learning with appropriate stretch and challenge.

⁵ Student retention, achievement and progression rates are only for the Tier 1 areas included in the evaluation sample.

⁶ In-year (one year) retention, achievement and progression rates are based on the number of students who remain and complete their targeted qualification in each discrete academic year of their programme of study.

- Across the areas evaluated, inspectors observed a well-planned balance of theory, practical and digital skills development. Across the curriculum the use of project-based learning and online collaborative tools to promote successful learning is a particular strength of the provision. The performing and creative arts students, for example, have direct access to a variety of events, venues and audiences to allow them to undertake high quality industry-relevant learning experiences. Some very good examples of co-operation in cross-curricular planning and delivery, including the identification and implementation of opportunities for project-based learning, enterprise and entrepreneurial activities, were noted; for example, the food truck concept developed by the hospitality and catering department, who worked collaboratively with the engineering, motor vehicle and joinery departments to successfully implement this cross-college resource that provides high quality learning experiences for the students in a range of settings.

Care and welfare provision

- The quality and impact of the care and welfare provision is highly effective and a significant strength of the work of the college. There is a strong commitment at all levels to supporting students to overcome any barriers to learning and progression, to remain on their programme and to succeed. An effective holistic support service is provided for the students and delivered by a coherent, well-integrated team made up of SERC Extra, learning support, student finance, safeguarding, learning resource centre staff and student engagement officers. This multi-skilled team provide appropriately tailored and individualised support for the students during their time in the college.
- The college operates within a framework of resilience and well-being and addresses well the diverse range of barriers to learning faced by many of the students. Within the SERC student support hub, staff and students have access to a comprehensive range of effective systems and processes which are used to address barriers to learning, and provide learning support. This includes the well-established case conference system that is used to very good effect by the staff to identify students at risk and tailor agreed and appropriate interventions which are closely monitored. A suite of effective integrated real-time systems has been put in place to support this work, including a student App to provide useful information to students via their mobile phone with links to the progress tracker for personalised updates.
- Relationships between staff and students are positive and based on an ethos of mutual respect. The staff display high levels of commitment to support and motivate the students and they create a positive ethos and environment for learning. The students all have a weekly tutorial where they are kept well-informed of their progress in all areas of their learning programme. They report that they feel respected and supported by the staff, particularly their lecturers and that they can access additional help where required through the tutorial process, the student mentor scheme and student support services across the college. The students' union is valued by senior leaders, staff and students. It is well-organised with cross-college representatives and provides the students with an effective voice, including a student representative on the governing body with a clear advocacy role to promote inclusion.

- Almost all the students who completed the confidential online questionnaire prior to the evaluation were largely positive about their experiences in the college. They reported that their course is meeting their needs, they find it interesting and challenging and the staff in the college care about their progress and wellbeing. A minority reported that they did not have access to good enough facilities to relax in. In the focus groups, the students reported that they feel safe and secure in the college and are well cared for. Past-students interviewed also report that the course prepared them well for the transition to higher education and to employment and that they appreciated the ongoing support from the lecturers.
- On the basis of the evidence provided during the evaluation, the arrangements for safeguarding young people and adults at risk reflect current legislation and practice. The lead safeguarding team, comprised of senior staff, are experienced and responsive and they refer or signpost students to a wide range of external statutory, community and voluntary organisations with whom they have well established professional working relationships. Safeguarding and awareness training for all staff is given an appropriately high priority in the college.

Careers education, information, advice and guidance

- Whilst the college has achieved the Matrix award for its careers education, information, advice and guidance (CEIAG) provision it continues to place a very high priority on further improvement, as evidenced in the well-considered actions in the college's overall quality improvement plan. A high priority is placed on pre-entry advice and guidance and induction to ensure that the students are enrolled on the right course for them. The college has invested in the deployment of specialist CEIAG staff over recent years with an increase of over 50% in staffing levels, including the deployment of a senior careers advisor. The provision of CEIAG is extensive and well-embedded throughout the curriculum, supporting effectively the students to make sound and impartial careers progression decisions.
- Across the areas evaluated, coherent and consistent careers advice and guidance is provided to students, including opportunities to avail of one-to-one careers guidance by qualified careers staff. The students are well-supported by both lecturing staff and cross-college careers staff in the decision-making and career planning processes. The staff also provide advice to pupils in post-primary schools and in community settings to prospective access students. A wide range of relevant careers events are organised for the students, including CV preparation, mock and simulated interviews, higher education access and UCAS support, college open days and careers and progression planning tutorials. Good opportunities are provided for current students to hear from past students who have progressed to higher education/employment, as well as about the experiences of the lecturing staff, many of whom are current practitioners. Additional specialist guidance is integrated into the learning and teaching programmes, particularly in performing and creative arts, to support students in their progression to professional work.

