



**2018/19**

---

**Whole College**

Quality Improvement Plan

## Contents

.....	1
<b>Contents</b> .....	2
<b>Section 1: Signed Assurance Statement</b> .....	4
<b>Section 1a: Introduction and Context</b> .....	5
Context and Updates from 2017/18.....	5
College Achievements in 2017/18 .....	6
Staff Upskilling and Development and Other Investment.....	6
Student Voice.....	7
Stakeholder Engagement and Curriculum Development .....	7
<b>Development of the Whole College Quality Improvement Plan</b> .....	9
<b>Performance Review of Agreed Actions</b> .....	12
<b>Review of College Further Education Data</b> .....	14
<b>Review of College Work Based Learning Data</b> .....	19
<b>Section 3: Review of 2017/18 Action Plan</b> .....	25
<b>Section 4a. Further Education Key Findings</b> .....	39
<b>Section 4b. Work Based Learning Key Findings</b> .....	41
<b>Section 5: Summary of Overall Effectiveness</b> .....	43
<b>Section 6: Summary of Performance by Professional and Technical Area/Project</b> .....	44
<b>Detailed Section 7 Returns</b> .....	46
1. Essential Skills: Adult Main Site.....	46
2. Essential Skills: FE.....	47
3. Essential Skills: Training .....	49
4. Professional and Technical Area: Supported Learning .....	51
5. Professional and Technical Area: Health and Social Care/Public Services/Counselling.....	53
6. Professional and Technical Area: Childhood Studies.....	55
7. Professional and Technical Area: Sport.....	57
8. Professional and Technical Area: Brickwork .....	59
9. Professional and Technical Area: Wood Occupations .....	60
10. Professional and Technical Area: Construction and Civil Engineering .....	61
11. Professional and Technical Area: Motor Vehicle .....	62
12. Professional and Technical Area: Plumbing and Heating .....	64
13. Professional and Technical Area: Electrotechnical Services and Security Alarms .....	66
14. Professional and Technical Area: Fabrication and Welding .....	67

15	Professional and Technical Area: Engineering FE .....	69
16	Professional and Technical Area: Access Engineering, Computing and Business, Humanities, Biological/Biomedical Sciences .....	70
17.	Professional and Technical Area: Community Based Learning .....	72
18.	Professional and Technical Area: Applied Science.....	73
19	Professional and Technical Area: School Partnership.....	75
20	Professional and Technical Area: Modern Languages .....	76
21	Professional and Technical Area: ESOL .....	78
22	Professional and Technical Area: A Level Fast-track.....	80
23	Professional and Technical Area: Second Year A Level.....	81
24	Professional and Technical Area: Travel, Tourism and Events .....	82
25	Professional and Technical Area: Hospitality.....	84
26	Professional and Technical Area: Business .....	86
27	Professional and Technical Area: Hairdressing, Barbering, Beauty Therapy and Media Makeup.....	88
28	Professional and Technical Area: IT WBL .....	90
29	Professional and Technical Area: Computing Technologies .....	92
30	Professional and Technical Area: Creative Media Production (Film & TV) .....	93
31	Professional and Technical Area: Creative Media Gaming and Multimedia .....	95
32	Professional and Technical Area: Print.....	96
33	Professional and Technical Area: Art and Fashion.....	97
34	Professional and Technical Area: Electrical/Electronic Engineering .....	98
35	Professional and Technical Area: Music / Music production .....	100
37.	Professional and Technical Area: HMP Maghaberry.....	102
38	Professional and Technical Area: Hydebank Wood College .....	104
39.	Professional and Technical Area: Bakery Skills .....	106
40	Professional and Technical Area: Financial Services .....	108

## Section 1: Signed Assurance Statement

### Section 1: Signed Assurance Statement

#### **ANNUAL SELF EVALUATION AND QUALITY IMPROVEMENT ASSURANCE TEMPLATE**

**This template should be completed by the chair of the governing body or management committee or by the business owner, and returned with other documentation related to the self-evaluation and quality improvement planning process outlined at section three of the Education and Training Inspectorate (ETI) publication 'Arrangements for evaluating the effectiveness of quality improvement planning in Further Education, Work-based learning and European Social Fund projects'.**

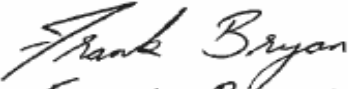
In my position as chair of the governing body/ management committee / owner I confirm that for the 2018/19 academic year and up to the date of signing the return:

- (i) The governing body/ management committee / business owner has received and reviewed the full submission as required by the Department, including the organisation's current annual quality improvement plan of prioritised key actions, that is informed by a robust and evidence based internal review of provision in line with the requirements of the ETI Inspection and Self Evaluation Framework (ISEF)\*.
- (ii) The organisation's quality arrangements reflect the effective practice described in Appendix 1 of the "Arrangements for evaluating the effectiveness of quality improvement planning in Further Education, Work-based learning and European Social Fund projects".
- (iii) The quality improvement plan takes account of feedback received as a result of this process in the previous year and any other feedback from the Education and Training Inspectorate that is in the process of being actioned.

**Please indicate here if you are not yet in a position to provide a full set of assurances:**

Partial assurance is being provided for 2018/19

Please set out below the areas in which you are not able to provide full assurance, together with an account of the action you are taking to ensure that full assurance can be provided next year.

Signature:   
Print name: FRANK BRYAN  
Position: GB CHAIRMAN  
Date: 28/11/18

## Section 1a: Introduction and Context

### Context and Updates from 2017/18

#### Mission statement

Governors of the College adopted the following mission statement in 2016/2017 which is the essence of the 2016–2020 *Leading the City to Work* Corporate Plan.

***“To make a fundamental impact on the economic and social success of the city of Belfast and beyond by equipping its people, employers and communities with the skills for work.”***

With this mission, the College seek to positively change people’s lives by providing high quality, accessible and relevant skills, education and training, which tackles disadvantage and drives economic growth. The Corporate Plan sets out the strategic direction for the period 2016–2020. The plan contains a vision, a mission and a set of four core values – Collaboration, Ambition, Respect and Excellence – that guide the approach Belfast Met takes as it works to achieve its vision of becoming a “World-class college that nurtures the talent and ambition of the city of Belfast and beyond”.

The College has identified four strategic aims, which provide the foundation upon which it will strengthen its position as a key partner in the success of the city of Belfast and the wider region. Each aim is supported by a set of strategic objectives.

#### Strategic Aims

1. Determined Relevance
2. Valued Reputation
3. Agile Response
4. Distinctive Reach.

The College’s current Curriculum Strategy, which aligns to these strategic aims is being revised in 2018/19 and will be launched in Spring 2019 as the College’s Delivery Framework following internal and external stakeholder review. The Delivery Framework will enable the College achieve the dual mandate of FE Means Success by:

- Taking a pivotal role in generating a strong and vibrant economy through the development of professional and technical skills, increasingly at higher levels, and by helping employers to innovate; and
- Supporting social inclusion by providing those with low or no qualifications, or who have other barriers to learning, with the skills and qualifications needed to find employment and to become economically active.

The Delivery Framework will ensure that the College will deliver programmes that best align to these aims irrespective of type or historic funding, will assist the College in building its reputation and sustainability and ensure that programmes that reflect external influencers such as Further Education Strategy – FE Means Success, the funding landscape and employer and the job market stimuli are offered. The Framework will also reflect key Government strategies such as, Youth Training Strategy, the Economic Inactivity Strategy and the Apprenticeship Strategy. The curriculum offer will be employing guiding principles underpinned by the College’s 4 Strategic Aims, so that all programmes are:

- Economically relevant
- Industry/sector validated
- Economically viable

- High quality
- Socially inclusive
- Progression focussed
- Future aware/focussed.

The Delivery Framework will be underpinned by the continuous recruitment of appropriate people; further investment into the staff CPD processes; updating our existing resources / infrastructure and through further development of local, national and international partnerships.

### College Achievements in 2017/18

This has been another successful year for Belfast Met and one in which the College has continued to ensure that it is achieving the strategic aims and objectives contained within its 2016–2020 *Leading the City to Work* Corporate Plan. The College has had a successful inspection by the Quality Assurance Agency (QAA) for its Higher Education provision and became the first college in Northern Ireland to achieve institutional approval by the Open University (OU), to support its Higher Level Apprenticeship strategy. It is also proudly supporting the Department for Economy's drive to ensure greater collaboration among the six regional colleges of Further and Higher Education by leading on the development of an overarching corporate plan and is the designated Curriculum Hub for Digital ICT. Students and staff have been rewarded for their skills and talents by collecting a range of regional and national awards. The total amount of awards for the year stands at an impressive 68 student, 14 staff and 9 corporate awards. The College is firmly embedded in Belfast City Council's ambitions and plans for the city. The City Deal in particular, offers tremendous potential and Belfast Met is playing a full and active part in helping to develop a strong Belfast City Region City Deal proposition. These achievements and activities all demonstrate that there is a strong collegiate culture that is being shaped and defined by the four core values of Collaboration, Ambition, Respect and Excellence. In addition, the College is heavily involved in the development of frameworks for Youth Training Programmes that will continue to be developed during 2018/19 for first delivery in 2019/20. The March 2018 Student Survey indicated an overall student satisfaction figure of 95%.

### Staff Upskilling and Development and Other Investment

The College has continued to invest in ongoing staff upskilling, professional development and is committed to building for the future, by investing in its teachers and leaders for tomorrow. The College undertook, through the Centre for Excellence, a comprehensive programme of training for staff; including preparing employees for the introduction of changes to General Data Protection Regulation (March 2018), training on the new CANVAS Virtual Learning system, comprehensive staff induction and bespoke management training branded 'Managing the Met Way'. The Centre for Excellence offers a range of pedagogically focused workshops, accredited programmes and also funds eligible candidates to undertake the Ulster Certificate in Teaching (CIT) and PGCE FE. Over 100 employees are currently involved in bespoke Leadership and Management programmes that are tailored to meet the needs of Belfast Met's senior managers, middle managers and aspiring managers.

The Centre for Excellence also manages the appraisal and observation process. 250+ observations were undertaken in 2017/18 across the 5 academic departments, which included 20 Ulster CIT and PGCE FE candidates. A further 6 observations were carried out within the College's subcontractor provision. These observations confirmed that the quality of teaching and learning was good, or better across the College and sub-contractors. All observations were underpinned by up-to-date training for observers again in 2017/18 including standardisation activities undertaken during October 2018, which will further support the 2018/19 cycle of observations.

The College became a Key Partner in a 2-year Erasmus+ funded project, which explores the process of moving an existing programme to a blended model and the development of a Toolkit to guide other Vocational and Educational Training (VET) providers in designing and implementing blended learning approaches. Partners in the Exploring Blended Learning Approaches for VET project (BLEND4VET), are City of Dublin Education Training Board (Ireland), H2 Learning Ltd

(Ireland), Tartu Vocational Education Centre (Estonia), Konig Willem 1 College (Netherlands), and CIFP Usurbil (Spain). This project provided an opportunity for staff upskilling and development.

Belfast Met made significant developments in the implementation of its Estate Strategy through the implementation of a number of projects including:

- Supported Learning Accommodation Phase 2 on the Millfield campus.
- Art Department Consolidation at Millfield.
- New Student Services Hub at Millfield.
- Support Services re-location to Castlereagh (Strategic Planning, Human Resources, Marketing & Design & IT).

### Student Voice

Belfast Met conducts two major surveys within each academic year that are open to all College students. The aim of the surveys is to gather feedback at course level, in order to identify areas for improvement and also highlight areas of good practice at both College and course level. The Spring 2018 Student Survey recorded a response rate of 31%. The results give a wealth of open and honest student feedback that can inform course teams and support the Self-Evaluation Review (SER) process. The survey indicated an overall student satisfaction figure of 95%, which is five percentage points above the College's annual student satisfaction targets of 90%. In Spring 2018, 90% of students indicated an overall satisfaction with the College digital provision, an increase of 5% since 2017. The same survey also showed that 86% of students were satisfied with our estate, agreeing that our facilities provided at the College helped them learn, a figure that is unchanged from the previous survey. 96% of students feel safe and secure and almost 90% are enjoying their course with 91% reporting that Belfast Met is an excellent place to study. Overall, 90% concluded that they had made the right course choice. The College will undertake a survey in November 2018 following consultation with Quality Improvement Branch in the Department for Economy on benchmarking questions to be used across all 6 colleges and decisions on student cohorts to be excluded from the survey due to their circumstances requiring a different type and approach to surveys.

### Stakeholder Engagement and Curriculum Development

Through the College's curriculum teams and the Centre for Skills and Apprenticeships, Belfast Met played a key role in supporting policy reform and worked with partners to shape a new offer for Youth Training, Apprenticeships and Higher Level Apprenticeships. The College continued to develop and invest in its training, apprenticeships and employability provision across the College, offering a broad range of high quality and economically relevant training and apprenticeships solutions. The first group of Level 3 Civil Engineering Apprentices completed their training programme in Summer 2018; with many progressing onto the new Higher Level Apprenticeship in Civil Engineering.

A Department for Economy Evaluation of the College Higher Level Apprenticeship provision was undertaken in March 2018 to establish if it was well aligned to key policies and Departmental priorities to support growth and skills development within Northern Ireland's economy. The team reviewed performance data, interviewed teaching staff, managers, students and employers. The final published report was a six-college sectoral report. Belfast Met received its individual 'not for publication' report that identified the provision as having 19 strengths and 5 areas for improvement. These have been incorporated into the College Quality Improvement Plan.

Belfast Met continued to lead the way in the Department for Economy's hugely successful Assured Skills programme. The College has provided approximately 55 academies through prestigious partners such as Deloitte and KPMG to date bringing over 1,000 graduates into employment. The latest figures show that 93% of Belfast Met participants secure good jobs in growth sectors upon completion. These academies offer staff CPD opportunities and have helped to shape new Higher Level Apprenticeships in Cyber Security and Networking Infrastructure and Cloud and Application Development.

Belfast Met continued to play a vital role in re-engaging those who have failed at compulsory level education, or who have been failed by the education system, by helping to identify pathways back to further education both in the community and on main sites. Through innovative work with a large number of community based organisations, the College continued to increase the participation in further and higher education of people who disengaged from education at an earlier stage in their life. Belfast Met launched its new Centre for Economic Development and Social Inclusion (CEDSI) in June 2018. The Centre brings together a cross-College capability in supporting business development, graduate pre-employment programmes, community programmes and social enterprise, research and development for business and training solutions for the long-term unemployed and economically inactive and for young people not currently in education, training or employment. During 2017/18 CEDSI launched the £3.5 million Futures Project which will see the College work with 800 marginalised and disadvantaged young people over the next three years on an innovative programme encompassing personal and social development, good relations and citizenship training that will provide pathways for participating young people into Further Education and Training. Project partners include NI Housing Executive, Start 360 and Southern Regional College.

29% of all College students in 2017/18 lived in the top 20% deprived areas in Northern Ireland referred to as Quintile 1 (Figure 1). 49% of College students who live in Belfast come from Quintile 1. Belfast Met recognises the significant barriers to education and learning that these students face and has in place a wide range of student support services designed to enable students to overcome these barriers and go on to be successful in their chosen programme of study. The most recent addition to the portfolio of student support services is the Student Wellbeing Team. This service offers a responsive support provision tailored to each student's individual need. The College also provided innovative and creative educational and vocational skills programmes tailored to meet the individual needs of students with moderate, severe and complex learning difficulties and it continues to grow its provision of education and skills in Northern Ireland's Prisons.

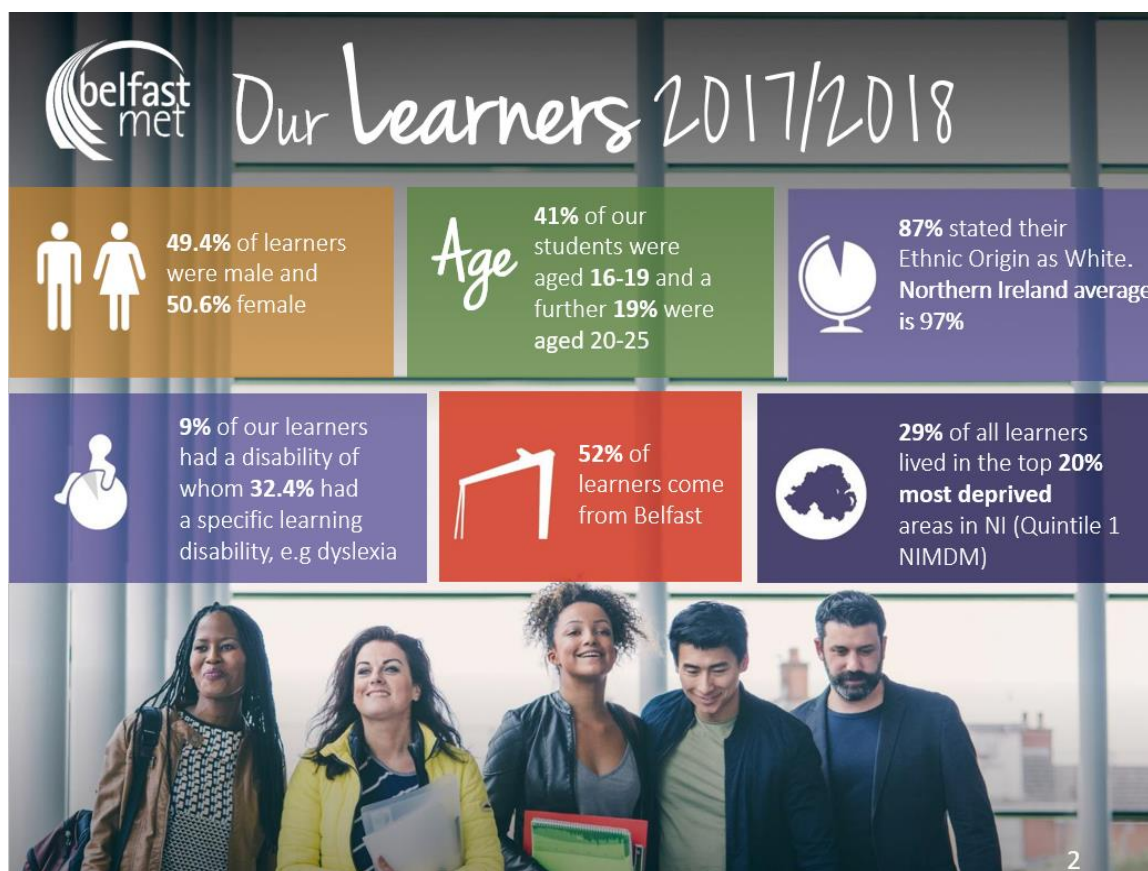


Figure 1: Student Profile 2017/18



## Development of the Whole College Quality Improvement Plan

The College is committed to providing the highest quality of learning experiences for all of its FE/WBL students. The Director of Curriculum and Student Success has overall responsibility for the quality of learning opportunities and, as a member of the Executive Team reports to the Education Committee of the Governing Body. The Director for Development is responsible for Work Based Learning programmes.

The College's Governing Body play a key strategic oversight role in the academic governance and management of FE and WBL provision. The outcomes and effectiveness of the self-evaluation and quality improvement processes are monitored and reviewed systemically by the Curriculum Quality and Engagement Committee of the Governing Body.

The College adopted the new Whole College Quality Improvement Plan (WCQIP) format circulated by ETI in September 2017 and created seven sections for the return due to Quality Improvement Branch in November 2017 following attendance at an ETI led session in October 2017 (Table 1).

The revised arrangements for the submission of an assurance statement and quality improvement plan to DfE introduced in 2017 has an assurance statement completed by the College's Chair of the Governing Body at its core. This statement formalises the Governing Body's role in assuring annual self-evaluation and quality improvement processes again for the 2018/19 academic year (section 1 above).

Section	Document Requirements
1	A signed statement of assurance that the College has appropriate arrangements in place to sustain improvement in the quality of its provision
2	A whole-College quality improvement plan, informed effectively by self-evaluation, that prioritises appropriate actions to address the identified key areas for improvement
3	A review of the College's previously submitted quality improvement plan including evidence of the impact of the actions taken to improve/sustain quality and outcomes;
4	A summary of the College's overall key strengths and areas for improvement
5	A summary of the College's own evaluation of its 'Overall Effectiveness' and the three contributory performance levels of 'Outcomes for Learners', 'Quality of Provision', and 'Leadership and Management' as identified in the ETI Inspection and Self-Evaluation Framework
6	A summary of the College's performance by funded programme/project informed by relevant data and performance levels;
7	A summary of the College's performance in each professional and technical area and in Essential skills

Figure 2 : Structure of 7 sections of the Whole College Quality Improvement Plan

The College has a systematic and responsive annual self-evaluation process that requires all areas to produce annual self-evaluation reports and quality improvement plans as part of the annual self-evaluation review process. Reflection on the revised process adopted for 2017/18 fed back that the new process allowed increased buy-in and ownership of the plan as a result of the new bottom up development process within the seven sections. Governors were briefed on

the new process in October 2017 and welcomed the new approach and the level of detail and granularity provided to them in the production of a return for each curriculum area.

Building on the new approach developed in 2017/18, Belfast Met collated its annual Whole College Quality Improvement Plan submission for 2018/19 through a series of planned stages from September 2018-November 2018. This again ensured that teams, managers and the Senior Leadership Teams collaborated and engaged in the development of the Quality Improvement Plan (Figure 1).

The College commenced the process for the Autumn 2018 submission by offering WCQIP support clinics with each Head of Department and management team to again explain the process and format for the WCQIP and agree the total number of Professional and Technical Area returns (referred to as section 7 templates). Belfast Met also ran an ETI led workshop on 10<sup>th</sup> October 2018 for Curriculum and Work Based Learning Managers. This session focused on effective self-evaluation and action planning.

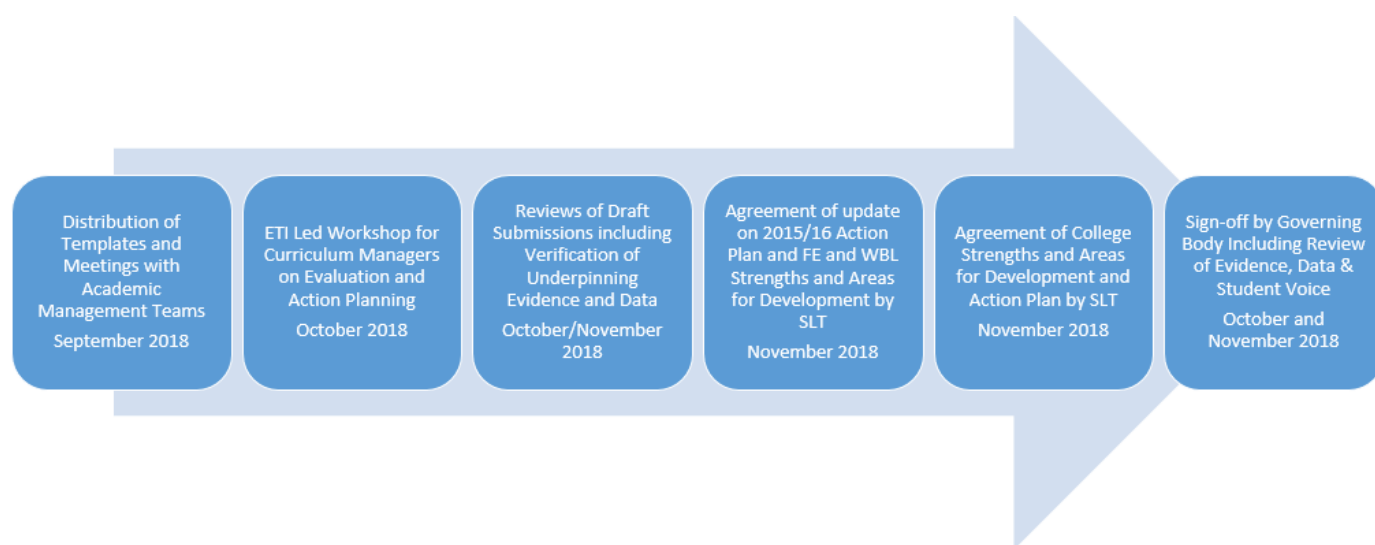


Figure 3: Process for Completion of the Whole College Quality Improvement Plan Autumn 2018

A support site with resources and support materials was also developed on the College Intranet to support managers and curriculum delivery teams to develop their draft returns. Where appropriate, it was agreed that FE, TfS and Apps NI provision should be included in the one return for a Professional and Technical Area where two or more modes of delivery operated, but with any specific strengths or area for development detailed for each specific mode. These Section 7 submissions were developed by curriculum delivery teams and Curriculum Area Managers for each of the identified 40 Professional and Technical Areas.

All Section 7 draft returns were then reviewed by the College Quality Manager, the relevant Head of Department and Director of Curriculum to ensure that statements could be evidenced and justified by data and other documents to substantiate the identified strengths and areas for development. These 40 returns were then collated into the Section 6 template, which is a detailed summary table of all of the Section 7 returns. In undertaking the completion of the section 7 returns the College was able to gather evidence to support the final completion of the action plan submitted in Autumn 2016 from these section 7 returns (section 3).

The College Executive Team, following on from reviewing the draft Section 6 and 7 returns, agreed that Further Education and Work Based Learning would pull through their own specific strengths, areas for development and performance levels (Section 5). These were agreed and signed off by the Senior Leadership Team along with the College level strengths; areas for development and the action plan for 2018/19 (sections 2 and 4). Drafts of these documents were provided to Governors during October and November 2018, which were underpinned by presentations on data, Student Voice survey results, other examples of initiatives and evidence to justify the performance levels for Further Education and Work Based Learning. This evidence-based approach demonstrating the impact of College initiatives and

activities helping to sustain the year-on-year improvements in retention and success enabled Governors to sign off the Whole College Quality Improvement Plan (Section 1).

## Performance Review of Agreed Actions

The College has undertaken a range of activities to address the areas for improvement detailed within the 2017/18 Whole College Quality Improvement Plan. A detailed review of the progress made against these areas for improvement is included in Section 3 below.

### Progress Overview

The College carried out ongoing monitoring and reviews of the 2017/18 Action Plan through its Quality and Performance Group meetings and through the monthly performance management approach with both areas reporting back each month on progress against agreed actions. There is also a review and reporting process to the Board of Governors' Curriculum, Quality and Engagement Committee.

In summary:

- 14 College Areas for Improvement were identified for 2017/18.
- Of these 12 areas for improvement are on track and have met their targets; two areas are still in progress.
- Key outputs and outcomes of initiatives undertaken to meet the 14 areas for improvement include:

#### **Student Engagement & Support**

- A new Centre for Student Engagement and Retention has been established.
- Student and stakeholder satisfaction rates have been maintained.

#### **Curriculum focused**

- The new curriculum structure has been fully implemented.
- The new Level 3 OCR Digital Media (Visual Effects) attained 100% pass rate in exams for its first year cohort. This is the programme teams first year delivering external assessment and the College's first OCR vocational area to complete external examinations.
- Youth Training pilots in Hair & Beauty, Health & Social Care and Fabrication & Welding were rolled-out in 2015/16 and were delivered again in 2016/17 following on from extensive reviews to delivery models with an additional pilot in IT.
- In 2017/2018 the College secured its Open University Institutional approval; therefore, in 2018/19 the College will offer two new HLAs i.e. HLA in Cyber Security & Networking Infrastructure and HLA in Cloud and Application Development.
- As part of Edexcel's phase two roll out of the new RQF Higher National qualifications (Levels 4 and 5), the College delivered five new RQF Qualifications, which included Computing, Construction & Built Environment, General Engineering, Aeronautical Engineering and Art & Design (Fashion pathway) for first delivery in 2017/18.
- Continued development in employer engagement is ongoing and is increasing the reach and relevance of our WBL programmes.
- In 2017/18 across the curriculum the College achieved 63 student awards and 16 staff awards.
- In 2017/18 FE teams across the curriculum took part in Edexcel 'Getting to know the Qualification' training and support events, this is to coincide with new BTEC national's framework for first teaching in September 2019 and the College's curriculum build for 2018/19 and 2019/20.

#### **Pedagogy & TEL**

- CANVAS has been on-boarded across the College, as the LMS.
- Centre for Excellence has rolled-out a wide range of needs led training including the development of 19 'mini module masterclasses' that address key pedagogical areas for development, for example:
  - Lesson planning.
  - Creating a learning environment.
  - Effective questioning.

- Developing critical thinking.
  - Developing effective assessment.
  - Assessment strategy.
  - Writing effective SERs.
  - Managing classroom dynamics.
  - Working with 'at risk' and vulnerable students – a guide for educators.
  - Managing student expectations.
- Centre for Excellence has ensured that all academic managers have received training in and been ratified competent for observations and appraisals. Also, standardisation for the observations process was introduced as a mandatory training requirement for all academic managers.
  - A range of product specific/area specific training was rolled out including, for example: - 'Migrating to RQF' and 'Teaching for Examinations'.
  - Over 250 academic observations that have been carried out, were seen as good or better in standard.

### **Organisational Excellence**

- The Values and Behaviours framework has been developed through consultation with staff and extensive internal cross-departmental development. This will now move into implementation and roll-out from January 2019.
- Management Information Systems have developed with targets being met on QlikView implementation and rollout of 'CAM on a page.'
- Management and leadership development has been boosted by the introduction of our Belfast Met bespoke 'Management Passport', and 46% of current managers had completed all modules by the end of 2017/18, with 86% of managers having started on the programme.

## Review of College Further Education Data

Rigorous monitoring of performance is achieved through a robust Performance Management Framework. This includes annual strategic reviews and monthly performance reviews at which departments are required to demonstrate their effectiveness, share their achievements and challenges and discuss their planned actions for the future curriculum planning.

### Overall Further Education Data:

Table 1 below shows the College's overall retention, achievement and success rates over the last four years using longitudinal data for Further Education. Retention remains very good; Achievement is also very good and Success rates are good.

Year	Retention	Achievement	Success
2014/15	87.41%	85.96%	75.14%
2015/16	87.66%	88.23%	77.34%
2016/17	91.77%	88.04%	80.79%
2017/18	89.24%	88.67%	79.13%

Table 1: College Data – FE programmes only extracted on 21/11/18

## Further Education Data: Full-time and Part-time

Table 2 below shows the College's overall retention, achievement and success rates over the last four years using longitudinal data for Further Education on a full-time (FT) and part-time (PT) basis.

- Retention on both full-time and part-time programmes remains very good.
- Achievement on both full-time and part-time programmes is also very good with full-time achievement rates on the cusp of outstanding.
- Success on full-time programmes remains at very good; with part-time programmes remaining at good.

The difference between full-time and part-time is explained when analysis is undertaken on a level basis in the tables below.

Year	Retention FT %	Retention PT %	Achievement FT %	Achievement PT %	Success FT %	Success PT %
2014/15	81.23	90.10	93.71	82.90	76.12	74.69
2015/16	81.48	92.22	93.67	84.64	76.32	78.06
2016/17	90.12	92.55	92.43	86.09	83.04	79.68
2017/18	89.37	89.18	89.56	88.23	80.04	78.68

Table 2: Performance by Further Education, Full-time and Part-time extracted on 21/11/18

### Further Education Data: By Level

Table 3 below shows the College’s overall retention, achievement and success rates over the last four years using longitudinal data for Further Education on a level of qualification basis.

- Retention on Level 1 has fallen slightly, but is still Outstanding in terms of ETI Performance Levels. Achievement remains at Very Good. Success on Level 1 programmes has decreased slightly by 2pp. Further analysis leads us to conclude that this decline is largely attributable to one particular professional and technical area and this is now under review.
- Retention on Level 2 is Very Good and both Achievement and Success rates also remain at Very Good.
- Retention on Level 3 programmes remains at Very Good despite falling by 3pp, Achievement has increased to Outstanding; Success also remains at Good despite falling slightly by 1pp. A further review of data shows that Part-Time Level 3 provision is responsible for this slight decline, as some Level 3 classes are used for study and upskilling in technical skills purposes only; with these students then not completing the accredited Qualification or taking the external examinations. The College will be looking to find an alternative routeway for students who do not wish to gain formal professional qualifications, but who wish to simply access professional and technical skills and/or knowledge to support them in current roles.

### Overall

Level	15/16 R %	15/16 A %	15/16 S %	16/17 R %	16/17 A %	16/17 S %	17/18 R %	17/18 A %	17/18 S %
<b>0/1</b>	95.14	85.15	81.01	95.06	85.53	81.31	<b>92.81</b>	<b>85.47</b>	<b>79.33</b>
<b>2</b>	89.83	86.53	77.73	91.85	89.06	81.80	<b>89.02</b>	<b>88.66</b>	<b>80.38</b>
<b>3</b>	82.55	91.15	75.24	89.45	89.01	79.62	<b>85.78</b>	<b>90.96</b>	<b>78.16</b>

Table 3: Performance by Further Education by level extracted on 21/11/2018



Table 4 below shows the College’s overall retention, achievement and success rates over the last three years using longitudinal **data for Further Education on a level of qualification basis for full-time programmes.**

- Level 1 Retention has fallen by 5pp from Outstanding to Very Good and Level 1 Success has fallen 6pp to Good. These declines are due to one curriculum area, which is currently under review.
- Level 2 Full-Time Retention remains Very Good. The Department for Student Success is reviewing the admissions model for this programme level and has also reinforced the availability of its services at all departmental staff meetings; this is to ensure that staff are aware of the wide range of services available to their students.
- Level 3 Retention is Very Good and is on the cusp of Outstanding. Achievement has remained as Outstanding and Success rates are also remaining as Very Good.

### Full Time

Level	15/16 R %	15/16 A %	15/16 S %	16/17 R %	16/17 A %	16/17 S %	17/18 R %	17/18 A %	17/18 S %
<b>0/1</b>	82.69	95.35	78.85	90.00	91.11	82.00	<b>84.42</b>	<b>89.23</b>	<b>75.32</b>
<b>2</b>	80.99	92.39	74.83	89.16	91.06	81.19	<b>84.01</b>	<b>87.16</b>	<b>78.19</b>
<b>3</b>	81.58	93.98	76.67	90.50	92.59	83.80	<b>89.54</b>	<b>90.50</b>	<b>81.03</b>

*Table 4: Performance by Further Education Full-time by level extracted on 21/11/18*

Table 5 below shows the College’s overall retention, achievement and success rates over the last three years using longitudinal **data for Further Education on a level of qualification basis for part-time programmes.**

Level 1 part-time retention rates remain as Outstanding and achievement rates remain a Very Good. Success rates have decreased by approx 0.5pp, which indicates a decrease from Very Good to Good.

Level 2 part-time retention rates remain as Outstanding. Achievement rates remain Very Good. Success rates have also remained Very Good.

Level 3 retention rates have seen a decline but remain Very Good. Achievement rates have increased and are now Outstanding. Success rates remain as Good. This is attributable to students who enrol in classes for study or skills development but do not complete the qualification or sit the examination. A review of students not completing a qualification or sitting the exam, is part of the Quality Improvement Plan for 2018-19.

### Part Time

Level	15/16 R %	15/16 A %	15/16 S %	16/17 R %	16/17 A %	16/17 S %	17/18 R %	17/18 A %	17/18 S %
<b>0/1</b>	95.58	84.84	81.09	95.23	85.35	81.28	<b>93.28</b>	<b>85.28</b>	<b>79.55</b>
<b>2</b>	93.85	84.23	79.05	92.90	88.32	82.04	<b>91.02</b>	<b>89.21</b>	<b>81.20</b>
<b>3</b>	84.71	85.01	72.01	88.08	84.24	74.20	<b>80.77</b>	<b>91.63</b>	<b>74.01</b>

*Table 5: Performance by Further Education Part--time by level extracted on 21/11/2018*

## Review of College Work Based Learning Data

### Work Based Learning

#### Overall

The College's Work Based Learning (WBL) data has been reconciled by the Centre for Skills and Apprenticeships with each Professional and Technical curriculum team. The Section 7 template summaries for the College's Quality Improvement Plan submission were completed and these contributed to the College WBL SER and also contributed to the Whole College Quality Improvement Plan process, as outlined previously, with a strong focus on data, employer and student voice.

There has been continued integration of the WBL provision within the College, as evidenced by monthly case conferences and performance reviews. WBL performance data tables have also been included in the College ISEF template to ensure a standardised approach by curriculum teams. All student and employer surveys have been analysed by WBL teams to provide further evidence bases.

The HLA performance data was finalised and submitted to Department for Economy Quality Improvement Evaluation (April 2018).

#### Training for Success - Skills for Work Level 1 (Routeways)

Level 1 provision relates to students with learning difficulties and / or disability (Routeways). Over the three-year period, retention has ranged from Good to Outstanding and achievement has ranged from Very Good to Outstanding. Progression has varied over the three-year period, due in part to the nature of difficulties experienced by the young people on this programme.

Due to the compliance regulations and impact on the new TfS 2017 programme, students for this area have been directed to the FE provision rather than Training for Success. This has been undertaken with relevant DFE Careers Officers and the curriculum management and will be further reviewed when the new Youth Training programme has been confirmed.

Year	Retention	Achievement	Progression
2014/15	94%	81%	38%
2015/16	76%	100%	70%
2016/17	90%	100%	100%
Overall	86%	94%	70%

Table 1

#### Training for Success - Skills for Work Level 2

Over the three-year period, within the data table below, it has been recorded that Retention has been indicated as an Important Area for Improvement for this programme (Table 2). This has been noted by the College's Centre for Skills and Apprenticeships and curriculum teams and currently overall Retention for 2016/17 TfS Level 2 for the Whole College Quality Improvement Plan was 70%; an improvement on the prior years. Achievement has ranged from Good at 77% to Very Good at 85% and overall Very Good at 82%. Progression has ranged from Very Good at 88% through to Outstanding at 93%, overall Outstanding at 91%.

Year	Retention	Achievement	Progression
2013/14	60%	77%	88%
2014/15	60%	85%	93%
2015/16	58%	81%	92%
Overall	60%	82%	91%

**Table 2**

### Apprenticeship Level 2

Over the three-year period, retention has ranged from Good at 73% through to Very Good at 81% and overall is Good at 79% (Table 3). Achievement has been Outstanding at 98% overall for the three year period and Progression is also overall Outstanding at 100%.

Year	Retention	Achievement	Progression
2013/14	81%	99%	100%
2014/15	81%	98%	100%
2015/16	73%	97%	98%
Overall	79%	98%	100%

**Table 3**

### Apprenticeship Level 3

This provision has evidenced the strongest results over the three year period (Table 4). Over the three year period, Retention has ranged from Very Good at 82% through to Outstanding at 90%, and Overall Very Good at 86%. Achievement is overall Outstanding at 99% and Progression is also Outstanding at 100% throughout the three-year period..

Year	Retention	Achievement	Progression
2013/14	82%	100%	100%
2014/15	84%	99%	100%
2015/16	90%	99%	100%
Overall	86%	99%	100%

**Table 4**

Areas for Improvement		
Timescale for Deliverables 2018-19		
Objective	Rationale	Owned by
<b><i>Undertake a whole college review of current retention strategies and practices and implement cross-college procedures to ensure consistent best practice.</i></b>	To: -  <i>Improve retention, achievement and success across FE programmes</i>	DoC
<b><i>Review of the model of delivery for Level 3 professional courses to provide new pathways for non-examination candidates.</i></b>	To:-  Ensure that annual data pull isn't skewed by cohort of professionals who wish to obtain knowledge/skills, but who have no intention of achieving the end qualification and ensure that the learning outcomes for new models align closely to identified needs	DoC
<b><i>Further develop and embed pedagogical upskilling at all levels across the curriculum, including ongoing and new programmes and activities to drive up standards in the appropriate use of TEL; use of and embedding of Project Based Learning as a core methodology across the College.</i></b>	<b><i>Coming out of the new Curriculum Delivery Framework (Jan 19)</i></b>  <i>To: -Continue to drive up teaching and learning standards at every level across the college</i>	DoC & HoCfE
<b><i>Strengthen industry linkages to ensure every relevant course has high impact, innovative and leading edge industry relevance, beyond the programmes that already lead the sector through employer and stakeholder involvement and engagement. This needs to be the standard across all Schools.</i></b>	To: -  Increase employability for learners and ensure academic staff are regularly upskilled, industry knowledgeable, and meeting industry standard. Additionally, to maximise relationships in terms of securing placements and apprenticeships for our learners	HoS & CFS&A

<p><b><i>Further develop and embed the Met Lecturers Development Cycle – linking inductions with initial training/planned development work (new Start Support programme/CIT/L4 Teaching Excellence programme etc.) through to observations feedback linked to appraisal and ongoing targeted CPD tied into the 2-day February Staff Development Conference and back into observations feedback.</i></b></p>	<p>To: - Ensure that all training, development and support opportunities are targeted, tailored and relevant to the individual lecturer to maximise impact.</p>	<p>Head of Excellence</p>
<p><b><i>On-boarding of our New LMS, CANVAS, and the development of blended learning across the majority of curriculum provision and across all levels of programme.</i></b></p>	<p>To: - Increase levels of student engagement, satisfaction and raise achievement rates through the use of the most appropriate technological platforms and blended methodologies.</p>	<p>Head of Excellence</p>
<p><b>WBL</b></p>		
<p><b><i>Further develop segmented approaches to support the broadening of the WBL curriculum offer over the 2018/2019 year and to improve recruitment for Skills and Apprenticeship programmes in line with College growth and development aspirations, in line with the WBL Development Framework for the period 2018/2021.</i></b></p>	<p>To: - Commence implementation of the WBL Development Framework 2018/21 to drive development, improvement and growth across the Skills &amp; Apprenticeships platform and to ensure that the College is fully responsive to Government policy &amp; strategy developments during a period of reform. To expand the curriculum across WBL provision across key target sectors in alignment with the College’s Curriculum Delivery Framework.</p>	<p>Head of CfSA</p>
<p><b><i>Further develop strategies and implement actions to drive and deliver improvements in learner and apprentice retention, achievement and progression across the WBL provision.</i></b></p>	<p>To: - Ensure that we optimise every programme across the WBL provision with a clear focus on learner retention, achievement, progression &amp; success and all that</p>	<p>Head of CfSA</p>

	impacts on that, to enable every learner and apprentice to have the best experience and outcomes on their chosen course, in alignment with the College's Curriculum Delivery Framework.	
<b><i>Further develop enhanced approaches to underpin the Trainer Assessor model and alignment with mainstream FE solutions and further develop the Skills &amp; Apprenticeship staffing infrastructure to further develop the relationship between learners and employers.</i></b>	To: - Implement and embed our strategy and associated curriculum development plan, business plan and financial plan and to ensure our internal structures, resource models and people skills are fit-for-purpose to achieve success. The transition to an improved model of skills and apprenticeships within the College to put in place a robust structure and pathway for the 3-year transitional period ahead in 2018/21.	Head of CfSA
<b><i>Further expand and embed the use of e-portfolio solutions to underpin Skills and Apprenticeship programmes in order to support improved engagement with learners and employers across the WBL provision.</i></b>	To: - Increase levels of learner and apprentice engagement, satisfaction and raise achievement rates through the use of the most appropriate technology based platforms and blended learning methodologies and to ensure the College provides the platform to support employer demand for apprenticeship training solutions.	Head of CfSA
<b><i>Further strengthen employer engagement to support delivery of the WBL Development Framework to drive growth and diversification across our skills and apprenticeship provision. To do this, it will be critical to place employers at the centre of our strategic ambition and planning process. This needs to be the standard across all strands of WBL provision.</i></b>	To: - Capitalise on the opportunity to further support employers to navigate the skills and apprenticeships system, and to develop long-term strategic industry relationships. Therefore, our development activities with employers must continue to place employers in the wider context of workforce development planning with a view to maintaining long-term strategic relationships.	Head of CfSA

**\*This is our high level implementation plan and a detailed action plan sits underneath this as part of our Whole College Quality Improvement process framework.**

Quality Improvement Plan – addressing College wide ongoing development needs in 2018-19		
Objective	Rationale	Owned by
<b><i>Recruitment and retention of exceptional staff across all teams in the College remains a significant challenge. There are issues surrounding starting salary points; skills shortages that the sector cannot respond to, and competition within the FE/HE sector that definitely impact the College’s ability to attract, recruit and retain the talent we aspire to, and which our learners deserve.</i></b>	<p>To:-</p> <p>Benchmark possible ways to attract hard to engage/skill sector shortage related staff with other colleges &amp; universities – including innovative ways to engage industry professionals through PTL and other ways.</p> <p>To:- Propose new models for attraction, employment, retention and succession planning within the stricture of public sector (and NDPB) allowances, and employment law.</p>	Head of HR
<b><i>Communication that the College recognises as being an ongoing issue across all levels and departments. Much headway has already been made coming out of the Staff Engagement survey (2017) and this work is planned to continue during 2018-19.</i></b>	<p>To:-</p> <p>Continue to focus on developing effective communications across the College with a focus on the on-boarding and roll out of the new staff intranet as the primary communications vehicle</p>	Head of Corporate & Strategic Planning
<b><i>Continued improvement in Teaching &amp; Learning, including the appropriate use of TEL in the classroom.</i></b>	<p>To continue with:-</p> <ul style="list-style-type: none"> <li>• Bi-annual management led observations and appraisals process, and the bi-annual conversations:-</li> <li>• Quality Audit schedule &amp; Drop-in Quality Clinics</li> <li>• Pedagogic Training – reskilling/upskilling and quality standards</li> <li>• TEL Training &amp; Support</li> <li>• Teaching &amp; Learning Mentors (TALMs) programme</li> </ul>	Head of Excellence

This is our overarching implementation plan for cross-College, ongoing quality focused development. A detailed action plan outlines specific, measurable activities.