- Across the college, the CEIAG staff have developed strong links with the professional and technical staff, which have proved to be mutually beneficial to improving retention rates. A well-planned programme of site visits and guest speakers also supports well the students' understanding of industry and the range of employment opportunities and jobs available. In almost all of the areas evaluated, the engagement with a wide range of expert guest speakers, including the college alumni, enhance the students' learning experiences and help raise their career aspirations. Consequently, the careers provision is highly valued by the students and almost all of them report that they are well-informed about the progression routes available to them, including employment and progression to higher education.

Collaborative arrangements with other educational providers

- The college has a well-established tradition of collaborative working with a range of post-primary schools and has worked hard, and with success, to maintain good links and working relationships with schools across a number of area-learning communities in its catchment areas. Senior leaders and staff remain highly committed to the delivery of high quality entitlement framework provision across a range of curriculum areas, including; children's care learning and development (CCLD), engineering, health and social care, hospitality, information and communications technology (ICT), performing arts and sport.
- At the time of the evaluation, the college was working with 23 schools involving 1,037 post-primary enrolments; notably, of these, around one-third were on level 3 programmes. While the number of post-primary pupils enrolling on level 3 entitlement framework programmes has declined by 20% over the past 4 years, the college is still engaging with 14 schools to deliver level 3 programmes across seven professional and technical areas. Across the areas evaluated, 200 post-primary pupils were enrolled in the professional and technical areas of engineering (57%), health and social care (9%), hospitality (17%) and performing arts (17%). Going forward, the college should continue to work collaboratively with the post-primary sector to increase the number of post-primary pupils who could be benefiting from their engagement with the college to participate in high quality industry-standard vocational training.
- The college has carried out an analysis of the curricular offer across the local post-primary schools and has raised a number of key issues and challenges. It mainly reports that increasing competition from local post-primary schools is adversely impacting the sustainability of some of the full-time provision, with the evidence showing more pupils staying on in school and a reduced college entitlement framework footprint. The increasing level of competition across the post-16 educational provision in the region represents poor value for money; additionally, it constrains the college's capacity for continued curriculum development to meet more fully the technical, educational and training needs of current and emerging industries, and the associated outcomes of the Programme for Government for Northern Ireland.

Employer links (economic engagement)

- Across the areas evaluated, extensive and productive links and partnerships have been developed with a wide range of employers, industry and awarding bodies and other key stakeholders on a local, regional, national and international basis. The links are used very effectively to contribute to economic development and social inclusion.
- The work of the business services unit provides a range of opportunities for staff to engage with industry, support workforce development, develop innovative up-to-date and contemporary practices and skills; they also benefit from cutting-edge continuing professional development and this further informs curriculum planning and development. A number of examples of this were noted during the evaluation, including in pharmacy services, health and social care, and mechatronics. There is effective leadership of the construction hub to ensure the engagement of all FE colleges to deliver an inclusive and standardised approach to curriculum planning and development, economic and industry engagement, and co-ordinated continuing professional development.
- Employers and industry representatives spoken to as part of the evaluation acknowledge that they value highly the work of the college in supporting innovation and economic engagement. In a small number of professional and technical areas, senior and middle leaders have benchmarked effective practice in other jurisdictions to help shape the curriculum provision. Going forward, in construction, there is a need to develop further an industry forum to underpin a more informed curriculum in terms of design and development.