### Section 3: Review of 2017/18 Action Plan

This section is a review of the College’s previously submitted quality improvement plan including evidence of the impact of the actions taken to improve/sustain quality and outcomes

Theme	Action	Intended Impact	When: Target Date	Who	Activities Undertaken. Impact and RAG
Determined Relevance Distinctive Reach Agile Response Collaboration	Undertake further digitisation of the curriculum and support processes to widen curriculum pathway opportunities and enable automation of core processes.	Sustain students’ overall satisfaction rates at 90% in line with the Corporate Plan target.	<b>June 2018</b>	DoC DoT DoD	<p><b>GREEN – College is on track in relation to its Digital Strategy and Curriculum rollout</b></p> <p>The College is committed to a responsive and relevant curriculum. The primary focus in 2017/18 was the rollout of CANVAS as the new student management system to replace Blackboard, which is detailed in the section below. Other activities have also been undertaken across the year. Additionally, moving forward, the College is part of a regional group where the six Further Education Colleges have agreed a shared vision for the provision of information systems, learning technology and the supporting processes that facilitate delivery of high quality teaching and learning. This is designed to meet the needs of staff and students, both now and in the future.</p> <p>The Department for Student Success has provided an online induction alternative to compliment course specific induction over the last number of years; this has been migrated across to the College’s new Student Management System CANVAS. This department has also migrated its library site over to CANVAS and invested significantly in electronic resources and staff and class inductions to support students in using these resources. The library has seen a significant year on year increase in the usage as a result.</p> <p>The Centre for Skills &amp; Apprenticeships have been developing the key components of the College’s three-year WBL development framework, which was approved during the 2017/18 year for implementation during 2018/19, including expansion of the WBL curriculum offered, as well as the enablement of automation of associated core processes. As part of the TEL operational plan for the Centre for Skills &amp; Apprenticeships, all new WBL Apprenticeships NI provision will be delivered via Learning Assistant embedded with the support of CANVAS. Via the Microsoft Teams</p>

				<p>App, within the Content Library there will be a designated file holding the PMP for each of the vocational areas in accordance with the standardised processes provided by the Curriculum Quality Assurance Team. The teams within the Centre for Skills &amp; Apprenticeships will use Microsoft Teams as a vehicle to hold centralised documents in the Collaborative Space &amp; Staff Library areas, enabling open access and review of these processes digitally to the wider team. An example of the documents held here will be the CAMERA Strategy etc.</p> <p>During 2017/18, The College's IT Department introduced a Classroom Laptop Booking process that allows lecturing staff to book a Lapsafe containing 25 laptops for use in a standard classroom. These fully-charged and operational laptops are delivered directly into the classroom, so that students can participate in ad-hoc IT lessons or undertake research without the teaching staff having to book a specialised IT classroom. This facility has proved to be extremely popular with more than 1000 bookings made to date. The IT Dept has also worked with curriculum colleagues to transform the teaching in SLDD through the innovative use of technology. They piloted the use of iPads and large interactive touchscreens in SLDD and put in place dedicated support for the technology within SLDD. This has transformed the lives of students and led to awards for the SLDD staff involved.</p> <p>Belfast Met reviewed its IT security arrangements and introduced a 20-character Pass Phrase for all users within the College. This follows the latest National Cyber Security Centre guidance and provides a much more secure facility for students while using the College systems. A major benefit is that these Pass Phrases do not expire; so students will not have to change their Pass Phrase during their academic year facilitating access to CANVAS and e-resources.</p> <p><b>New Equipment</b></p> <p>During this academic year, Belfast Met has replaced approximately 700 end-user computers. All current computers are now less than 5 years old. In addition, the IT Dept. replaced all Apple computers with high-powered workstations, as requested by our curriculum staff.</p>
--	--	--	--	---

					<p>A new Managed Print Solution was introduced during the year. Belfast Met now has approx. 230 new printers throughout the College with modern secure printing facilities available for both staff and students.</p> <p>Within the curriculum, classroom observations have confirmed the use of Technology Enhanced Learning for Learning and Teaching purposes with some teaching teams using e-portfolios and other innovative assessment and feedback methods to support students.</p>
<p>Determined Relevance</p> <p>Distinctive Reach</p> <p>Agile Response</p> <p>Collaboration</p>	<p>Continue the review of curriculum to ensure its relevancy, reach and quality including the development of new partnerships and roll-out of new curriculum including HLA provision.</p>	<p>Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.</p>	<p><b>June 2018</b></p>	<p><b>DoC</b></p> <p><b>DoT</b></p> <p><b>DoD</b></p>	<p><b>GREEN – Belfast Met has met its planned curriculum review targets for 2017-18</b></p> <p>Belfast Met's Corporate Plan sets out the strategic direction for the College from 2016-2020 which reinforces the College's dual mandate to support economic development and social inclusion and commitment to an agenda of economic inclusion.</p> <p>Belfast Met works with internal and external stakeholder to ensure that its offer is relevant in terms of the NI Skills Barometer, Programme for Government and government strategies as well meeting the College's dual mandate.</p> <p>In 2017/18, Belfast Met developed new Higher Level Apprenticeship provision through the introduction of Civil Engineering, Cyber Security &amp; Networking Infrastructure and Cloud &amp; Application Development. Further, through strategic employer engagement and partnership development, the College continues to play a key role in the development of curriculum for Apprenticeships NI within the Financial Services, Retail and Hospitality &amp; Tourism sectors, with the Centre for Skills &amp; Apprenticeships working in collaboration with curriculum school partners to actively engage with employers to understand the needs and requirements for the development of curriculum in these areas. The new curriculum provision within the Apprenticeships NI pathway has been further developed during 2017/18 in relation to curriculum and product development, employer engagement and on-boarding of the of the training delivery team. The scheduled rollout for this new provision is targeted for Quarter 3 2018/19 across a range of professional &amp; technical areas at Level 2 &amp; Level 3. Further, the College developed a range of new curriculum to support the delivery of its strategic objectives in relation to the relevance, reach and quality of its provision, with the introduction of Skills for Industry and College</p>

				<p>Connect provision. The broadened provision is across the following areas, Business Administration, Customer Service, Financial Services, Management &amp; Team Leading, Retail, Sales &amp; Telesales. In 2018/19, the Centre for Skills &amp; Apprenticeships will be involved with Task Groups formed by DfE to give input and direction towards the development of new Apprenticeships NI frameworks for a range of areas, including, ICT, Hospitality, Tourism and Retail. This will be delivered in partnership with employer partners, sectoral bodies and College partners to develop qualifications which have relevant currency linked to employer needs in the modern day workplace.</p> <p>The College launched a new programme called Futures for young people aged 16-24. Futures is a partnership between Belfast Met, Start360, NI Housing Executive and Southern Regional College operating in Greater Belfast and the wider region to enhance the capacity of young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society. The Project is funded by European Union's PEACE IV Programme, managed by the Special EU Programmes Body (SEUPB). Futures works with young people for six months to engage them in personal development, good relations and citizenship. Participants grow in confidence, gain new skills for life and work, achieve an OCN Level 2 qualification in Personal Success and Wellbeing, community volunteering experiences and have a mentor to support them through the programme. They also get incentives such as a daily attendance fee, free travel and assistance with childcare and refreshments.</p> <p>Belfast Met offers education within Hydebank Wood College and Maghaberry with significant investment secured to improve the learning and skills accommodation in both locations to support students with gaining skills to support future employability and transition back into society. Enrolments have increased year on year in both locations as there is now structured College input into the committal process to ensure that students are signposted to and engaged on the relevant programmes as early as possible, with 100% of new committals offered Induction. There has also been an Increased focus on provision of one to one support to meet specific needs of students as identified via initial assessments and safer custody which is supporting an increase in student achievement.</p>
--	--	--	--	--


<p>Determined Relevance</p> <p>Distinctive Reach</p> <p>Agile Response</p> <p><i>Collaboration</i></p>	<p>Review current effective employer engagement strategies to include recruitment and understanding of curriculum and compliance arrangements</p>	<p>Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.</p>	<p><b>June 2018</b></p>	<p><b>DoC</b></p> <p><b>DoT</b></p> <p><b>DoD</b></p>	<p><b>GREEN – currently the College has met its targets and will continue to work to develop this aspect of our business</b></p> <p>The Centre for Skills &amp; Apprenticeships employer engagement team has actively engaged with employers and students and successfully recruited a strong pipeline of Apprenticeships NI students across the areas detailed above, with a programme start date scheduled for quarter 3 2018/19. Also, for all new Apprenticeships NI areas, the Centre for Skills &amp; Apprenticeships team has ensured that the delivery model complies fully with College quality processes in terms of DfE, Awarding Body QAP, IQA &amp; EQA. The team has taken a quality focused approach to the curriculum and will ensure that the product development here is aligned to College plans i.e. Project Based Learning, Blended Learning, TEL, VLE and innovative and creative assessment methodologies</p> <p>The Centre for Skills &amp; Apprenticeships recruited a new employer engagement team during 2017/18, the key function of which is to develop strategic employer partnerships to support the delivery of the 2018/19 business plan and targets. This will be at a national, regional and local level and will take into consideration the changing landscape of policy developments ensuring that the College has short, medium and long term employer engagement strategic and operational planning which will be College wide. The team within the employer engagement function includes the Trainer Assessor team, which will allow for an agile response to employer demands for WBL training and allow for the innovative and creative approach to the delivery of Apprenticeships NI WBL training across the breadth and depth of the provision. The centre has a focused account management process for employers which will ensure that our core focus of building long lasting employer relationships will be effectively achieved and maintained. The employer engagement management team will focus on providing employer partners with a holistic approach to training solutions across the whole College and act as the conduit to effectively connect employers to the right people within the wider College teams. This will be achieved by actively reviewing the employer partners whole business in terms of a TNA that will scope out the potential areas for growth and development across the College as unified entity.</p>
--	---	--	-------------------------	---	--

<p>Determined Relevance</p> <p>Distinctive Reach</p> <p>Agile Response</p> <p><i>Collaboration</i></p>	<p>On-board CANVAS to support the development of blended learning and improved tracking of student achievement.</p>	<p>Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.</p>	<p><b>June 2018</b></p>	<p><b>DoC</b></p> <p><b>DoT</b></p>	<p><b>GREEN – The CANVAS onboarding is on track</b></p> <p>The College successfully on-boarded its new Student Management System (LMS) 'CANVAS' throughout 2017/18, in preparation for 'live' usage for the 2018/19 academic year. Was managed by the TEL team within the Centre for Excellence using a range of approaches and strategies. These included:</p> <ul style="list-style-type: none"> <li>• 1,132 [749 academic] staff enrolled on 'a Welcome to CANVAS' course – available, to all staff, since Sept 2017</li> <li>• 180 staff attended face-to-face 'Welcome to CANVAS' introductory training</li> <li>• 41 staffroom lunchtime engagements were delivered by the CfE TEL Team</li> <li>• 11 CAMs booked 20 Blackboard to CANVAS migration workshops for their teams</li> <li>• CANVAS hosts (for 2018/19) 653 courses (of which 615 are 2018/19 curriculum courses provide by the College's 5 schools)</li> <li>• All 13,731 2018/19 students have been automatically added to CANVAS as 'users' and automatically enrolled to their QL specified courses and cohort group and also enrolled onto 'common-to-all' CANVAS courses, including Student Induction Student Support Services, Library Services and CANVAS for Students</li> <li>• All 749 academic staff have been automatically added to CANVAS, as 'users' and automatically enrolled to their QL specified courses and cohort group</li> <li>• 615 PMP courses were created within CANVAS for 2018/19 (aligned to the 615 academic courses) and all associated staff automatically enrolled to their corresponding PMP course</li> <li>• Over 2,000 Blackboard sites have been copied (stored on a BMC IT server). Requests for access result in material being copied to a temporary CANVAS site - accessible for up to two weeks.</li> <li>• CANVAS Help - ticketing system in place, agreed with BMC IT and manned by CfE TEL Team</li> <li>• New plagiarism software (UniCheck) integrated with CANVAS</li> </ul> <p>With the 'CANVAS' Student Management System (LMS) now 'live' across Belfast Met (from Sept 2018) the Centre for Excellence 'Technology Enhanced Learning' (TEL) team are busy focused, this academic year, on:</p> <ul style="list-style-type: none"> <li>• Driving up CANVAS usage / adoption amongst teaching staff – by providing more face-to-face and online CANVAS training</li> </ul>
--	---	--	-------------------------	-------------------------------------	--

					<ul style="list-style-type: none"> <li>• Fostering best practice usage of CANVAS core functions – such as adding rubrics to assignments; enabling peer-to-peer assessment; embedding interactive video content and much more.</li> <li>• Promoting the creation of exemplar ‘Blended Learning’ courses across the College through new face-to-face training workshops like ‘Blended Learning Fundamentals’ and ‘Blended Learning Implementation’ – that focused on transforming existing Schemes and Work (SoW) and lesson plans (LP)</li> <li>• Enabling formative assessment and ‘differentiated’ learning – through the promotion of a range of TEL software products that link well to CANVAS (such as the ClickView video platform and ‘Nearpod’ (an interactive presentation and assessment tool)</li> </ul>
Distinctive Reach  Valued Reputation  <i>Collaboration</i>  <i>Excellence</i>	Further review the current admissions and pre-entry guidance processes and identify further specific areas for improvement ensuring the optimum number of full-time students are recruited to courses at an appropriate level	Sustain students’ overall satisfaction rates at 90% in line with the Corporate Plan target.  Sustain or improve improved student retention rates, achievement and success rates in 2017/18			<b>GREEN – targets achieved</b>  An annual review of admissions was carried out for the academic year in autumn 2017 as per the established annual admissions review process. The 2017 review had a specific emphasis to make recommendations designed to enhance the process for the 2018/19 admissions. Identified changes were made to and implemented after endorsement by the College-wide Admission and Enrolment group which meets across the year from October to August. Focus groups were undertaken with students to evaluate the effectiveness of the process for FE and Training students. The purpose of these reviews was to establish if there were barriers to applying/entry to courses and as part of the admissions review. The review also evaluated the use of Pre Entry Advice and Guidance (PEAG) sessions to ensure that they were fit for purpose. Standardised materials were produced for PEAGs for 2018/19 entry to improve the quality of delivery particularly in relation to the level of corporate content. Further review is planned for Autumn 2018 to support
Distinctive Reach  Valued Reputation	Continue to improve retention, achievement and success on Further Education and Essential Skills programmes with a particular focus on those from a Widening	Sustain students’ overall satisfaction rates at 90% in line with the Corporate Plan target.  Sustain or improve improved student retention rates,			<b>AMBER – The College has achieved much of what was planned within 2017-18 however there are still several areas that are under scrutiny and are the subject of continued focus and review</b>  The College continues to provide support mechanisms for enrolled students to assist them in overcoming barriers to entry or issues that arise when on programme to help students remain on programme and achieve. During the pilot the Wellbeing team also supported Level 2 students but has now been extended to all students.

<p><i>Collaboration</i></p> <p><i>Excellence</i></p>	<p>participation background through attendance monitoring, course intervention and student support strategies such as resilience and emotional well-being building.</p>	<p>achievement and success rates in 2017/18</p>			<p>The now mainstreamed Wellbeing Team within the Department for Student Success supported students from disadvantaged backgrounds across 2017/18 supporting 87 students across the following areas:</p> <ul style="list-style-type: none"> <li>• 25 Homeless or those at risk of becoming homeless students</li> <li>• 11 Single young Mothers</li> <li>• 10 students from in Care / from a care experienced background</li> <li>• 18 Young Carers</li> <li>• 6 students from a Criminal background</li> <li>• 17 transgender students</li> </ul> <p>In addition, the Centre delivered 150 awareness raising workshops to 2,545 students. The main themes were resilience and mental health and involved a number of external agencies.</p> <p>The Finance team within Student Success also provided targeted support services through making the additional support fund available to engage students with a student difficulty, disability or long term medical condition. This work generated additional support of £531,504 in 2017/18.</p> <p>Promote progression opportunities available to students through academic and job fairs and bespoke careers information and advice.</p> <p>Curriculum Managers and teams have promoted College services through induction and pastoral care processes with student feedback agreeing with the high levels of support available from curriculum teams. This also is evidenced in the section 7 returns within the document too.</p>
<p>Distinctive Reach</p> <p>Valued Reputation</p> <p><i>Collaboration</i></p> <p><i>Excellence</i></p>	<p>Further develop QlikView reporting tools to support quality Improvement evaluation and planning including course and curriculum area level dashboards.</p>	<p>Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.</p> <p>Sustain or improve improved student retention rates,</p>			<p><b>GREEN – the College has met its targets</b></p> <p>The College has continued to invest in QlikView as its single source of data. A newly developed Student Survey APP has been created in QlikView and is in final test phase. This will be rolled out by CAM area, allowing each CAM to analyse and compare outputs of previous surveys as well as identifying areas for improvement.</p> <p>A newly developed CAM on a Page APP has been created which depicts overall performance of recruitment, attendance, retention, achievement and success. The dashboard also provides high level utilisation and absence figures for staff within the</p>



		achievement and success rates in 2017/18		<p>CAM area. This allows CAMs to review progress year on year and again, identify areas for improvement. It also provides CAMs detailed progress on relevant KPIs.</p> <p>A Course on a Page APP has also been developed. This APP allows coordinators to track KPIs at course level. This overall performance dashboard gives coordinators the ability to quickly identify courses at risk of low attendance, retention and success.</p>  <p><i>Figure 4 Screenshot of Course on a Page APP</i></p>
Distinctive Reach Valued Reputation <i>Collaboration</i> <i>Excellence</i>	Further refine the performance review process to support performance improvements	Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.  Sustain or improve improved student retention rates,		<p><b>GREEN – planned changes made and executed</b></p> <p>The performance review process in 2017/18 was refined to include focused performance reviews at programme or curriculum area level. Performance Reviews were hosted monthly and these consisted of reviewing KPIs and areas of risk. Additional 'course specific focused reviews/deep dives' were carried out within identified areas of risk. After each performance review actions for curriculum and</p>

		achievement and success rates in 2017/18		<p>support teams as appropriate were identified and were closed out prior to the next review.</p> <p>The planned process for 2018/19 has been reviewed and improved and will now include a local review/deep dive analysis of key curriculum metrics e.g., retention, attendance, observations &amp; appraisals, FELs etc are conducted, with each of the five curriculum schools, every 6 – 8 weeks. A two-page report summarising key actions and issues/problem areas will be provided to the Director of Curriculum and Centre Manager of Strategic Planning following each review meeting. This report will form part of a series of strategic Performance Reviews that will be led by the Director of Curriculum/Centre Manager of Strategic Planning, every two months. The focus of the strategic performance reviews will be to discuss any problem areas identified through the local deep dives; any key planning issues and will provide an opportunity for schools to share important departmental news.</p>
<p>Valued Reputation</p> <p><i>Excellence</i></p> <p><i>Respect</i></p>	<p>Continue to enhance the quality of teaching, training and learning through observation, peer mentoring and professional development activities to further develop pedagogic and use of technology enhanced learning and project based learning skills of lecturers including part-time tutors.</p>	<p>Maintain the % of teachers appraised, as providing a good or better teaching and learning experience</p> <p>Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.</p>		<p><b>GREEN – all planned measures were delivered as agreed</b></p> <p>To support continuing professional development and enhancement of teaching practice, the Centre for Excellence provides a wide range of training and development opportunities. The team facilitated 88 training sessions focusing on teaching and learning and quality assurance in 2017/18. Staff attended a total of 1380 instances of CPD focused on teaching, learning and assessment during the year.</p> <p>The annual CPD programme included a menu of 17 Mini-Module Masterclasses tailored to meet identified pedagogical needs and a comprehensive Teaching and Learning Mentoring programme offering 1-to-1 and group based mentoring support.</p> <p>The annual 2018 February midterm conference offered a wide range of development opportunities for staff including CANVAS key note speakers, cross-campus events, online training and face-to-face development workshop. The College continues to provide focused support for our part-time lecturers, with 19 staff completing the bespoke Teaching Excellence programme, an interactive year-long development programme, leading to completion of OCN Level 4 Certificate in Teaching: Adult and Continuing Education. There is a comprehensive induction programme, which includes a specific induction for PTLs and a one-day induction for</p>