Learning resources

- The college estate, equipment and infrastructure is of a high standard; it is largely well-maintained and valued by the students. Across the areas evaluated, the overall quality of the learning resources is mostly outstanding; almost all of the students have access to facilities, specialist equipment, staff expertise and technology that is to industry-standard. The college senior leaders have delivered high levels of well-planned investment, such as the state-of-the-art performing theatre venue, sound studios and workshops. Classrooms are well-equipped to support the delivery of technology enhanced learning and good quality dedicated base classrooms also provide an important identity for students in a number of professional and technical areas. Going forward, there is a need to continue to invest in learning resources and staffing consistently across the college, particularly to support new and emerging curriculum areas such as in health and care, construction and performing and creative arts.
- The college has developed strategically a range of digital learning platforms across the professional and technical areas, which are well-supported. It has invested significantly in the development of appropriate online learning tools and resources to support high quality curriculum delivery. Students have good access to, and use well, high quality learning and teaching resources. There is also an appropriate ongoing investment and focus on developing the digital skills of the lecturers. Across the college, curriculum programmes, such as in construction have also adopted a cloud-based e-portfolio to further support their use of technology enhanced learning to the benefit of the students.

Quality improvement planning to sustain improvement

- Quality improvement planning is a strategic priority and a key strength of the college. The self-evaluation is robust and clearly identifies the areas for improvement. The self-evaluation and quality improvement planning processes are well-embedded within an appropriate quality cycle across the college, including in the corporate units as well as at course team level. Across the curriculum and support teams, productive relationships and clear channels of communication have been established and support effectively the self-evaluation and quality improvement planning processes. An integrated monthly performance management system (IMPMS) is used effectively to monitor these processes across the college and support management reporting. Data is used and analysed well to set key strategic priorities and operational targets and to inform planning and improvement at all levels across the college. Feedback from students, staff and key stakeholders is used very well to inform planning for sustained improvement across the college. The summary of key findings for each of the professional and technical areas is presented to a high standard, reflecting clearly the college's focus on continuous and sustained improvement.
- The whole-college quality improvement plan is strategically well-informed, reviews comprehensively the impact of the progress made on addressing the previous quality improvement plan and targets, identifies the strengths and prioritises clearly the overarching areas for improvement, incorporating those identified at professional and technical level. The quality improvement plan is well-linked to the overall areas for improvement, makes effective use of data and presents appropriate and measurable targets; this incorporates actions to improve outcomes in essential skills.

Strategic and middle management

- Strategic and middle management is highly effective; it is characterised by a clear strategic vision, high levels of commitment and a strong ambition for excellence. Senior leaders have a very sound overview of key government strategies and current cross-sector initiatives and demonstrate clear strategic insight and vision in relation to supporting and addressing the local and regional industry and economic needs. They are also widely informed about best practice at national and international level. The college is responsive to local and regional government priorities, including the need to support social cohesion and economic growth. This has underpinned its key strategic priorities, which are effectively targeted at developing the priority skills, enhancing employment opportunities, delivering an innovative learning environment, addressing under-achievement and professionalising the workforce. Senior leaders have a clear understanding of the key challenges that will impact on the long term sustainability of the college's level 3 FE provision. Appropriate management information systems are in place to support and inform the work of the college.
- The governing body are well-informed about current developments in FE, and play a proactive role in the college's ongoing strategic development. Members have developed constructive working relationships across the college, are supportive of management, staff and students, and support sensitively and professionally the outworking of the college development plan. They meet regularly with management, staff and students in the college and provide an appropriate challenge role to management and staff to ensure ongoing improvements in the quality of the provision. The student governor is an integral member of the governing body, and provides a report at each meeting.

- Across the areas evaluated, there is strong evidence of highly effective leadership and management. Senior and middle leaders and course teams work collaboratively with employers and other stakeholders to plan a cohesive range of learning programmes that meet very well the needs of the students and local and regional employers. They have access to a range of reliable data which enables them to track, monitor and review effectively performance of the courses across the college. Communication between senior and middle leaders and staff is underpinned by collaborative working practices, particularly the integrated approach to monitoring the progress of students to overcome barriers to learning and progression.
- The college has made a considerable investment in the continuing professional development for staff, including the development of pedagogy, mentoring and digital skills to support high quality learning and teaching experiences for the students.