				<p>Higher Education Lecturers for new staff. The induction process was shortlisted for the Best Learning and Development Initiative at the CIPD Northern Ireland Awards in 2018.</p> <p>A total of 235 management-led observations were completed during the 2017-18 year across the 5 academic departments. These included Further Education and Work-Based learning staff. 8 College staff completed the Ulster Certificate in Teaching and PGCE FE programmes in 2017/18. They underwent a CIT or PGCE specific induction within Belfast Met programmes prior to commencing their programme including signposting to the resources and support available within the Centre for Excellence. Each candidate was observed a minimum of three times by the College Teacher Tutor and their Subject mentor across 2017/18 to support them in improving and refining their classroom practice. Candidates were also signposted to the Centre for Excellence for additional support where appropriate. Findings from the management led and Ulster observation processes were then used to inform the content of the 17 Mini-Module Masterclasses.</p> <p>22 candidates are now enrolled on the two Ulster programmes in 2018/19 from across FE and WBL professional and technical areas and will also be observed a minimum of three times across the year. The first round of observations is scheduled for October-December 2018 in addition to the annual round of management led observations also scheduled for 2018/19. Observation and standardisation of observation workshops were delivered in September and October 2018 to support observers in agreeing and maintaining standards. The peer observation approach was used again in 2017/18 in Essential Skills and team teaching was employed in some other areas to share good practice.</p>
<p>Valued Reputation</p> <p><i>Excellence</i></p> <p><i>Respect</i></p>	<p>Further develop the use of project based learning across all curriculum areas by further engaging with employers in the design and delivery of curriculum.</p>	<p>Maintain the % of teachers appraised, as providing a good or better teaching and learning experience</p>		<p><b>AMBER – significant work has been achieved and there are a number of areas of outstanding practice however the planned roll out of PBL, curriculum wide, has been placed on hold to ensure alignment with the new Delivery Framework (Jan 19).</b></p> <p>PBL is used widely across the College, especially in a number of WBL provisions. Additionally, in areas such as Childcare there are several examples of very successful PBL projects that have had very positive feedback from students and employers alike.</p>

		Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.			PBL has also featured successfully in a number of programmes across Interactive and Digital Media. The roll out of PBL as a college-wide approach has been put on hold until after the revised Delivery Framework is agreed and rolled out.
Valued Reputation  <i>Excellence</i>  <i>Respect</i>	Develop and embed a new course and curriculum area self-evaluation process aligned to ETI ISEF process to further embed a culture of open and robust self-evaluation and improvement planning at course level underpinned by reviews of learning, teaching and assessment practices.	Maintain the % of teachers appraised, as providing a good or better teaching and learning experience  Sustain students' overall satisfaction rates at 90% in line with the Corporate Plan target.			<b>GREEN – targets achieved</b>  A new course SER template was devised through a cross College working group which is underpinned by the ETI ISEF documentation. The College set up an ETI led SER session in June 2018 attended by Work based Learning CAMs and teams. The event received very favourable feedback and was delivered again across June in Millfield and Titanic Quarter campuses by the College Quality manager attended by 73 staff.  The new approach to the WCQIP plan through the development of the “section 7” professional and technical area returns has also assisted with a more cohesive evidence based approach to self-evaluation and has been welcomed by Governors, SLT and managers. An event was held in October 2018 led again by ETI for College managers on effective action planning to support completion of the Whole College Quality Improvement Plan and to assist with taking forward the areas for improvement identified within these returns. The College conducted just over 250 classroom observations in 2017/18 to ensure that its evaluation and improvement planning at course level was underpinned by reviews of learning, teaching and assessment practices as well as course data and student voice results and awarding body reports.
Valued Reputation  <i>Excellence</i>  <i>Respect</i>	Continue to respond to Student Voice and action plan across all areas of provision to support ongoing and increase take-up of the Student Voice survey process in identified areas.	Maintain the % of teachers appraised, as providing a good or better teaching and learning experience  Sustain students' overall satisfaction rates at 90%			<b>GREEN – Achieved as planned</b>  The College has continued to build on its award winning Student Voice process again in 2017/18. Strategies used included: <ul style="list-style-type: none"> <li>• Promotion of the platform for class representatives and the ‘you said we did’ initiative</li> <li>• Facilitation of the election and effective operation of student council</li> <li>• Promotion of student services through staff promotion sessions at the start of each year through on line induction and student support handbook.</li> </ul>

		in line with the Corporate Plan target.		<ul style="list-style-type: none"> <li>• Completion of issue resolution and feedback in face to face meetings with the Directors of Curriculum and Head of Student Success.</li> <li>• Provision of targeted student focus group for curriculum areas.</li> </ul> <p>The College provided a single point of contact for student voice via a full-time elected student sabbatical officer paid for by the College.</p>
Agile Response  <i>Ambition</i>	Further develop the College's Leadership and Management programme to support curriculum planning, delivery and self-evaluation.	<p>Sustain or improve improved student retention rates, achievement and success rates in 2017/18</p> <p>Sustain the College's overall stakeholders' satisfaction rates of 80% in line with the Corporate Plan target.</p>		<p><b>GREEN – all planned targets met</b></p> <p>The College has rolled out a Management Passport programme; this is a bespoke, modular programme, which equips managers with the knowledge and skills required to manage effectively at Belfast Met. All managers are required to complete modules including a 'Managing the Met Way' skills development workshop, Finance for Managers, Mental Health for Managers, Appraisal skills, Management Information Systems and Recruitment and Selection training. Academic managers also complete observation skills training. The College has also introduced an innovative Moving into Management programme provides opportunity for staff interested in management roles to learn about the skills required and complete an OCN Level 4 certificate. To further support participants on these programmes, the College is introducing a Mentoring programme and have invested in mentoring training with 43 managers attending in 2018. In addition, Senior Managers are also engaging in an intensive ILM Level 7 Leadership and Management programme including undertaking a range of units to support strategic review of College processes and activities through primary and secondary research focused activities.</p> <p>Feedback has included:-</p> <p><i>'Management passport has given me the necessary skills to take the staff I line manage through appraisal, as a Manager and budget holder, having now completed the finance for managers training I have the knowledge, skills and understanding to follow Belfast Met process for financial management and financial reporting. (Band 7)</i></p> <p><i>'Attending Mental Health for Managers has given me much more confidence in having these supportive conversations with my team. I never realised the extent of the impact of stress and anxiety or how to spot signs of depression. A really worthwhile course. Should really be something all staff should attend.'</i> (Band 10)</p>

				<p><i>'I attended the 2-day Managing People the Met Way module and to be frank I didn't think it would be very useful, but I was wrong. I learnt a lot and am now much better prepared for having some of the challenging conversations I need to have in my team. Thanks.'</i> (CAM)</p> <p><i>'The Building Resiliency resource given out in the Mental Health for Managers is an invaluable resource. Wish we'd had this when I started at the college.'</i> (Band 10)</p> <p><i>'The Finance module was (unbelievably) really interesting. Very relevant, useful and pitched at just the right level. I learnt a lot.'</i> (Band 15)</p> <p><i>'Managing People the Met Way was a really good course and well worth attending, even though to take 2 whole days out is a big ask. However, I found it really useful, relevant and getting to hear what other managers, from different teams, thought and felt about the issues covered was really helpful. The networking and information sharing aspect of this course is invaluable. Highly recommended.'</i> (Band 10)</p> <p><i>'Every Manager should do this in their first 3 months– so relevant and useful.'</i>(new CAM)</p>
Agile Response  <i>Ambition</i>	Develop a Behaviours Framework and Key Performance Indicators for all staff to support quality improvement planning.	<p>Sustain or improve improved student retention rates, achievement and success rates in 2017/18</p> <p>Sustain the College's overall stakeholders' satisfaction rates of 80% in line with the Corporate Plan target.</p>		<p><b>GREEN – the framework has been developed to target and roll out plan goes live in Jan 19</b></p> <p>The College has been working with staff to develop a values-based Behaviours Framework. This translates what our four core values of Collaboration, Ambition, Respect and Excellence look like in practice and defines, in a very practical sense, what “living our values” really means.</p> <p>It is a flexible tool that will be used to join up all elements of people management: from job design to recruitment and selection, induction and ongoing professional development right through to performance management. Crucially, it also enables individuals and their managers to identify gaps and prioritise learning and development needs The Framework is being rolled out over the course of the 2018/2019 year.</p>

## Section 4a. Further Education Key Findings

### Further Education:

#### Key Findings

#### Belfast Met has identified the following as strengths

- 1. Range of curriculum offer:** - Belfast Met has a broad curriculum offer which is designed to meet the dual tenets of its remit for employability and social inclusion. Additionally, the curriculum offer is designed with progression in mind and therefore offers, in addition to breadth, depth, allowing the learner to progress. The offer is reviewed annually and amended to align with the policy context, and the skills barometer, to ensure that all learners have the best possible chance of securing employment, or progression to further education or training. Additionally, Belfast Met has actively pursued niche market offers and have successfully brought several new products to market to actively address skill shortages/gaps in the employment market, including the new OU Cybersecurity provision. Additionally, a key focus in the curriculum build is progression, ensuring appropriate development pathways and exit points. **Rating: Very Good**
- 2. Essential Skills provision is a particular strength** with the team having turned around a failing provision and now offering a curriculum offer in which standards achieved are at least good and often very good, ranking 2<sup>nd</sup> highest in the FE Colleges sector for adult ES in 2017/18. The use of the peer mentoring programme model within this team continues to embed very good practice across the team and enable maintenance of high standards across all provision. **Rating: Very Good - Outstanding**
- 3. Supported Learning Services & Learner Support – targeted, inclusive and effective**  
Supporting learners, especially those who are vulnerable, at risk or marginalised. Belfast Met’s Learner Support Services and programmes, Careers and CILD services are particular strengths. Working with high percentage intakes from Quintile One means Belfast Met faces a wide range of socio-economic and co-morbidity issues which significantly impact on the learner’s ability to achieve i.e. substance misuse, homelessness, caring responsibilities, school age parents and especially mental health, suicidality and self-harm issues. The College is unique in its demographic intake, and therefore has developed a model of practice to address this specifically, now providing a wrap-around style range of services, which are enabling those hard to engage and vulnerable learners to engage, stay and achieve. **Rating: Very Good**
- 4. Ongoing and continued investment in state of the art facilities, and equipment** to enable the effective and impactful delivery of key courses such as cabin crew training and the building of light aircraft, on our Travel and Tourism and Aeronautical Engineering programmes respectively. These investments additionally have ensured clear employability routes for learners on key programmes through the skill set developed through being able to access these facilities, and through the partnerships built with employers looking to recruit to these skill sets. **Rating: Very Good**
- 5. Ongoing development and improvement of pedagogical standards across the curriculum**, driven by the Centre for Excellence who offer a very wide range of training, development and support for all academic staff, with over 90 in-house training courses on offer covering generic options such as core skills, health and wellbeing and more specifically on Quality Assurance, TEL and Pedagogy focused input. 465 academic staff, of the 854 on our staff academic register for this period (54%) have specifically engaged with CPD related training, development

(with those engaged in mentoring above and beyond this) since the start of 2017-18. Standards are measured through robust monitoring and auditing by the Quality Assurance function (regarding internal audits and awarding body providers), and through the College's observations programme in which in excess of 250 observed staff were rated as either good, or higher. **Rating: Very Good**

6. **Belfast Met as sectoral leader:** - The College is represented on a number of key fora by its senior managers including The Collab Group and RC 20/20, as well as currently Chairing a number of sector groups including the Principals group, Marketing group, The STS Project and the Sector-wide Corporate Plan group. Additionally, Belfast Met has secured the ICT Hub for the region. **Rating: Very Good**
  
7. **Continued development of the Colleges Management Development & Support Programme** which is unique in the sector. Through going back to basics, developing and rolling out, across 2017-18, the new 'Met Management Passport' programme – a comprehensive management induction programme which ensures all of our managers, academic and support, understand how we manage in the Met, the College has raised competency across our management team. This, alongside the new College wide mentoring programme; the undertaking of the ILM Level 7 in Leadership and Management by 14 Senior Managers; and our introduction of Action Learning Sets has improved the College's management capability. The roll out of the new 3-tiered management structure which now has all 120+ managers engaged in one of three fora (SLT, Senior Leavers for Excellence (Band 10-14), including CAMs – Leaders for Excellence (Band 7-9)) is standardising practice and driving up management standards across the College. **Rating: Very Good - Outstanding**

#### **The College has identified the following as areas for improvement**

1. Undertake a whole College review of current retention strategies and practices and implement cross College procedures to ensure consistent best practice.
  
2. Further develop and embed pedagogical upskilling, at all levels across the curriculum, including ongoing and new programmes and activities to drive up standards in the appropriate use of TEL, use of and embedding of Project Based Learning as a core methodology across the College.
  
3. Strengthen industry linkages to ensure every relevant course has high impact, innovative and leading edge industry relevance, beyond the programmes that already lead the sector through employer and stakeholder involvement and engagement. This needs to be the standard across all Schools.
  
4. Further develop and embed the Met lecturers Development Cycle – linking inductions with initial training/planned development work (new Start Support programme/CIT/L4 Teaching Excellence programme etc.) through to observations feedback linked to appraisal and ongoing targeted CPD tied into the 2-day February staff development conference and back into observations feedback.
  
5. Fully onboard our New LMS, Canvas, and the development of blended learning across the majority of curriculum provision and across all levels of programme.



## Section 4b. Work Based Learning Key Findings

### Work-Based Learning

#### Key Findings

1. The Governing Body and Senior Leadership Team give strong support to WBL within the College at both a strategic and operational level through the development and approval of a three year WBL Development Framework for the period 2018/2021, and continue to play a key role in the ongoing development and reform of government policy and strategy pertaining to WBL.
2. The College has further invested in the dedicated Centre for Skills & Apprenticeships team which continues to drive forward focused approaches to support the continuous improvement of WBL solutions cross the College provision. This includes the addition of a dedicated Employer Engagement team and Skills Support Coach team which were recruited and on-boarded to the College during the 2017/2018 year.
3. The Centre for Skills and Apprenticeships is now well embedded offering an expanded range of curriculum across apprenticeships and higher level apprenticeships to ensure a strategic approach to meeting the demands of industry, which include, for example, Civil Engineering, Cyber Security and Networking Infrastructure, Cloud and Application Development.
4. The College leads on a number of Sectoral Employer Groups which has been key to enhancing employer engagement pertaining to the development and design of WBL solutions for youth training, apprenticeships and higher level apprenticeships, to support ongoing policy and curriculum reform in partnership with DfE.
5. The College has been providing improved focused interventions through the Skills Support Coach team, Learning Mentor team and Careers Services team, to provide improvements in the learner journey as well as pastoral care requirements of learners, for example, delivering improvements in work placements rates to greater than 90% across the Training for Success provision.
6. There are good working relationships with curriculum teams at all levels to promote collaboration and improvement to support learner retention, achievement, success and progression.

#### **To improve further the provision, the College needs to:**

1. Further develop segmented approaches to support the broadening of the WBL curriculum offer over the 2018/2019 year and to improve recruitment for Skills and Apprenticeship programmes in line with College growth and development aspirations, in line with the WBL Development Framework for the period 2018/2021.
2. Further develop strategies and implement actions to drive and deliver improvements in learner and apprentice retention, achievement and progression across the WBL provision.
3. Further develop enhanced approaches to underpin the Trainer Assessor model and alignment with mainstream FE solutions and further develop the Skills & Apprenticeship staffing infrastructure to further develop the relationship between learners and employers.

4. Further expand WBL curriculum and embed the use of e-portfolio solutions to underpin Skills and Apprenticeship programmes in order to support improved engagement with learners and employers across the WBL provision.
5. Strengthen employer engagement to support delivery of the WBL Development Framework to drive growth and diversification across our skills and apprenticeship provision. To do this, it will be critical to place employers at the centre of our strategic ambition and planning process. This needs to be the standard across all strands of WBL provision.

## Section 5: Summary of Overall Effectiveness

### Further Education:

<b>Overall Effectiveness</b>	<b>Very Good</b>
<b>Outcomes for Students</b>	<b>Good</b>
<b>Quality of Provision</b>	<b>Very Good</b>
<b>Leadership and Management</b>	<b>Very Good</b>

### Work Based Learning:

<b>Overall Effectiveness</b>	<b>Good</b>
<b>Outcomes for Students</b>	<b>Good</b>
<b>Quality of Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Very Good</b>

## Section 6: Summary of Performance by Professional and Technical Area/Project

### Summary of Belfast Met's Performance by Funded programme/project

Overall Quality of the Programmes Evaluation			
Programme/project	Proportion of Registration %		Performance Level 2017/18
	2016/17	2017/18	
<b>Further Education</b>			
1. Full-time Overall	15%	18.13%	Very Good
2. Part-time Overall	85%	81.87%	Very Good
3. Level 0-1 Overall	20 %	26.69%	Very Good
4. Level 0-1 Full-time	1 %	1.22%	Very Good
5. Level 0-1 Part-time	19%	25.47%	Very Good
6. Level 2 Overall	51%	39.98%	Very Good
7. Level 2 Full-time	4 %	2.77%	Good
8. Level 2 Part-time	47 %	37.21%	Very Good
9. Level 3 Overall	29%	33.33%	Good
10. Level 3 Full-time	10.5%	14.14%	Very Good
11. Level 3 Part-time	18.5%	19.19%	Good
Training for Success	3.6%	2.21%	Good
Apprenticeships NI	2.5%	2.82%	Very Good
European Social Fund	0.63%	0.37%	New programme no rating available

Overall quality of the professional and technical areas evaluated and the provision for Essential Skills	
Area	Performance Level
1. Essential Skills: Adult Main Site	Very Good
2. Essential Skills: FE	Very Good
3. Essential Skills: Training	Very Good
4. Professional and Technical Area: Supported Learning	Outstanding
5. Professional and Technical Area: Health and Social Care/ Public Services/ Counselling	Very Good
6. Professional and Technical Area: Childhood Studies	Very Good
7. Professional and Technical Area: Sport	Very Good
8. Professional and Technical Area: Brickwork	Good
9. Professional and Technical Area: Wood Occupations	Very Good
10. Professional and Technical Area: Construction and Civil Engineering	Very Good
11. Professional and Technical Area: Motor Vehicle	Good
12. Professional and Technical Area: Plumbing and Heating	Good
13. Professional and Technical Area: Electrotechnical Security Alarms	Good
14. Professional and Technical Area: Fabrication and Welding	Good
15. Professional and Technical Area: Engineering FE	Good
16. Professional and Technical Area: Access Engineering, Computing and Business, Humanities, Biological and Biochemical Sciences	Good
17. Professional and Technical Area: Community Based Learning	Very Good
18. Professional and Technical Area: Applied Science	Very Good
19. Professional and Technical Area: School Partnership	Good
20. Professional and Technical Area: Modern Languages	Very Good
21. Professional and Technical Area: ESOL	Very Good
22. Professional and Technical Area: AS	
23. Professional and Technical Area: A Level Fast-track	Very Good
24. Professional and Technical Area: Second Year A Level	Very Good
25. Professional and Technical Area: Travel, Tourism and Events	Good

26. Professional and Technical Area: <b>Hospitality</b>	<b>Very Good</b>
27. Professional and Technical Area: <b>Business</b>	<b>Good</b>
28. Professional and Technical Area: <b>Hairdressing , Barbering , Beauty Therapy and Media Makeup</b>	<b>Very Good</b>
29. Professional and Technical Area: <b>IT WBL</b>	<b>Very Good</b>
30. Professional and Technical Area: <b>Computing Technologies</b>	<b>Good</b>
31. Professional and Technical Area: <b>Creative Media Production (TV &amp; Film)</b>	<b>Good</b>
32. Professional and Technical Area: <b>Creative Media Gaming &amp; Multimedia</b>	<b>Good</b>
33. Professional and Technical Area: <b>Print</b>	<b>Very Good</b>
34. Professional and Technical Area: <b>Art and Fashion</b>	<b>Very Good</b>
35. Professional and Technical Area: <b>Electrical/Electronic Engineering</b>	<b>Good</b>
36. Professional and Technical Area: <b>Music/Music Production</b>	<b>Good</b>
37. Professional and Technical Area: <b>HMP Maghaberry</b>	<b>Good</b>
38. Professional and Technical Area: <b>Hydebank Wood College</b>	<b>Good</b>
39. Professional and Technical Area: <b>Bakery Skills</b>	<b>Good</b>
40. Professional and Technical Area: <b>Financial Services</b>	<b>Very Good</b>

## Detailed Section 7 Returns

### 1. Essential Skills: Adult Main Site

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Essential Skills/GCSE</b>
<b>Programmes Internally Evaluated</b>	<b>Adult Main site</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	---------------------

#### Key Findings:

##### The provision has the following strengths:

- A broad provision of delivery pathways in our 3 main campuses at all 6 qualification levels, which meets the needs of adults in Greater Belfast.
- Well established initial assessment/diagnostics in place to ensure students are targeting the appropriate level.
- Standards achieved are at least good, often very good and ranked 2<sup>nd</sup> highest in the FE Colleges sector for adult Essential Skills in 2017/18.
- Very supportive learning environment: staff build positive and affirming relations with all students, especially adults and young people who have struggled with numeracy and literacy in the past – as evidenced by students' survey (May 2018 - 100% of respondents said they would recommend course to a family member/friend and also stated that their progress is reviewed regularly).
- Achievement rate is very good with an overall 82%: ICT outstanding at Level 1 96% & Level 2 97% & GCSE ICT 83%; Literacy very good with Level 1 86% & Level 2 89% & GCSE English outstanding at 92% but numeracy down at Level 1 68% (76% 2016/17) & Level 2 62% (80% 2016/17) with GCSE maths good at 79%.
- Retention rates are overall very good at 83%; Literacy Level 1/Level 2 very good at 86%, Literacy Entry Levels very good at 74%, GCSE English very good at 88%; Numeracy Level 1/Level 2 very good at 85%, Numeracy Entry Levels very good at 76%, GCSE Maths good at 79%; ICT Level 1/Level 2 very good at 83% and GCSE ICT outstanding at 92%.
- The Essential Skills team work collegiately and benefit from a structured CPD programme that puts teaching and learning at the top of its agenda. The team have been successful in winning a number of awards including Workplace & Employment Team of the Year 2018 and Pearson Teaching Award Silver and Gold (National) winners 2018.

##### To improve further the provision, the College needs to:

- Continue to support a focused programme of staff development to underpin Essential Skills/GCSE delivery with a particular focus on improving numeracy achievement rates.
- Work to ensure the ICT provision keeps pace with emerging developments in the industry and society.
- Establish a framework within the College to ensure progression for students in literacy, numeracy and ICT, so that they will always have the opportunity to develop their skills appropriate to their level.

## 2. Essential Skills: FE

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Essential Skills (CAM 4547)</b>
<b>Programmes Internally Evaluated</b>	<b>FE</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	---------------------

FE									
Year	2015/16	2015/16	2015/16	2016/17	2016/17	2016/17	2017/18	2017/18	2017/18
Prog.	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate
ICT	79.87%	95.31%	76.12%	82.13%	93.71%	76.96%	84.75%	95.30%	80.77%
Literacy	82.29%	91.16%	75.02%	82.40%	89.53%	73.77%	83.44%	83.58%	69.74%
Numeracy	82.58%	91.49%	75.56%	81.79%	81.97%	67.04%	79.65%	74.09%	59.02%
<b>Total</b>	<b>81.81%</b>	<b>92.30%</b>	<b>75.51%</b>	<b>82.10%</b>	<b>87.61%</b>	<b>71.93%</b>	<b>82.16%</b>	<b>82.40%</b>	<b>67.69%</b>

### Key Findings:

#### The provision has the following strengths:

- Highly effective curricular teams who are proactive in their response to curricular/ programme change. Where possible, core Essential Skills staff are timetabled to particular professional and technical schools to enhance collegiate working; contextualisation of materials and student tracking.
- The close focus of CPD on teaching and learning, supported/embedded by peer mentorship, team teaching and monthly subject team meetings. All appraisal observations report a consistent approach to teaching and learning across individual curricular teams and the entire provision. 93% of students surveyed confirmed that their tutors used different teaching methods, e.g. handouts, websites, videos and group discussions; with 87.4% confirming that they enjoyed being on the course. This is contributory to the sustained improvement in retention over the 3-year period across the provision in FE, which is currently very good at 82.16%.
- Highly effective strategic leadership which has used the lessons learned from YTS and other providers, both local and national, to inform decision making and practice and provide clear pathways and stretch to GCSE.
- Ongoing monitoring of student progress at course/student level through regular meetings with professional and technical counterparts informed by progress reports. Students are aware of progress and attendance checking. 95% of students surveyed indicated that their tutor helped them to review progress on a regular basis and 94% confirmed that their attendance was checked. (See comments with reference to improvements in retention above).
- Achievement rates in ICT which are outstanding at 95.30%.
- Varied delivery models, long/thin, semesterised and Fast Track are designed to match the student need and profile.
- Continual robust reviews of initial and diagnostic tools against outcomes takes place to ensure enrolment on appropriate learning pathway and successful outcomes.

**To improve further the provision, the College needs to:**

- Further develop a programme of CPD that focuses on developing problem solving techniques across the curricular areas to improve achievement rates in Communication and in particular, Application of Number.
- Develop a blended learning implementation plan to support delivery at Level 1 and Level 2 across the curricular areas to promote independent learning.
- Develop progression pathways to support the progress of the broad spectrum of students presenting with Grade 'D' in GCSE.



### 3. Essential Skills: Training

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Essential Skills (CAM 4547)</b>
<b>Programmes Internally Evaluated</b>	<b>TRAINING</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	---------------------

<b>TRAINING</b>									
<b>Year</b>	2015/16	2015/16	2015/16	2016/17	2016/17	2016/17	2017/18	2017/18	2017/18
<b>Prog.</b>	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate
ICT	69.53%	97.75%	67.97%	100.00%	86.96%	86.96%	85.44%	98.86%	84.47%
Literacy	78.85%	96.95%	76.44%	83.70%	95.58%	80.00%	83.18%	78.65%	65.42%
Numeracy	75.83%	96.88%	73.46%	84.97%	89.23%	75.82%	83.46%	77.48%	64.66%
<b>Total</b>	<b>75.50%</b>	<b>97.09%</b>	<b>73.31%</b>	<b>88.16%</b>	<b>90.75%</b>	<b>80.00%</b>	<b>83.97%</b>	<b>84.38%</b>	<b>70.85%</b>

#### Key Findings:

##### The provision has the following strengths:

- Highly effective curricular teams who are proactive in their response to curricular/ programme change. Where possible core Essential Skills staff are timetabled to particular professional and technical schools to enhance collegiate working, contextualisation of materials and student tracking.
- The close focus of CPD on teaching and learning supported/embedded by peer mentorship, team teaching and monthly subject team meetings. All appraisal observations report a consistent approach to teaching and learning across individual curricular teams and the entire provision. 93% of students surveyed confirmed that their tutors used different teaching methods, e.g. handouts, websites, videos and group discussions with 87.4% confirming that they enjoyed being on the course. This is contributory to the sustained improvement in retention over the 3-year period. (The figures for 2016/17 ICT are skewed, as they relate to a sole cohort.) Retention is currently very good across all 3 curricular areas.
- Highly effective strategic leadership which has used the lessons learned from YTS and other providers, both local and national, to inform decision making and practice and provide clear pathways and stretch to GCSE.
- Ongoing monitoring of student progress at course/student level through regular meetings with professional and technical counterparts informed by progress reports. Students are aware of progress and attendance checking. 95% of students surveyed indicated that their tutor helped them to review progress on a regular basis and 94% confirmed that their attendance was checked. (See comments with reference to improvements in retention above).
- Varied delivery models, long/thin, semesterised and Fast Track are designed to match the student need and profile
- Continual robust reviews of initial and diagnostic tools against outcomes to ensure enrolment on appropriate learning pathway and successful outcomes.

**To improve further the provision, the College needs to:**

- Further develop a programme of CPD focused on developing problem solving techniques across the curricular areas in order to move achievement rates in Communication and Application of Number to good.
- Develop a blended learning implementation plan to support delivery at Level 1 and Level 2 across the curricular areas to promote independent learning.
- Develop progression pathways to support the progress of the broad spectrum of students presenting with Grade 'D' in GCSE.

#### 4. Professional and Technical Area: Supported Learning

<b>Professional and Technical Area</b>	<b>Supported Learning</b>
<b>Programmes Internally Evaluated</b>	<b>Training for Success/FE/Schools Partnerships</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Outstanding</b>	<b>Outcomes for students</b>	<b>PL Outstanding</b>	<b>Quality of provision</b>	<b>PL Outstanding</b>	<b>Leadership and management</b>	<b>PL Outstanding</b>
--------------------------------------	-----------------------	------------------------------	-----------------------	-----------------------------	-----------------------	----------------------------------	-----------------------

#### Key Findings:

#### The provision has the following strengths:

- The FT FE curriculum is fully aligned to the needs of students transitioning from special school to FE and allows curriculum pathways from Entry Level 1 through to Level 1. The curriculum is delivered through relevant and responsive teaching methodologies, with high levels of strategic stakeholder engagement to meet the assessed needs of students with severe learning difficulties, resulting in outstanding retention 97.21%, achievement 97.13% and success rates 94.42% on full-time and part-time Further Education and Schools Partnerships for academic year 2017/18. This has been sustained over the last 3 years with retention 97.44%, achievement 97.56% and success 95.06% in 2016/17 and retention 98.44%, achievement 98.02% and success 96.50% in 2015/16.
- The provision for learning is outstanding in terms of developing wider skills and dispositions/capabilities. The curriculum is broad, balanced, relevant and responsive, and is tailored to meet the needs, interests and aspirations of individual students. It includes where appropriate, enhancement opportunities for students work-related learning and skills development. These include community projects, clubs and enterprise activities. Quality of learning and teaching is mostly very good or better, as evidenced by 23 classroom observations in 2017/18.
- Senior Management are committed to the provision and this is demonstrated through investment of over £750 000 in accommodation and teaching and learning resources with bespoke facilities. This continues to be enhanced with investment in green space creating facilities in horticulture and outdoor learning, specifically designed to meet the needs of these students with completion due by January 2019.
- Outstanding leadership and management is evident across the curriculum provision with strong reflective, coordination across all programmes. There are high levels of targeted and expert care and welfare to deal with difficult and complex student issues, supported by a dedicated, expert Curriculum Area Manager. There is significant engagement with social services, SEN careers service and voluntary sector organisations to ensure the maintenance of high pastoral care.
- There are high levels of stakeholder engagement and PBL across FT FE, PT FE and WBL programmes, thereby enabling students to develop and practice skills for life and work and skills in real life situations, BCCS, Belfast Trust, Homelessness.
- Sector leading, new Inclusive skills competition opportunities for students with severe learning disabilities have been developed, to develop skills and compete in Media and independent living skills, with Belfast Met leading and coordinating this for the FE sector.
- Embedding of digital strategy with IT, to move forward with use of TEL appropriate to the needs of students with severe learning difficulties with a newly appointed specialist IT technician. This area has been included in the College's designation as the Belfast Sector IT hub.

- The Strategic Partnership led by Supported Learning with Orchardville, Now Project, OCN and the Belfast Health and Social Care Trust. Partnership PBL has created real permanent paid employment for students with moderate and severe learning difficulties. 12 Students are engaged on this project with Graduation scheduled in December 2018

**To improve further the provision, the College needs to:**

- Devise a tailored, innovative staff strategy for recruiting appropriate classroom support staff to ensure high levels of support are in place for students.
- Develop clearly defined progression routes into employment to further develop the successful PLB Positive Action Project.
- Create a shared resource and blog across the Centre to share examples of innovative teaching and learning practices in order to continue to support excellence and sustained improvement in teaching.

## 5. Professional and Technical Area: Health and Social Care/Public Services/Counselling

Professional and Technical Area/Essential Skills/Project Strand	Health and Social Care/ Public Services/ Counselling FE
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	2 Very Good	Outcomes for students	3 Good	Quality of provision	2 Very Good	Leadership and management	2 Very Good
-------------------------------	----------------	-----------------------	-----------	----------------------	----------------	---------------------------	----------------

### Key Findings:

#### The provision has the following strengths:

- Outcomes across the full provision from 2016/17 to 2017/18 have remained the same for Retention (94%), improved by 2% for Achievement (89% to 91%) and improved by 1% for Success (84% to 85%). Whilst retention is outstanding in the second year of FT programmes (92% and above), retention needs to improve in the first year of two year programmes (78% and above). Part time retention is very good at 81% and above.
- With reference to FT Level 3 Diploma and Extended Diploma cohorts in Health and Social Care, Outcomes across the 2 years (2016/17 and 2017/18), are 60% (retention), 100% (Achievement) and 65% (success). 100% of students who are retained on this course achieve a full or partial qualification. There is a need for improvement in retention for these programmes which would also improve success rates.
- With reference to FT Level 3 Diploma and Extended Diploma cohort in Public Services, Outcomes across the 2 years (2016/17 and 2017/18), are 54% (retention), 100 (achievement) and 62% (success). 100% of students who are retained on this course achieve a full or partial qualification. There is a need to improve retention for these programmes which would also improve success rates
- Outstanding pastoral care, CEIAG and enrichment programmes across all full time programmes – structured tutorials, systematic individual learning plans and reviews, regular input from College careers service/ external stakeholders including relevant employers. Structured opportunities to gain employability focused qualifications relevant to occupational areas such as First Aid, Stewarding and Safeguarding. This has resulted in high levels of student satisfaction and progression to further study or employment – **94% of students state that they are satisfied with their course**. Qualitative feedback included *'My course is well organised and the teaching is of an extremely high standard.'*
- Strong application of soft skills development and work readiness across all FT programmes including Project Based Learning, cross College competitions and a bespoke programme of mandatory training before placement in line with Health and Social Care industry requirements (First Aid, Moving and Handling, Infection Control, Fire Safety, Safeguarding and Challenging Behaviour). This has resulted in **placement rates at 95% or above**, positive student experience and employer feedback (student surveys, staff student consultative committees and employer feedback). In addition, **40% of students gain paid employment** with their work placement employer.
- The curriculum provision is highly responsive to employer and student needs, relevant, regularly reviewed and aligned too Sector Skills Bodies, National Occupational Standards and Government priorities. A breadth of vocational and academic curriculum and qualification pathways supports student progression to employment and further/ higher education. Evidenced by letters of endorsement by the Sector Skills Council (Northern Ireland Social Care Council) and key employers/ HE institutes. Consistently outstanding EV/ EQA reports from all awarding bodies with one awarding body commenting **'This centre operates to the highest standards with an excellent**

**and dedicated team of staff’ and ‘It is very clear from discussion and observation that the centre are very passionate about maintaining high standards and providing good quality training’.**

- Strong collaboration with Sector Skills Council (Northern Ireland Social Care Council), new Health and Social Care Sectorial Partnership (employer lead), key employers, awarding bodies and regional NI Colleges sector curriculum managers’ fora. This directly informs and shapes a responsive occupationally relevant curriculum and qualifications and ensures that skills and knowledge attained by students are to industry standard. Evidenced by employer engagement in curriculum development and classroom delivery, wide ranging sector visits and careers events for all students. All students receive relevant careers guidance on further/ higher education and employment opportunities from industry experts. Staff also report effective relationships with placement providers, which ensure a high quality work placement experience thereby developing personal, social and employability skills (**HOD and CAM membership of Northern Ireland Social Care Council FE and Qualifications Reform Working Groups and Workforce Development Fora**).
- Professional and occupationally qualified teaching team who embed industry standards and practice into teaching and learning as **evidenced by 10 classroom observations in 2017/18, which demonstrated that the quality of delivery was good or better across the curriculum area**. This includes a wide range of mixed professions, such as Nursing, Social Work, Psychology, Pharmacy and Allied Health Professions. Ethos of continuous professional development is promoted, which results in 100% attendance at internal training events such as CANVAS, blended learning and GDPR. In addition, external mandatory training to meet industry standards is organised to allow continuing registration with relevant profession councils such as the Nursing and Midwifery Council.

#### **To improve further the provision, the College needs to:**

- Retention and success across Level 3 provision is an area for improvement, particularly in first year of two-year full time courses. This is largely the result of students leaving due to mental health problems. Course teams actively engage with student support, student services and external support agencies such as Action Mental Health and ASCERT, which provide strong levels of pastoral support (engagement with student services, student interviews and exit documentation). Innovative approaches to retention will be explored.
- Develop high quality simulated vocational learning environment accommodation to ensure support new vocational qualifications and youth traineeships/ apprenticeships at Levels 2 and 3 in Health and Social Care. This will ensure that students are work ready, equipped with industry standard skills and use of occupationally relevant technologies.
- There are strong academic pathways into Health and Social Care provision but a need to further develop vocational pathways through Youth Training and Apprenticeships at Level 2 and Level 3. This will be done in collaboration with key stakeholders with engagement further formalised through employer breakfasts and focus groups in 2018/19. There is also a need to systematically embed TEL and develop the use of CANVAS across all FT and substantive PT programmes to support standards in teaching and learning.
- Within the small number of Level 2 PT Counselling programmes there is a need to further improve student progression and a curriculum strategy for the counselling team has been developed and in process of implementation.

## 6. Professional and Technical Area: Childhood Studies

<b>Professional and Technical Area</b>	<b>Childhood Studies</b>
<b>Programmes Internally Evaluated</b>	<b>FE (Full time and Part Time)</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall Effectiveness Outcome</b>	<b>PL Very Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Very Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	---------------------

### Key Findings:

#### **The provision has the following strengths:**

- As a result of strong leadership at Course and CAM level FE retention across the centre in 2017/18 is very good at 87%. Achievement rates are also very good at 87% and success rates are good at 75%. Level 2 Childcare and Playwork programmes performed well with outstanding retention (90%), very good achievement rates (86%) and good success rates (77%). Level 3 Childcare and Playwork programmes had very good retention (84%), very good achievement rates (89%) and good success rates (77%).
- All full and part time students on Level 2 and Level 3 Childcare and Playwork programmes undertake a minimum of 300 hours per year on in a work based learning placement to develop their professional and technical skills in line with industry standards. This allows students to transfer and apply knowledge, skills and understanding to a vocationally relevant setting i.e. school or day-care. Dedicated workplace assessors carefully manage these work based employer relationships and increased stakeholder engagement has been evidenced through increased stakeholder participation in College e.g. employer talks, site visits and joint fundraising activities. This has enriched the student experience ensuring industry relevance.
- Very clearly signposted progression pathways exist in this centre and students can easily progress from one level to another e.g. from L2 Childcare to Level 3 Playwork. There are also opportunities for FE students to access HE programmes where pathways exist between FE and HE e.g. Level 3 Ext Dip to Degree. A very comprehensive and clearly communicated PEAG presentation guides students through the many opportunities which exist for them. Staff also engage with support departments effectively to manage student expectations and prepare them for life and work. E.g. careers department, marketing and students' union.
- In addition to their main programme of study all full time Level 2 and Level 3 students undertake planned enrichment activities which contribute positively to the student experience and support excellent student engagement with their peers, tutors and vocational curriculum. A Project Based Learning approach has allowed for curriculum innovation across all full time programmes enabling students to maximise evidence and minimise assessment. This has increased student motivation which has been acknowledged in whole College student surveys. Students wider skills and dispositions have been developed as a result, particularly with regards to team building which has effectively enhanced their personal and social development.
- Twenty classroom observations were conducted this year across a range of programmes by CAM who is also an ETI AA. Consistently good or better lessons were observed, as a key strength, with evidence of robust planning for learning. A wide range of assessment strategies were used which supported, engaged and challenged learning. New innovative TEL strategies were observed e.g. menti, Clickview TV as a result of CPD training which impacts positively on the learning experience. Students are also being supported through Edmodo; a new app being piloted in the centre which embraces social media as a tool for learning.

- In 2017/18 we increased our provision of short accredited programmes for parents and educators in response to a growing demand in the community setting and from employers. They have been delivered in collaboration with external stakeholders under an FCR model as well as part time FE through evening classes and summer college. Retention on these programmes is outstanding (97%), achievement has been very good (88%) and success very good (86%). Student feedback is very positive and further courses are being developed for 2018/19 as a result of the student voice.
- Students have consistently commented on the high levels of tutor support with reference to strong pastoral care. Students have consistently noted in quantitative comments via whole College student surveys that they feel staff genuinely care for their wellbeing and they are always have someone to talk to.
- International engagement through staff and student mobility is a key strength of the centre and aligns closely with the College's strategic Erasmus goals. In December and May 2017/18 we received four Erasmus students from a college in Germany who were placed in a local primary school. This has enriched the experience of our College students through class engagement, conferences and symposia. In 2018/19 student engagement with this project will grow by 50%.