3. EXAMPLES OF EFFECTIVE PRACTICE

The following examples of effective practice were identified during the evaluation of the level 3 curriculum in the South Eastern Regional College:

1. **Construction: Project-Based Learning: Best Practice in Construction and the Built Environment.**

The use of project-based learning is a particular strength of the provision. In one project, students work well in groups with a client to develop a live conservation project. The project sets real constraints, such as listed building status, location and budget. There is regular contact and involvement by the client to set out the context and for the students to discuss and work with the client to develop ideas and to refine requirements. The project places responsibility on the groups to deliver a design that sets out a vision for the development and that meets the needs of the client. Through the project, the students can demonstrate that they are developing their vocational skills and knowledge along with a wide range of wider skills and dispositions such as collaborative and participatory skills, communication, trust and the ability to negotiate and compromise to reach a joint agreed outcome.

2. **Performing and Creative Arts: High quality learning opportunities developing students' employability, enterprise and work-ready skills through project-based learning.**

Project-based learning is highly developed within performing and creative arts (PACA) where students work collaboratively across the college, externally in the community and in businesses with many local and regional employers. Students in music, performing arts and media have direct access to a variety of events, venues and audiences; the creative therapy students benefit from excellent links with leading hoteliers, facilitating professional dialogue around business needs and changing trends.

The creativity and ingenuity in planning and facilitating these opportunities is rewarded with the high quality learning experiences that result. For example: the creative media students work in collaboration with the PSNI to communicate important social messages to youth in the community; and the creative therapy students provide staff well-being sessions for UNISON⁷.

Sector-leading learning resources enhance greatly the learning, giving students experiences which are close to employment in the industry. Examples include: the ultra-modern performing arts venue 'Space' located in Bangor; the state of the art spa therapy facility in Downpatrick, preparing students for work locally, nationally and internationally; and the live radio stations on each campus, enabling students to gain regular broadcasting experience. As a result, PACA students have very good opportunities to develop employability, enterprise and work-ready skills.

3. Science: High quality learning experiences for all science students

Across the wide curricular offer there is a continuous focus on ensuring science students have access to consistently high quality, engaging, relevant and challenging learning experiences, both in and outside the classroom, to prepare them well for the world of work.

The outstanding practice in planning for learning is predicated on: a comprehensive knowledge of the students' levels of prior attainment and experience, and their interests and career aspirations; the discerning implementation of innovative pedagogical practices; and the regular, robust evaluation and review of course content and delivery. The specialist expertise and skills of the full complement of staffing resource including lecturers, assessors and technicians is utilised effectively to enrich the learning experiences for all students. The belief that high quality pastoral care for a student starts with the well-planned lesson is lived out, with the students demonstrating high levels of motivation and reporting numerous instances where staff provided care and welfare which made an impactful difference to their retention and success.

Transversal, enterprise and subject-specific employability (such as analytical, practical and numerical) skills are infused and embedded through the theoretical modules and high quality enrichment activities within all courses provide highly relevant, engaging contexts for the progressive development of these skills. They are mapped across each course unit, with the focus on using every opportunity within each session to maximum effect for students to progress in their learning and skills development. High levels of participation and international competition success have demonstrated the quality of the students' transversal and technical skills, as seen by the outstanding success at the BT young scientist competition.

High expectations, collaborative working, clearly defined roles and responsibilities, regular consultation with students and employers, and engagement of staff in well-targeted, high quality continuing professional development have all contributed to this aim. As a consequence, the students gain up-to-date, comprehensive knowledge and skills and are very well placed to excel in their chosen subject, and to progress to the next stage of their learning and/or the world of work.

⁷ UNISON is the public service union representing staff who provide public services in the public and private sector.

4. AREAS FOR DEVELOPMENT

Going forward, the college needs to:

- continue to work collaboratively with other colleges, schools and key stakeholders, at all levels, to address the declining enrolments across the full-time level 3 programmes in the college, and to increase the number of post-primary pupils who should be benefiting from their engagement with the college to participate in high quality industry standard vocational learning and training;
- continue to increase part-time enrolments, in particular to the economically important areas of construction, hospitality and catering and travel and tourism;
- ensure a more consistent access for students to relevant work-experience placements, particularly in construction, engineering and travel and tourism; and
- continue to improve the outcomes in the essential skills at level 2.

Quantitative terms used by ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

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