**To improve further the provision, the College needs to:**

- Ensure that all vocational programmes shape curriculum delivery to maximise achievement and success through prioritising knowledge only units during the first term.
- Action early monitoring of at risk students to ensure support is put in place to support increased retention e.g. engaging with student wellbeing officer.
- Continue to implement a project based learning approach across all full time programmes in the centre where students are actively involved in their own learning to increase motivation and retention. This will be assisted through the development of an Early Years Vocational Skills Suite.
- Link more systematically with support departments throughout the organisation in supporting student retention, achievement and success including engagement with the newly appointed student wellbeing officers.
- Reshape the curriculum to ensure that assessment practices and planning opportunities maximise evidence to avoid over assessment and potential disengagement.



## 7. Professional and Technical Area: Sport

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Sport</b>
<b>Programmes Internally Evaluated</b>	<b>Further Education (FT and PT)</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall Effectiveness Outcome</b>	<b>PL Very Good</b>	<b>Outcomes for Students</b>	<b>PL Very Good</b>	<b>Quality of Provision</b>	<b>PL Very Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	---------------------	-----------------------------	---------------------	----------------------------------	---------------------

### Key Findings:

#### The provision has the following strengths:

- The Centre for Sport is the largest provider of sport and fitness education and training in Northern Ireland, and has a strong reputation in the sector for the quality of provision and innovative practice, as evidenced by feedback from key stakeholders.
- Outstanding outcomes on part-time FE provision (Retention 99%, Achievement 100% Success Rate 94%).
- With reference to full time Level 3 provision outcomes are Retention Outstanding (94%), Achievement outstanding 90 (%) and Success Rates Very Good (85%) which represents a significant improvement from the previous year (2% increase in retention, 17% increase in achievement and 17% increase in success rates)
- When full time Level 3 Diploma and Extended Diploma cohorts are combined and outcomes evaluated across the 2 years (16/17) and 17/18, outcomes are as follows: Retention: Good (71%), Achievement: outstanding (100%) and Success Rate: Good (75%) and On one-year full time level three programmes Retention is Outstanding (90%), Achievement rates outstanding (92%) and Success Rate is Good (77%)
- The quality of teaching and learning is very good as evidenced by student feedback and classroom observation of teaching (60% of classroom observations graded as very good or higher). All staff have actively engaged with the Centre of Excellence particularly in the areas of teaching and learning excellence, (e.g. 100% attendance at Innovation in Assessment and Learning workshop). All staff are required to actively engage with industry to update their skills and knowledge.
- Very Good leadership and management. Course team leaders and Centre Manager are highly effective in articulating the College's corporate objectives and embedding these within curriculum planning and development. Curriculum planning and development is strategically driven and underpinned by a robust business planning process. There is highly effective communication evident and extensive stakeholder engagement.
- There is a strong sense of collegiality and teamwork within the centre for sport as evidenced by collaborative course team meetings, and sharing of good practice, as well as team building activities throughout the year. There is also an effective peer mentoring/support programme in place.
- Outstanding evidence of innovation in the curriculum, for example the wide range of Sports Academies which provide a high quality contextualised learning environment for students and the Award winning use of TEL within the Rugby Academy.
- There is extensive employer engagement as evidenced by the requirement that all courses have visiting lecturers and industry visits, as well as employer engagement in curriculum development and assessment, which ensures vocational relevance in the curriculum.
- There are a wide range of progression opportunities for students throughout the curriculum providing both academic and vocational pathways. Over 85% of students on the vocational fitness courses gain employment in the fitness industry.

- There is a strong emphasis on the development of employability skills within the curriculum (e.g. 370 students gained a Level 2 qualification in safeguarding children and vulnerable adults). All courses have employability units embedded within the course structure as well as units in work based and project based learning.
- Recruitment continues to be strong with the majority of courses oversubscribed, and ensuring that the curriculum area continues to meet its enrolment targets.

**To improve further the provision, the College needs to:**

- Improve attendance-monitoring process. Attendance on full time Further Education and essential skills continues to have important areas for improvement (85%) and there is a need for a more robust and systematic process for monitoring 'at risk' students and identifying students who require learning support and assistance within this curriculum area.
- Outcomes on full time level 2 has important areas for improvement (89% Retention, 76% Achievement 68% success rate). Whilst there has been a 18% improvement in success rates from previous year, this represented 100% partial achievement only. In conjunction with the Dept of Student Success there will be a comprehensive review of full time Level 2 provision and a comprehensive quality improvement plan.
- The % of students gaining full qualifications on two-year, full time Level 3 programmes has important areas for improvement. Therefore, a comprehensive quality improvement plan will be developed and implemented and review of assessment strategy.
- A comprehensive transition plan for the Pearson Level 3 move from QCF to RQF will be developed and implemented.
- Formalise links with employers through a more systematic schedule of focus groups, and employer engagement activities.
- Work with the Department of Student Success to develop a more robust mechanism for capturing student destinations and progression, and also to provide support for underperforming courses.
- There will be a strong emphasis on driving standards of quality in teaching and learning to raise this from very good to outstanding, by engaging with the Centre for Excellence.

8. Professional and Technical Area: Brickwork

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Brickwork</b>
<b>Programmes Internally Evaluated</b>	<b>APPSNI/TFS</b>

**Internally self-evaluated performance levels for this Professional and Technical Area**

<b>Overall Effectiveness Outcome</b>	<b>PL Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Good</b>	<b>Leadership and Management</b>	<b>PL Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	----------------

**Key Findings:**

**The provision has the following strengths:**

- The curriculum was planned to complete the VRQ in the first 32 weeks. There was a total enrolment of 17, 14 TFS and 3 FE, outcome is very good as this culminated in 82% achieving the VRQ.
- Essential skills achievement is very good and has improved with achievement rates in targeted levels in literacy, numeracy and ICT of 84%, 81% and 84% respectively.
- Almost all students enrolled on TFS strand have been placed. When a trainee loses their placement the team are very proactive in sourcing another one.
- Links have been built with Samogue Construction (existing partner in the new Ulster University build project at York Street in Belfast), and with O’Hare McGovern and Heron Bros who have offered a collaboration with Belfast Met that will ensure that their subcontractors offer placements and employment opportunities.
- Strong care and welfare resources embedded within the programme to include personal tutor support, access to widening participation mentor and parent’s evenings. 81% of students said that they knew who to contact for care and support. The team have planned for further support in 2018/19 by pre booking sessions on Mental Well Being, Assert mentors, MindSet and careers advice and planning
- There is effective management of student attendance using College QlikView dashboard system. Any issues identified re students at risk are discussed at team meetings and early intervention put in place as evidenced by the achievement rates.
- The College hosted an internal SkillsBuildNI competition for Brickwork in 2017/18 and will be hosting the regional competition in 2018/19

**To improve further the provision, the College needs to:**

- Retention, at 41% in 2016/17, of Level 2 students enrolled on TFS strand requires significant improvement. A new model of delivery was implemented for new starts in September 2017 to allow for better outcomes for trainees. Retention into second year has risen to 65%. The team will continue to monitor retention and consult with trainees and College support services and put in any support required to continue improving retention rates.
- Progression onto Level 3 is continuing to see low uptake. Many employers are sole traders and are not employing apprentices at Level 3 due to the uncertainty of upcoming work. Further engagement from the Centre for Skills and Apprenticeships directly with employers to outline the incentives available for SMEs would be beneficial. CITBNI recently announced incentive scheme for Level 3 Apprentices in an attempt to improve the uptake at Level 3. The brickwork team will liaise with representatives from CITBNI to promote to employers.
- Training will take place in 2018/19 so that an e-portfolio system can be introduced in 2019/20.
- Wider marketing campaign to increase demand for brickwork in the future will include an open day for schools for construction trades sampling,

•

**9. Professional and Technical Area: Wood Occupations**

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Wood Occupations</b>
<b>Programmes Internally Evaluated</b>	<b>APPSNI/TFS</b>

**Internally self-evaluated performance levels for this Professional and Technical Area**

<b>Overall Effectiveness Outcome</b>	<b>PL Very Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Very Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	---------------------

**Key Findings:**

**The provision has the following strengths:**

- In 2017/18 Retention/Achievement/Success at Level 2 was Very Good at 83%, Achievement was Outstanding at 100% and Success was Very Good at 83%. At Level 3 Retention was Outstanding at 92%, Achievement was Outstanding at 100% and Success was Outstanding at 92%.
- Relevant curriculum offer is aligned to industry practice from Level 1 to Level 3. Workshop facilities recently upgraded to match industry standard equipment has been procured to support delivery of off the job curriculum components.
- 100% placement opportunities after 1<sup>st</sup> four-week induction for new Level 2 entrants on TFS strand of the programme on both Millfield and Castlereagh Campuses.
- Strong employer links have facilitated site visits and guest speakers in addition to 'Job Ready' preparation sessions for all TFS students provided by a number of employers.
- Strong care and welfare resources are embedded within the programme to include personal tutor support, access to a dedicated Student Success Officer (LSO), parents' evenings and links with Prince's Trust. The LSO provides access to well-structured and timely personal development and preventative education curriculum.
- Effective management of student attendance and progression using College
- QlikView dashboard system, assigned coordination of cohorts and effective tracking of students on all elements of the programme.

**To improve further the provision, the College needs to:**

- Further opportunities for employer engagement in delivery of Level 1 provision and Level 2 TFS for off the job training is an area for development. This should include further site visits and guest speakers from industry.
- Progression onto Level 3 is seeing low uptake. Many employers are not taking apprentices at Level 3 due to the uncertainty of upcoming work. Further engagement from the Training Department directly with employers to outline the incentives available for SMEs would be beneficial. CITBNI recently announced incentive scheme for Level 3 Apprentices in an attempt to improve the uptake at Level 3. Teams will liaise with representatives from CITBNI to promote to employers.
- Further development of links with employers to convert placement opportunities to apprenticeships at Level 2/3 driven by introduction of the apprenticeship levy from April 2017.
- E-portfolio system to record achievement of both knowledge and competence based qualifications is still an area for development in 2018/19.

## 10. Professional and Technical Area: Construction and Civil Engineering

Professional and Technical Area/Essential Skills/Project Strand	Construction & Civil Engineering
Programmes Internally Evaluated	FE & APPSNI

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very Good	Outcomes for students	PL Very Good	Quality of provision	PL Good	Leadership and management	PL Very Good
-------------------------------	--------------	-----------------------	--------------	----------------------	---------	---------------------------	--------------

#### Key Findings:

#### The provision has the following strengths:

- Curriculum design continues to provide broad progression opportunities from Level 1 to Level 2 occupational areas and Level 3 to Foundation Degrees and undergraduate programmes in Construction & the Built Environment pathways.
- Demand for provision continues to increase year on year along with improving results profile for applicants to Level 3 Construction. Whilst more have presented with barriers to learning, effective pastoral and mentoring continues to improve outcomes for students as evidenced by the success rates detailed below.
- Level 1 74% & Level 3 100 % construction overall success levels of vocational qualifications are classified as very good, with Level 1 92% and Level 3 achievement Civils considered to be outstanding. Level 1 retention is 79% and Level 3 retention is 100%. A Level 3 Civil Engineering apprenticeship was developed in 2016/17 as a Pilot, with the first graduating cohort in 2018 with a 100% retention, achievement and success and 90% progressing onto the HLA in Civil Engineering.
- The overall retention and achievement levels on Level 3 Construction provision has increased from Good to Very Good over the last 3-year period, with 100% achievement and 80% success in 2017/18.
- In 2017/18, 73% of lessons observed were good or better, with 36% of these very good or outstanding.

#### To improve further the provision, the organisation needs to:

- While Essential Skills success has improved, a sustained continuous improvement in Numeracy across the provision has been identified as an area for improvement.
- Resourcing of electrical provision continues as an area to be addressed to ensure electrical modules can be incorporated back into the Level 1 provision to create pathways to Level 2 Training and Apprenticeship programmes.
- Team evaluation of student feedback on Level 3 Construction and Level 3 Civil Engineering programmes has informed changes to the delivery model curriculum to promote improvement in 2017/18 and 2018/19, although new RQF qualifications may impact on module choice and assessment strategies which must be kept under review. Improve attendance levels for Level 3 provision which have seen a decline over the last 3 years from 86% to 79% in 2017/18.
- Embedding of Project Based Learning further into Level 3 provision across both FE & APPSNI.

## 11. Professional and Technical Area: Motor Vehicle

Professional and Technical Area/Essential Skills/Project Strand	Motor Vehicle
Programmes Internally Evaluated	Training for Success/APPSNI

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall Effectiveness Outcome	PL Good	Outcomes for Students	PL Good	Quality of Provision	PL Good	Leadership and Management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- All Motor Vehicle (MV) students use the IMI e-portfolio to record and track their qualification.
- 100%, 26 out of 26, who completed a motor vehicle programme at Level 2 achieved their VRQ diploma and all but one achieved the NVQ.
- 100%, 15 out of 15, Level 3 apprentices achieved full qualification.
- Level 1 FE Retention 82%, Level 2 FE Retention 60%, Level 2 Training for Success (TfS) Retention 80% and Level 3 AppsNI Retention 94%.
- Level 1 FE Achievement 100%, Level 2 FE Achievement 100%, Level 2 TfS Achievement 100%, and Level 3 AppsNI Achievement 100%.
- Level 1 FE Success 82%, Level 2 FE Success 60%, Level 2 TfS Success 80%, and Level 3 AppsNI Success 94%.
- The MV team, with the appropriate intervention and support from the Centre for Inclusive Learning and Development, ensured that all students, despite various barriers to learning, make progress on their programme of study. 92% of students felt that they were supported in their studies in addition to the support given by Department for Economy contractors, one student, with complex support needs was given additional workshop support by the vocational team.
- All students who require Essential Skills attain a level above their assessed level, by the end of the programme.
- All students are provided with well-informed careers education, advice and guidance at the beginning and throughout their programme of study. 86% of students are aware of who to talk to for support.
- All tutors teach on all programmes, which ensures cross-pollination of good ideas and teaching methodologies. The team share good practice by peer observations. This ensures that the team are aware of and can collectively identify early interventions to support students at risk.
- The Curriculum is relevant and reviewed regularly to ensure that it meets the aspirations of all the students. This is evidenced by the fact that following the recent Curriculum Review Group the IMI qualification is included in the new Traineeship model.
- The MV team has been enhanced and complemented by the recruitment of two Trainer/Assessors who plan and deliver practical activities in a team teaching way in the workshops.

#### To improve further the provision, the College needs to:

- Further developed employer engagement with stakeholders e.g. Charles Hurst. The Trainer/Assessors will schedule regular meetings and reviews with all employers to increase placement rates for 2018/19 intake and to ensure we are meeting the employer's needs.

- The Motor Vehicle Team will look to widen its offer to the sector by offering bespoke training on electric/hybrid vehicles and vehicle air conditioning systems (F-Gas). Staff will be trained on both these technologies in semester one 2018/19. All existing and new trainees will also receive electric vehicle and F-Gas awareness training to support development of these skills.
- To increase the use of TEL further investment in IT infrastructure is planned in MV workshops to enhance the use of TEL into practical lessons and training. One method being trialled in Castlereaigh is the use of a camera and projector to demonstrate practical activities. This will be rolled out in Millfield in 2018/19.

## 12. Professional and Technical Area: Plumbing and Heating

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Plumbing and Heating</b>
<b>Programmes Internally Evaluated</b>	<b>Training for Success/APPSNI</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall Effectiveness Outcome</b>	<b>PL Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	---------------------

### Key Findings:

#### The provision has the following strengths:

- In 2017/18, 100% of students who completed the programme achieved the full apprenticeship qualification.
- Retention at Level 2 at 100% with Level 3 improving from 96% in 2015/16 to 100% in 2016/17 and 2017/18. Achievement at Level 2 and at Level 3 has improved from 94% in 2015/16 and 2016/17 to 97% in 2017/18. Success at Level 2 for the previous two years has been 88% and 86%. Success at Level 3 have improved from 96% to 100% over the previous two years.
- The Plumbing team, with the appropriate intervention and support from the Centre for Inclusive Learning and Development, ensure that all students achieve their vocational qualification. For 2018/19 a planned timetable of support has been put in place to include Mental Wellbeing, Assert and Mind-set Training.
- 100% of trainees who required Essential Skills at Level 2 achieved the required level to meet the apprenticeship framework. Essential Skills tutors link in with and report directly to course coordinators to support tracking and reporting of achievement.
- 90% of students felt that they were provided with well-informed careers education, advice and guidance (CEAG) at the beginning and throughout their programme of study. A support timetable has been set up to further embed CEAG and student wellbeing.
- All tutors teach on Level 2 programmes, which ensures cross-pollination of good ideas and teaching methodologies. The team share good practice by peer observations. This ensures that the team are aware of and can collectively identify early interventions to support students at risk.
- In 2017/18 through the course Blackboard Plumbing VLE our students have the best possible resource bank at hand. Migration to CANVAS for 2018/19 has given the plumbing team the opportunity to review and update VLE resources
- As this is a highly regulated industry, teaching staff continually update their own qualifications. Staff who require renewal of existing up to date Gas/Plumbing accreditation will complete in October 2018. Two other staff will be upskilled at the same time to enable the team to widen their offer.
- A Belfast Met plumbing student was successful in the NI regional finals of SkillBuild and has been invited to 2018/19 UK finals.
- As demonstrated by the high levels of placement or employed apprentices, employer engagement is very good in the plumbing team. The team are assured that the plumbing/Gas route offered by Belfast Met is the correct pathway for the industry. This is in part due to having a vocationally qualified Trainer/Assessor in the team.
- The team have reviewed and planned a balance of classroom and workshop activities and practice to develop the skills necessary for students to progress in their chosen career. Again after consultation with employers, CSR card and practical training have been front loaded to support early integration of trainees into the workplace.



- The Plumbing Team have arranged and supported a recruitment process prior to the 2018/19 intake with employers such as Phoenix Gas, ENGIE and Fusion to ensure trainees are either placed or employed from the beginning of the programme.
- All plumbing staff meet with employers at least once a term, either on the College premises or within the employer's premises to discuss trainee progress.

**To improve further the provision, the College needs to:**

- Improve recruitment to the Castlereagh campus provision: the course team, with support from marketing department, will hold an Open Day on the Castlereagh campus for Year 12 pupils during the SkillBuild Finals in March 2019.
- Broaden the curriculum offer. The team will explore the opportunity to set up a Centre of Excellence for Building Services to include plumbing, heating (including gas, oil and renewable sources), heating and ventilation. The team have linked the Sector Skills Council and will also explore introducing a bespoke Gas Apprenticeship at Levels 2 and 3.
- Further engage with employers in 2018/19, to try and resolve attendance issues; specifically, work with employers to ensure that they don't keep apprentice students at work, during timetabled class

### 13 Professional and Technical Area: Electrotechnical Services and Security Alarms

Professional and Technical Area/Essential Skills/Project Strand	Electrotechnical Services and Security Alarms
Programmes Internally Evaluated	AppsNI

#### Internally self-evaluated performance levels for this Professional and Technical Area

Overall Effectiveness Outcome	PL Good	Outcomes for Students	PL Good	Quality of Provision	PL Good	Leadership and Management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

#### Key Findings:

##### The provision has the following strengths:

- A well-structured and timely personal development that meets the needs of students well. Working in partnership with the CAM and Course Coordinator, The Student Success Officer has established a programme of support, which impacts positively on the students and contributes to high levels of retention.
- In 2016/17 in Electrotechnical, Retention was Very Good at 87% and Achievement was outstanding at 96% and Success was 87%. Retention was Very Good at 88%, Achievement was Good at 89% and Success was 88%.
- In L2 Security Alarms (SA) in 2015/16, Retention was 54%, Achievement was 100% and Progression to L3 was 100%. In L2 SA in 2016/17, retention was 73% and in 17/18, retention is currently 79%. Please note 2016/17 is the start year of this 2.5 year/ up to 130-week programme, therefore there is no data reporting on Achievement and Success until end of programme cycle).
- Sectoral and industry engagement are strong with the College leading a successful Electrotechnical framework appeal in 17/18 working in partnership with the FE sector, the ECA, TESP and DfE. Ongoing engagement with the FE sector via the Hubs and regular attendance at and hosting of, the NI Fire and Security Federation (NIFSEF) meetings allows the course team to have meaningful engagement with the FE sector, industry and DfE. The College facilitated a successful employer recruitment event in June 2018 attended by 12 employers and approximately 80 young people and parents.
- Apprentices continue to represent the College and their employer and showcase their skills in a range of internal (intercampus) and external (SkillBuild, HIPS, IFSEC) events and competitions. Belfast Met are currently working in partnership with NCL, NSI, SSAIB, CSL, Banham Academy, UBM and IFSEC to develop an alarms installers' competition category within World Skills.
- An e-portfolio evaluation in 17/18 led to further refinement of the digital assessment structure and more regular workshop sessions to improve the apprentices' engagement, learning experience and achievement rates. The current offering is an effective tool for recording, tracking and monitoring achievements and progress and allows employers the opportunity to monitor apprentice development.
- Provision of 18<sup>th</sup> Edition CPD courses to current practitioners via an NICEIC industry expert has raised the profile of the College, opened new lines of communication with industry and communicates that the College is open for business in both technical areas where there is opportunity for expansion.
- Opportunity to undertake additional industry recognised qualifications (C&G 2399, C&G 2394, Man Handling, Abrasive Wheels) to enhance their learning experiences.

##### To improve further the provision, the College needs to:

- Assign a digital learning champion in 18/19 to further embed and bring together workplace, online and face-to-face learning via the E-portfolio to ensure three-way communications between the College, employer and apprentice.
- Improve the gateway to end point assessment to ensure apprentices are better prepared and increase 'pass first time'.

## 14 Professional and Technical Area: Fabrication and Welding

Professional and Technical Area/Essential Skills	Fabrication & Welding and PEO Essential Skills/GCSE
Programmes Internally Evaluated	Training for Success/AppsNI

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall Effectiveness Outcome	PL Good	Outcomes for Learners	PL Good	Quality of Provision	PL Good	Leadership and Management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- The well-structured and timely personal development and pastoral support that meets the needs of learners well. Working in partnership with the CAM and Course Coordinator, the Learner Success Officer has established a programme of support, which impacts positively on the students and contributes to improving levels of retention.
- In 2016/17, Retention in Level 2 Fab & Welding was Good at 72%, achievement was Very Good at 90%, Success was 79% and with progression to Level 3, Outstanding at 100%. At Level 3 in 2015/16 Retention was 85%, Achievement was 71% and Success was 71%. In 2016/17 Retention was 100%, Achievement was 86% and Success was 86%. And in 2017/18 Retention was 83%, Achievement was 83% and Success was 83%.
- There is a dedicated Essential Skills co-ordinator within the School which ensures strong collegiate working and collaboration with Essential Skills/ GCSE team with contextualised, vocationally relevant teaching and assessment. Initial assessment and identification of support needs is timely and ascertains the apprentice's current level of knowledge and skills, essential skills levels, support needs including those relating to health issues or learning difficulties and diagnoses issues that might affect progress.
- The embedding of the e-portfolio promotes the apprentices independent learning and is an effective tool for recording, tracking and monitoring achievements and progress. The awarding body feedback in October 18 reflects positively on the considerable work done across the team; *"very clear that OneFile has been adopted with enthusiasm..."* and staff *"looked to take advantage of the opportunities provided by OneFile to ensure an all embracing experience for the learner."*
- The provision of a comprehensive practical skills development programme develops and applies a wide range of skills that students can showcase in a range of internal and external events and competitions. In March 2017 the College participated in an inter college engineering competition and took 1<sup>st</sup> place in Turning Skills and 2<sup>nd</sup> and 3<sup>rd</sup> place in Welding Skills categories. In March 2018 the College took first place in Welding and a L3 apprentice was 1 of just 100 recipients in the UK and Ireland to be awarded a C&G Medal of Excellence.
- Internal and external stakeholders have worked effectively to provide an appropriate and flexible curriculum with a range of progression pathways at Level 3 which are aligned to learner and industry needs. Learners undertake planned enrichment activities (GCSE Maths, Project Based Learning, CAD, Machining, Welder Coding) to enhance their learning experiences which is reflected positively in student satisfaction surveys; at Level 2 and Level 3, 100% agreed they were enjoying the course, 100% were satisfied with their course and 100% agreed they had made the right choice of course.

**To improve further the provision, the College needs to:**

- Develop more strategic alliances with a range of employers to provide suitable placement opportunities for all trainees and improve progression from L2 TFS to L3 AppsNI.
- Assign a digital learning champion in 18/19 to further embed and bring together workplace, online and face-to-face learning via the eportfolio to ensure three-way communications between the College, employer and apprentice.
- Address the current recruitment challenges in engineering to succession plan, consolidate and eventually grow the current curriculum offering in line with NI Skills Barometer.

## 15 Professional and Technical Area: Engineering FE

Professional and Technical Area/Essential Skills/Project Strand	Engineering
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall Effectiveness Outcome	PL Good	Outcomes for Students	PL Good	Quality of Provision	PL Good	Leadership and Management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- In L3 Manufacturing Engineering in 2016/17 Retention was 100%, Achievement was 89% and Success was 89%. In 2017/18 Retention was 100%, Achievement was 69% and Success was 69%.
- At L1 Engineering in 2016/17, Retention was 77%, Achievement was 94% and Success was 72%. In 2017/18, Retention was 60%, Achievement was 81% and Success was 49%.
- A Project Based Learning coordinator was appointed in 2017/18 and PBL is now well embedded into the curriculum across FE and WBL. Teams have a good understanding of how PBL can enhance the quality and range of student learning experiences, including the linking of theory to practical work, *“It has given me other ideas for project work within practical classes.”* In addition, students reflected on the development of soft skills, *“It was really good. Even though we did not win, it taught me about working in teams, compromise and communication.”*
- This reflective team is willing to make changes in course delivery through considered and evidence-based self-evaluation. In April 2018, the course coordinators, PBL Coordinator and CAM met to discuss changes to units on the course. Unit selection and delivery was altered to better reflect pathways to employment and university.
- A £300K investment in the Manufacturing Workshop in 2016/17 allows students access to industry standard equipment to develop appropriate skills to support employability and ensure ongoing skill development.
- FE provision provides a range of progression opportunities from directly into industry or to College HE courses (at Levels 4 & 5) as well as directly to university degrees. Courses provide both practical as well as academic experience, allowing students to be both industry-ready and university-ready. In 2017/18, 91% of Level 3 Manufacturing students applied to university via UCAS.
- The Course Team works closely with Invest NI, Assured Skills Programmes and Business Development Unit to create curriculum for new and emerging industries and companies. These feed back into the WBL and FE curriculum.
- Lecturers engage in ongoing CPD including use of equipment aligned to the recent and planned upgrade of workshop facilities in Manufacturing and Welding. Recent TWI accreditation provides an opportunity to broaden employer client base.

**16 Professional and Technical Area: Access Engineering, Computing and Business, Humanities, Biological/Biomedical Sciences**

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Access Engineering, Computing and Business, Humanities, Biological and Biomedical Sciences.</b>
<b>Programmes Internally Evaluated</b>	FE

<b>Overall Effectiveness Outcome</b>	<b>PL Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	---------------------

**Key Findings:**

**The provision has the following strengths:**

- Overall strengths of the programme are the ability to track and monitor students, overarching, retention and success and achievement. STEM Access FE provision is above national benchmarks evidenced by External Examiner (EE) and Ulster Faculty Partnership Manager (FPM) reports and stands at 83% success average for 2017/18 across Access HE provision.
- FT Achievement is Outstanding (94%), Success is very good (82%), PT Achievement is outstanding (96%), above current Sector average for narrow STEM subjects in Achievement for FT & PT provision and Success for FT – Sector Data ETI.
- Focused Pre Entry Advice and Guidance (PEAG) sessions held for each pathway to allow more time for staff to spend with the students to discuss their individual circumstances and refer on where appropriate to Essential Skills or other course within Belfast Met if they do not meet the entrance/admissions' criteria.
- The curriculum offer is broad, balanced and tailored well to meet the needs of students which also included an extensive guest lecturing programme from academics with our partner Universities. Offering the following Pathways: Maths and Computing, Engineering, Humanities and Social Science, Computing Business and Multimedia and Biological/Biomedical Sciences.
- Student survey response cited that 94% average would recommend the Access to University programme, citing the courses as 'a great reintroduction to education with friendly approachable teachers and a range of teaching methods'.
- Access Level 3 Leadership and Management is very good from CAM and Course Co-ordinators on all pathways. There are excellent working relationships in place for FPM and EE from both partner Universities, and communication is timely and frequent from all stakeholders as regards academic provision and impact on students. This is cited in both QUB and UU, EE and FPM reports.
- Students informed of Centre Inclusive Learning and Development at PEAG and again at endorsements to ensure timely support recommendations are sent to tutors with 77 students with additional support required across all access pathways in 2017-18.
- Good links between the Student Success Department and academic staff with 10 bespoke events run to ensure Access Students understand what support is available to them and to support their progression with total attendance of 493 students across the events. This is in addition to 165 individual appointments with the careers team; this has helped to support the students in their progression and prepare them for interviews and testing on specific progress routes.
- Students are well informed about the availability of the student hardship to support them whilst learning with students from the Access pathways being awarded over £120,000. Students referred to Student Finance early on to ensure that finances do not prevent them from completing their programme, therefore improving retention.
- Co-ordinated assessment schedule across all pathways is in place to avoid bunching of assessments to help achievement and retention as a result of feedback from students.

- All FT, AL and 3 PT staff on the Biological/Biomedical team were observed and five staff observed in non-Science Access with observations confirming that teaching and learning is very good or better.
- NICATS maths team share good practice with regards to common Scheme of Work, assessment standardisation at regular meetings and standard resources.
- Biological/Biomedical Chemistry & Biology module teams provide good support via CANVAS and standardised classroom materials.

**To improve further the provision, the College needs to:**

- Improve PT success levels (52%) to Good or better by:
  - Introducing of pre-entry diagnostic testing common to all Access pathways for both Literacy and Numeracy.
  - Work in conjunction with Careers and Marketing to host Access Information evening prior to applications opening in January 2019 to better inform students of course content and assessment requirements.
  - Utilising the Student Wellbeing Officers further within the College to support students who are having personal issues that are impacting.
- Biological/Biomedical Chemistry & Biology delivery team to share good practice with Microbiology module team and resources developed for students.
- Humanities delivery to share good practice regarding alternative progression routes for those who do not achieve grades to make it to University.

## 17. Professional and Technical Area: Community Based Learning

Professional and Technical Area/Essential Skills/Project Strand	Community Based Learning (CAM 4546)
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very Good	Outcomes for students	PL Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	--------------	-----------------------	---------	----------------------	--------------	---------------------------	--------------

### Key Findings:

#### The provision has the following strengths:

- Delivering numeracy, literacy and ICT at a range of levels to students with a wide range of abilities with community groups in greater Belfast demonstrates widening access and participation strategy.
- Part-time lecturers delivering in community environment work collaboratively with full-time lecturers to develop and share resources and participate in monthly Friday subject meetings – PTLs included in observation & appraisal process with all at good and above standard.
- Community groups offered, where appropriate, the opportunity to study GCSE Maths.
- Adult/Community student surveys continue to show 97% satisfaction rating in over 17 of 20 categories.
- GCSE full time pilot completed Year1 – 67% obtained Grade D or above.
- Prince's Trust Team programme have had 100% retention on one cohort, 92% success; achieved regional award for suicide awareness project and nominated for UK award.

#### Community Based Learning RAS:

Year	2015/16	2015/16	2015/16	2016/17	2016/17	2016/17	2017/18	2017/18	2017/18
Prog.	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate	Retention rate	Achievement rate	Success rate
ICT	84.43%	90.07%	76.05%	73.91%	96.08%	71.01%	85.19%	89.57%	76.30%
Literacy	85.19%	84.91%	72.33%	80.96%	81.00%	65.58%	84.20%	75.91%	63.92%
Numeracy	83.48%	88.84%	74.17%	80.69%	76.54%	61.76%	79.25%	72.92%	57.78%
<b>Total</b>	<b>84.27%</b>	<b>87.49%</b>	<b>73.72%</b>	<b>79.68%</b>	<b>81.43%</b>	<b>64.88%</b>	<b>82.20%</b>	<b>76.61%</b>	<b>62.97%</b>

ICT success rates have been sustained at a good rate with a 5% rise in the last year due to a concerted pastoral effort from both tutors and the education managers in the community setting. This has also contributed significantly to the very good retention rates being maintained, averaging 82%.

#### To improve further the provision, the College needs to:

- Continue with appraisal/observation for Part-time Lecturers teaching in Community classes to enhance quality of teaching delivery.
- Deliver Literacy prior to Numeracy to develop skills to make students more capable of interpreting requirements of numeracy exam questions.
- Increase ES enrolments - Develop a stronger partnership with internal teams and external groups to e.g. LEMIS consortium and explore opportunities with parents/schools – allocate staff member to investigate.



## 18. Professional and Technical Area: Applied Science

Professional and Technical Area/Essential Skills/Project Strand	Applied Science
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very Good	Outcomes for students	PL Very Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	--------------	-----------------------	--------------	----------------------	--------------	---------------------------	--------------

### Key Findings:

#### The provision has the following strengths:

- Key Performance Indicators:** Overall, retention across vocational Applied Science subjects has increased from 82.4% to 91.2%, which is in keeping with the sector average for 'broad STEM' (91.6%). Achievement has similarly improved from 89.6% to 90.0%, which compares very favourably against the sector average (87.7%). Success has significantly increased to 82.2% which is 5.6% above the sector average. This data supports a 'Very Good' performance descriptor for Applied Science. The breakdown at course level is as follows:

TABLE 1	Retention		Achievement		Success	
Year	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
L2 Animal Care	73.7%	87.8%	92.9%	86.1%	68.4%	75.6%
L2 Applied Science	83.3%	87.5%	86.7%	85.7%	72.2%	75.0%
L3 Animal Mgmt	72.7%	89.5%	87.5%	94.1%	63.6%	84.2%
L3 Applied Science	100.0%	100.0%	91.4%	93.9%	91.4%	93.9%

- Learning Environment:** A review of schemes of work to increase TEL and active learning styles has ensured a balanced approach to supporting the range of students in the FE environment. This is reflected in an increased overall success rate on all courses at Levels 2 & 3 (see Table 1 above).
- Progression/Outcomes for Students:** There are well-established progression routes in Applied Science from Level 2 to Level 5. Approximately 30% of our Level 4/5 enrolment is from existing Level 3 students (including those from A-level & Access Courses). This suggests a high level of satisfaction with the College environment. The Applied Science curriculum offer reflects the NI Skills Barometer and therefore produces a highly employable workforce.
- Engagement:** Four staff with Applied Science are STEM Ambassadors, which enriches the student experience through industry and sector engagement. Alongside this, the College is also a stakeholder in the NI Science Festival and Women in STEM. This provides a platform for Applied Science students to develop communication and planning skills, as well as some experience of event management.

#### To improve further the provision, the College needs to:

- Enrichment Activities:** Evidence gathered by Ofsted (Improving Science in Colleges, 2011) supports a role for non-curriculum enrichment activities, such as a Science Café or St John's Ambulance Club, in supporting development of transferable skills. This would be expected to enhance the quality of provision and outcomes for students.

- **Entry Level Courses:** At present, Level 2 is the lowest level of science offered by the College on a full-time basis. Approximately 50% of students on a Level 2 Applied Science course struggle with course content. A new curriculum model, encompassing Entry Level Science, could be implemented to support weaker students.
- **Assessment:** At present, there is an over-use of paper-based assessment strategies. To improve delivery, greater use of online assessment could be used, as students have responded positively to this where it is currently in place. In turn, this would be expected to improve success rates and reduce attrition due to 'assessment burn-out.'

## 19 Professional and Technical Area: School Partnership

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Schools Partnership Programme</b>
<b>Programmes Internally Evaluated</b>	<b>Training for Success/AppsNI/ESF/FE</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Good</b>	<b>Leadership and management</b>	<b>PL Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	----------------

### Key Findings:

#### The provision has the following strengths:

- Sustained partnerships with schools through working with 24 schools over the last 3 years in the Greater Belfast area e.g. RBAI in Engineering and Wellington College in Health & Social Care demonstrate strong and successful collaboration with schools with Belfast Met delivering professional & technical qualification to pupils at Level 3, both at the school and on a main College campus.
- Providing opportunities for students at special schools to provide opportunities to sample additional vocational areas e.g. Tor Bank, Longstone undertaking Life Skills qualifications.
- Providing opportunities where year 11/12 pupils can gain access to professional training and facilities e.g. St Genevieve's and St Louise's in Hair and Beauty, Loughshore using Belfast Met kitchens, RBAI in Belfast Met engineering workshops.
- Belfast Met management representative attends all meetings of the four Belfast area learning communities allowing access to Principals to advise on latest developments in FE/HE in the College and to offer support and collaboration where possible.
- Schools Collaboration Managers of all six FE Colleges meet bi-monthly to discuss common issues around Schools Partnership Programme and to develop a consistent approach.
- Retention is outstanding over the last three years, achievement is outstanding and success is very good overall. The data for special schools and schools with pupils who have challenging/behavioural issues still cause some concerns with all three descriptors. Intervention and pastoral care measures are being taken to support these students.

	Retention %	Achievement %	Success %
2017-18	93.93%	91.22%	86.62%
2016-17	97.14%	94.85%	92.14%
2015-16	94.32%	91.36%	86.17%

#### To improve further the provision, the College needs to:

- Continue to liaise with and advise schools to provide a clear career pathway into FE based on widening access and opportunities.
- Encourage partner schools to plan more effectively, especially with timetabling – obtain from schools accurate picture of timetabling needs in June at end of previous academic year.
- Ensure qualifications on entry are checked to ensure equality between Belfast Met students and school pupils studying the same course.

## 20 Professional and Technical Area: Modern Languages

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Modern languages</b>
<b>Programmes Internally Evaluated</b>	<b>FE</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Very Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	---------------------	-----------------------------	---------------------	----------------------------------	---------------------

### Key Findings:

#### The provision has the following strengths:

- This dedicated team is well supported by the CAM and the two Associate Lecturers.
- They share best practice through:
  - Excellent open communications: monthly meetings, e-mails and face to face support.
  - Sharing teaching and learning resources and ideas.
- The strength of our provision is reflected by the figures below:

<u>Year</u>	<u>Retention</u>	<u>Achievement</u>	<u>Success</u>
2017-18	91.92%	93.04%	85.81 %

- 
- The move from CCEA to OCNNI for Level 1 (Steps 3&4) and Level 2 (Steps 5&6) provision has supported improvement in our success rates. The success rates for the Level 1 has increased from 52.50 % to 65.46 % and from 57.80% to 86.72% for Level 2, which is now very good. However, there is still a small number of students who opt out of the assessment due to personal, work or family circumstances.
- The student survey carried out in April 2018 revealed that the students enjoyed the delivery, content of their course and they have a very good rapport with the class tutors.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	CP	Q	R	S	T	U	
16	<b>About your course</b>										Strongly Ag	Agree	Disagree	Strongly Dis	Not Answer						
17				Return Count	0%	20%	40%	60%	80%	100%											
18				135						112 82.4%	21 15.4%	0 0.0%	2 1.5%	0 0.7%		91	+21	99			
19	1		I enjoy my course	135						122 89.7%	11 8.1%	1 0.7%	2 1.5%	0 0.0%		94	+28	98			
20	2		My classes start on time	136						113 83.1%	15 11.0%	2 1.5%	3 2.2%	3 2.2%		91	+31	96			
21	3		My course is well organised	133						109 80.1%	22 16.2%	2 1.5%	2 1.5%	1 0.7%		89	+21	97			
22	4		The content of my course is interesting	135						95 69.3%	34 25.0%	2 1.5%	1 0.7%	4 2.3%		85	+16	98			
23	5		Learning new skills that will help me in real life	132						82 60.3%	36 27.9%	5 3.7%	2 1.5%	3 6.6%		80	+12	94			
24	6		Facilities provided at the college help me learn	127						85 62.5%	24 17.6%	10 10.3%	5 3.7%	8 5.3%		76	+12	85			
25	7		Made aware courses can move to when completed	128						109 76.0%	23 17.3%	2 2.5%	19 1.7%	27 2.5%		89	+23	98			
26	8		I am satisfied with my course	135						109 76.0%	23 17.3%	2 2.5%	19 1.7%	27 2.5%		87	+21	96			
27	<b>Summary</b>																				
28																					
29																					
30																					
31																					
32																					
33																					
34																					
35																					
36																					
37																					
38																					
39																					
40	<b>Your tutors and College staff</b>										Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered						
41				Return Count	0%	20%	40%	60%	80%	100%											
42				131						101 76.1%	22 16.2%	1 0.7%	1 0.7%	5 3.1%		90	+25	98			
43	9		My teachers use different ways to help me learn	131						105 77.2%	21 15.4%	2 1.5%	1 0.7%	7 5.1%		90	+19	98			
44	10		Lecturers encourage me to work to best of ability	129						115 84.6%	12 8.8%	0 0.0%	1 0.7%	8 5.9%		95	+23	99			
45	11		My tutors are cooperative and helpful	128						113 83.1%	16 11.8%	0 0.0%	1 0.7%	5 4.4%		93	+18	99			
46	12		I am treated with respect and dignity	130						74 54.4%	22 16.2%	9 6.6%	7 5.1%	24 17.6%		76	+14	86			
47	13		Aware of who I could talk to about safeguarding	112						74 54.4%	28 20.6%	3 2.2%	4 2.3%	27 19.3%		81	+16	94			
48	14		Non teaching staff are cooperative and helpful	109						88 72.1%	12 14.8%	1 1.8%	15 1.8%	17 9.4%		88	+20	96			
49	<b>Summary</b>																				
50																					
51																					
52																					

**To improve further the provision, the organisation needs to:**

- The provision is delivered by part time staff in the evenings, which present challenges in terms of course co-ordination, the Associate Lecturers will have some reduction on their allocated STC and an increase on their Additional Duties to support the CAM.
- To continue improving the Level 1 success rates in the Steps programme, by revising and reducing the number of tasks per assessment. Thus taking into consideration the feedback provided by the tutors. Therefore, reducing the assessment time, which had a knock-on effect on the teaching time.

## 21 Professional and Technical Area: ESOL

Professional and Technical Area/Essential Skills/Project Strand	ESOL
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very good	Outcomes for students	PL Very good	Quality of provision	PL Very good	Leadership and management	PL Very good
-------------------------------	--------------	-----------------------	--------------	----------------------	--------------	---------------------------	--------------

### Key Findings:

#### The provision has the following strengths:

- Excellent feedback on Quality of teaching and management from the British Council inspectors in its 2018 inspection based on classroom observations, teachers and student focus groups. This inspection scheme provides an assurance of the quality of English language delivered in the College for the International Qualifications programme.
- The College acts on behalf of DfE to co-ordinate delivery across all 6 colleges, as well as the community and voluntary sector for ESOL for Syrian Vulnerable Persons Relocation Scheme for NI.
- The Management team is involved in the City of Sanctuary movement and represents the College on the committee – the College have assisted C.O.S and Education Authority with the assessment of Schools of Sanctuary.
- Good and proactive management structure which is well supported by a team of well-qualified and professional coordinators together with a dedicated part-time tutors.
- Robust IQA procedures for the City & Guilds' provision "Clear assessment decisions and marking against City & Guilds' mark schemes. All IQA decisions were agreed." April 18. A strong sense of teamwork, offering support to team members by continually sharing best practice, including:
  - ✓ Monthly team meetings.
  - ✓ Monthly sessions with the TALMS for the School, to support staff and share best practice
  - ✓ Staff complete 2 peer observations per academic year.
  - ✓ ESOL Staff avail of the Cambridge development training online subscription and complete a minimum of 2 courses per year (depending on the TNA).
- The above good practices are reflected in the very good retention, achievement and success for this provision.

<u>Year</u>	<u>Retention</u>	<u>Achievement</u>	<u>Success</u>
2017-18	95%	85.76%	81.46%

- The above figures can be rated as very good, particularly if we take into consideration that serious personal issues; office appointments; relocation; illness and, other external factors beyond our control, affect at least 50% of the students enrolled on this provision.
- ESOL courses are an obvious example of the "Widening access and participation" agenda. The ESOL international Programme (accredited by Cambridge) meets the needs of those students requiring a more academic route. Whereas the Skills for life programme (C & G) meets the needs of those students who need a vocational route. Both programmes help students to acquire the knowledge of our culture and to facilitate integration into our society.

- There is a strong liaison between the ESOL manager and other services in the College– for example this allows for informative sessions on career progression, and employment rights, which are organised twice per semester.
- The ESOL end of year survey (June 2018) revealed that the students enjoyed the delivery, content of their course and they have a very good rapport with the class tutors.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My classes were well organised	73.71% 129	25.14% 44	0.57% 1	0.57% 1	175
The teacher explained the course clearly to me	83.43% 146	16.57% 29	0.00% 0	0.00% 0	175
The teacher treated me with respect & dignity	86.21% 150	13.79% 24	0.00% 0	0.00% 0	174
The teacher made me want to learn	81.25% 143	18.75% 33	0.00% 0	0.00% 0	176
My classes always started on time	81.82% 144	18.18% 32	0.00% 0	0.00% 0	176
My classes were challenging (in a good way)	61.36% 108	36.93% 65	1.70% 3	0.00% 0	176
The teaching methods used made learning interesting	69.77% 120	29.65% 51	0.58% 1	0.00% 0	172
The handouts and materials provided by the teacher have been clear and helpful	75.43% 132	24.57% 43	0.00% 0	0.00% 0	175
The teacher checked my attendance and progress	78.16% 136	21.26% 37	0.57% 1	0.00% 0	174
The class tests and homework helped me to learn	75.43% 132	24.00% 42	0.57% 1	0.00% 0	175
I got help when I needed it	79.43% 139	20.57% 36	0.00% 0	0.00% 0	175

**To improve further the provision, the organisation needs to:**

- The success rates in the FCE (B2 First -International qualifications) increased to 77.14% and to 63.18% (from 57.48%) in the level 1 SFL Reading programme. The gap between E3 and L1 is still there however, staff are becoming more familiar and better prepared for the difficulties that our students encounter with the level 1 reading examination. This is assessed in the student tutorial where the students are provided with clear and specific areas for improvement.

## 22 Professional and Technical Area: A Level Fast-track

Professional and Technical Area/Essential Skills/Project Strand	Fast Track A Level Programme
Programmes Internally Evaluated	Training for Success/AppsNI/ESF/FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Good	Leadership and management	PL V Good
-------------------------------	------------	-----------------------	------------	----------------------	------------	---------------------------	--------------

### Key Findings:

#### The provision has the following strengths:

- Fast Track A Level continues to be a popular option for returning or mature students who wish to take A-Levels within one year – either to repeat or take on a new subject.
- Provides alternative route for mature students to change career into Medicine, Dentistry, where Level 3 Access is not a viable alternative.
- 3-year average Achievement and Success rates are 77% and 73%.
- Broad range of subjects available and Senior Examiners within teaching team.
- Outstanding retention – 93%.

#### To improve further the provision, the College needs to:

- Regain ground lost in terms of Success (71%) – 2017-18 figures are similar to 2015-16, but 2016-17 (77%) should be the benchmark. It should be noted that the Fast Track provision success rate has been adversely affected by the recent growth in the number of unconditional offers made by universities.
- Reinstate compulsory mock exam period in January.
- Earlier intervention by YH and AOS staff, post January mock, to mitigate against the threat to success/achievement of unconditional offers e.g. withdraw exam entries if appropriate.
- Provide more information and active application on alternatives to UCAS and Universities both in the FE and IT Sectors.
- Subject teams to revise action plans in the light of specification changes and 2017-18 results, particularly with regard to decline in proportion of A\*-C grades.



## 23 Professional and Technical Area: Second Year A Level

Professional and Technical Area/Essential Skills/Project Strand	Second Year A Level
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	------------	-----------------------	------------	----------------------	-----------------	---------------------------	-----------------

### Key Findings:

#### The provision has the following strengths:

- Success rate is “*Very Good*” at 80%; Achievement rate is “*Good*” at 88%; Retention “*Outstanding*” at 91% - this compares with College Level 3 figures of 68%, 82% and 83% for full outcomes.
- *A\*-C = 61%; A\*-E = 91% (based on exam sats).*
- “*Present*” and “*Attend*” figures both slightly above the Level 3 average for the College.
- Morning registration and supervised study have improved coordinators’ scope for tracking student performance.
- Four of the science delivery team are STEM Ambassadors, engaging students in STEM subjects and introducing a variety of possible career and progression routes in industry and the sector. The College is also a stakeholder in the NI Science Festival and Women in STEM.

#### To improve further the provision, the College needs to:

- Develop curriculum offer to match that of mainstream secondary schools. Specifically, introduce more coursework-based qualifications to cater for students with different aptitudes and learning styles.
- Work with relevant support departments to develop infrastructure required to create an A Level Hub. This will improve supervised study facilities and attendance monitoring.
- Manager and Year Head to arrange fact-finding visit to a college already using Tribal EBS (new sector wide Learner Management System) for A Level students in order to review its functionality.

## 24 Professional and Technical Area: Travel, Tourism and Events

Professional and Technical Area/Essential Skills/Project Strand	FE- Centre for Travel, Tourism and Events.
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Very Good	Leadership and management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	--------------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- Industry specific specialisms are at the core of the centres qualifications delivery that strive to meet the ever-changing needs of the travel, tourism and event industries. The suite of further education courses is reviewed and updated annually to take into account the needs of the industry's and was reflected for example in the change from the Level 3 in Travel Services to the NCFE Level 3 Introductory Diploma to commence in September 2018 that took into account aviation sector and employer feedback in relation to course content and relevance.
- Provision of vocational training for the aviation and tour guiding sectors is excellent with over 70% of the NCFE Level 3 Certificate in Travel Services students obtaining direct employment with local airlines and Swissport Ground Handling Company at Belfast International and George Best airports respectively. Furthermore, the Level 2 & 3 Tour Guiding has obtained success and achievement rates of 93% & 100% with potentially 43 newly qualified tour guides.
- Teaching and delivery teams through ongoing industry engagement and employment opportunities keep abreast of the changing needs of industry. They embrace change through the curriculum they provide and are open to update and adapt it accordingly. The provision of the Events bundle at Level 3 encompassing events, hospitality and tourism combining a range of identified priority skill areas together that are beneficial to the future growth of the local Northern Ireland economy unique to the Belfast Met and provided by no other college. The introduction of the higher Level 4 Tour Guiding qualification is a direct result of the success of the Level 2 & 3 programmes and these will continue to meet the increasing demands of this ever-growing sector.
- Awarding bodies are reviewed to take into account teaching, learning and assessment strategies that allow for a more rewarding and beneficial learning experience as well as progression routes on successful completion of qualifications. For example, the need to move from the NCFE Level 3 in Travel and Tourism to EDEXCEL BTEC Level 3 Diploma in Travel and Tourism in 2017/18 has resulted in recognition of UCAS points that allows for successful progression to Foundation Degree or Degree at Levels 4 and 5 with Ulster University that was not previously available.
- Project Based Learning continues to be embedded by the team as opportunities arise. Students are encouraged to embrace and become involved in real live projects in 2017/18 such as Belfast Met Graduation, World Skills Exhibition and Youth Lyric productions. Courses who engaged and benefited from these opportunities as a method of learning, evidence gathering and assessment and thus contributed in some way to successful outcomes was the Level 3 Certificate in Principles of Event Management with achievement of 94% and success of 77%.

#### To improve further the provision, the College needs to:

- Retention and outcomes of the NCFE Level 3 in Travel & Tourism must continue to improve from 34.3%. The team recognise this and have successfully identified and explored a number of initiatives that they wish to embed into the delivery and assessment of the programme in 2018/19. The French Exchange to increase retention and enrich the learning experience at an international level and Career Ready so that students can

gain employer support, guidance and mentoring as well as valuable employment opportunities whilst at College as well as positively impacting on retention, achievement, success and future employment prospects.

- It is evident that retention, achievement and success on the BTEC Level 3 Certificate in the Principles of Event Management (R51%, A95% S49%) and the NCFE Level 3 Certificate in Travel Services ( R70%, A84%, S59%) needs to continue and improve. One strong cohort from the onset is advisable as opposed to two potentially resulting in a number increased early leavers, thus one distinct cohort made up of students who have a genuine interest and willingness to engage with the course, its structure and content and who have attended PEAGS and have knowledge and an understanding of the expectations are more likely to be retained, achieve and succeed. This is evident in statistics for the remainder of the 2016/17 cohort of the Level 3 Event Management bundle in 2017/18 completing the second year with increased retention of 82%, Achievement of 94% and Success of 77%.

## 25 Professional and Technical Area: Hospitality

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Hospitality</b>
<b>Programmes Internally Evaluated</b>	<b>FE and Apprenticeships NI</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Good</b>	<b>Leadership and management</b>	<b>PL Good</b>
--------------------------------------	---------------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	----------------

### Key Findings:

#### The provision has the following strengths:

- The introduction of Level 1 Professional Cookery has proved outstanding with retention levels at 93.3%. Proficiency in Baking Industry Skills at Level 3 is also outstanding with 100% retention.
- Apps NI has very good retention at 85.7%, almost 20% higher than the previous year. This improvement is underpinned by streamlined approach in delivery and development of employer engagement.
- Almost all students report that they are given a variety of methods of learning and teaching whilst on their course and that their delivery lessons are always very varied. In addition, they report that almost all staff use various methods of assessment both formative and summative periods. This ensures that the students are assessed using methods most suitable to their learning style and the task in hand, where choice is an option and was confirmed through 10 classroom observations in 2017/18. This good or better learning and teaching experience also impacts positively on achievement.
- All staff meet and exceed the 30 hours annual CPD requirements as detailed in Awarding Body Assessment Strategies. This ensures students experience current methodologies and are equipped with skills to meet current industry trends which impacts positively on their employability opportunities.
- Almost all staff across all programmes regularly participate in team teaching. Whilst this is naturally occurring due to the nature of the curriculum it is none the less a clear strength. This benefits staff by being able to identify good practice from each other and replicating this into their own learning and teaching plans. It further benefits students as they can see different ways of to work and have more practical support available.
- Almost all students participate in College commercial area, which operates daily. This prepares students well for employment as the restaurant and kitchens mirror industry. This allows for the transition to industry to be much more seamless. The high levels of communication with employers has allowed students to access industrial visits to local businesses, placements, as well as encouraging gastronomic experiences for unit completion.
- All students across all programmes who disclose an Additional Support requirement are referred to the Learning Support team as quickly as possible to help ensure that there is no barrier to them achieving and progressing. This is fully compliant with DDA regulations and ensures equality, removing barriers to learning.
- The curriculum portfolio offers all students the opportunity to enter Competitions and take part in external events. Students are regularly achieving outstanding results at local and national level. This has given students access to further develop the wider and softer skills and raise student standards of employability.

**To improve further the provision, the College needs to:**

- Success rates in AppsNI have increased from 58.6%-75.7%. Further enhancement of e portfolio within this programme will allow for increased success.
- Full time Level 3 Advanced Diploma in Professional Cookery has a low success rate at 58.33%. A robust QA plan and staff stability will further improve this.
- Further development of an Employers Forum would more formally advance and embed Apprenticeships within the department. This would also allow employers more available access to College contacts and informs Quality Improvement planning. More enhanced engagement with external partners would allow more work experience opportunities at all levels.
- Continuous development of E-portfolio and Learning assistant will allow for a more streamlined approach to assessment and verification. This will allow for a more robust Quality Assurance system to be in place and student attainment to be tracked accurately to support achievement.
- The over-arching Quality Assurance processes within the centre need to be addressed. A robust standardised process must be rolled out in order for seamless EQA visits to take place. This will allow for CPD for staff as well as inconsistencies to be eradicated. An important mechanism is the appointment of a Lead IQA role.
- Continuous development of international relationships and EU partnerships for student and staff exchanges to be made available to all students within the Centre. This will enhance all softer transversal skills and provide enrichment opportunities for future employment.

## 26 Professional and Technical Area: Business

Professional and Technical Area/Essential Skills/Project Strand	Business
Programmes Internally Evaluated	FE FT/PT

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Good	Leadership and management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- Breadth of both full and part time curriculum offer in close alignment to industry needs and contributing effectively to developing skills for social and economic development.
- Part time FE curriculum performing within Good to Very Good descriptors with 2017/18 RAS confirmed at 87/92/81. Retention 2017/18 slightly reduced on 2016/17 but Achievement improved and Success maintained.
- Level 3 CIPD remains a strong PT provision with 80 students enrolled in 2017/18 and overall RAS 85/100/85. For a second year in a row, the College has had a student shortlisted through to finals of CIPD NI Student of the year award.
- Well planned FE curriculum with clearly identified progression pathways FT and PT to HE affording students the opportunity to plan and progress career aspirations and achieve full potential.
- All staff FT and PT complete both formal and informal relevant CPD throughout the year which includes researching and preparing new units, attending Awarding body and subject relevant conferences and in house TEL training.
- Blended learning models particularly within PT curriculum, provide flexible learning solutions suited to the full time employed professional student eg ILM.
- The planning of the FT curriculum is appropriate to the needs of students and facilitates students to engage in PT jobs contributing to improved attendance rates and higher levels of retention.
- Curriculum planning of FT courses on a semesterised basis enables completion of units for students monitored and assessed on a timely and regular basis supporting achievement for students throughout the programme and contributing to higher levels of motivation and success.
- A rigorous QA process for full time FE, led by an experienced member of staff as Lead IV is closely aligned with quality processes for BTEC Business and as a result team meetings and regular reviews contributes to a standardised, streamlined and cohesive provision that promotes higher standards of teaching and assessment.
- Project Based Learning has been mainstreamed across all FT curriculum in Business and timetabling and planning of the curriculum supports the delivery of a cohesive and standardised curriculum in this area and has contributed to a development of entrepreneurial and creative skills giving students the opportunity to enhance their wider employability capability.
- The planning and effective use of College resources in PBL including introduction of “Cleverouch” technology and development and utilisation of dedicated rooms has contributed to an enhanced learning experience for students.
- The E-twinning Plastics project introduced in April 2018 enabled the teaching team to utilise an e-learning platform for a European Project and resulted in improved attendance and engagement and has also opened up opportunity for an Exchange programme in 2018/19 with French group.
- The Career Ready UK Programme for Level 3 FT students supports the development of the employability and transversal skills of 35 young people annually and has contributed to acquisition of excellent interpersonal skills

throughout the 6 week internships in July/Aug each year. These internships have provided 2 Level 3 students with FT employment.

- The Success of the ICE with GRIT Erasmus application for roll-out in 2018-19 has further improved staff engagement in developing curriculum to include adaptation of different learning methodologies and contributing to improved motivation of staff to engage in CPD. ICE with GRIT is a study programme for LEVEL 3 students to engage with students from the Netherlands in an enterprise programme that enhances their ICE skills (Innovation, Creativity and Enterprise) whilst at the same time supporting the development of their GRIT (Growth, Resilience, Independence and Tolerance).
- The introduction of a CANVAS mentor to staff in Business in 2017-18 has provided the impetus and enthusiasm for staff to transition to CANVAS from Blackboard and to seek out ways in which to enhance learning materials and teaching practice.
- High level of support provided through CILD, Student Wellbeing and through the AOS has improved attendance throughout the year and enabled students with challenging circumstances to remain on programme.

### **Data Analysis FT Programmes - Strengths**

- Attendance rates on FT programmes have improved in LEVEL 3 Extended Diploma from 85% in 2016-17 to 88% in 2017-18 and on the LEVEL 3 OCR Administration Diploma attendance has improved significantly from 84% in 2016-17 to 94% in 2017-18 demonstrating improved effectiveness of the course team in managing students on programme.
- In L2 Extended Certificate in Business the achievement rates have increased from 41% in 1 cohort in 2016-17 to 71% and 78% in 2017-18 across 2 cohorts respectively. This is a substantive improvement in achievement and illustrates effectiveness of teaching and learning strategies for this diverse profile of students of whom in 2017-18, 22% of student's first language was not English. In the same Programme success rates increase represented a more moderate increase from 39% in 2016-17 to 52% and 68% in 2 cohorts for 2017-18. Overall the SER grade for L2 Extended Certificate has increased from a grade 6 in 2016-17 to a grade 4 in 2017-18.
- Achievement and Success rates on the LEVEL 3 Extended Diploma in Business with data reported on a 1 plus 1 basis has resulted in significant improvements evidenced from 2016-17 to 2017-18. In 2016-17 the course average for achievement and success (across 3 cohorts in second year) at 72% was reduced due to the impact of low levels of successful completion in the 3<sup>rd</sup> cohort of students who had substantively lower entry level achievement. In 2017-18 the achievement and success rate was more consistent across the 3 cohorts and averaged at 87%. The SER grade overall from 2016-17 increased from an average SER Grade 3 to SER grade 1 in 2017-18.
- In the LEVEL 3 OCR Administration programme evidenced very high results across retention, achievement and success in 2017-18 at 100%, 91% and 91% with a respective SER Grade 1. This is a significant improvement on the 2016-17 year where the same KPI's were 89%, 70% and 63% with a respective SER grade 4. The reason for this significant increase is as a result of a re-configuration of the units to improve student opportunities to achieve better outcomes.

### **To improve further the provision, the College needs to:**

- Develop strategies to improve retention in L2 FE Business which dropped from 94% in 2016-17 to 74% and 87% across both cohorts of students in 2017-18.
- Develop strategies to improve attendance across all FT FE but specifically at L2 which dropped in 2017-18 to 68% across 2 cohorts compared to 85% across 1 cohort in 2016-17.
- Monitor and support staff CPD in CANVAS through utilisation of CANVAS mentor in Belfast Business School
- Develop PBL to include engagement with industry to develop projects in which students may engage aligned with ICE with GRIT.
- Develop internships to support implementation of ICE with GRIT in 2018-19.
- Reduce the assessment process in LEVEL 3 FE BTEC by providing alternative methods of assessment and facilitating opportunities to assess students on a holistic basis and alleviate the burden of over-assessment.

## 27 Professional and Technical Area: Hairdressing, Barbering, Beauty Therapy and Media Makeup

Professional and Technical Area/Essential Skills/Project Strand	Hairdressing, Barbering, Beauty Therapy and Media Makeup
Programmes Internally Evaluated	Training for Success/AppsNI/FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very Good	Outcomes for students	PL Very Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	--------------	-----------------------	--------------	----------------------	--------------	---------------------------	--------------

### Key Findings:

#### The provision has the following strengths:

- High levels of curriculum innovation under FE and WBL; the College team has shown considerable leadership and professional commitment in further developing their curriculum E-portfolio that has resulted in tangible benefits in the planning, monitoring and review of the course to meet the needs of the students. With an increased development to include all key aspects and information for each student. This is evident within programmes such as level 1 FE with course success rates improving from *75% in 2016/2017 to 88% in 2017/2018* and within Level 3 Barbering FE and AppsNi from *80% in 2016/2017 rising to 86% in 2017/2018*.
- This reflective team is willing to make changes in course delivery across all programme strands FE/TFS/AppsNi through considered and evidence-based self-evaluation. Project based learning (PBL) is well embedded into the curriculum across FE and WBL, teams have a good understanding on how PBL can enhance the quality and range of student learning experiences and has enhanced this with industry led projects and enrichment qualifications to ensure all students are receiving a quality provision meeting industry needs.
- Work-based learning (WBL) is a feature of the provision, with *100%* of the students placed in vocationally relevant work-placements for a minimum of two days per week. FE students gain experience within commercially run salons within College, they are encouraged to meet with and work alongside industry to develop industry relationships. With a planned calendar of industry events and guest speakers, this allows development of the wider skills to be work ready and has improved the move from TFS to AppsNi in year to a *100%* increase of a level 3 AppsNi cohort for 2018/2019 in Hairdressing. This has also enhanced and given an industry focused careers and progression information for all students across HE, FE and WBL.
- The course teams have worked effectively to develop a very good and flexible curriculum (in both the professional and technical units receiving excellent External awarding body feedback and in Essential Skills and GCSEs), with a range of progression pathways to match the capabilities of the students within FE and WBL. This is being further developed by the CAM, who is involved with Curriculum Reform and Sectoral Partnerships, across the curriculum provision.
- Across the curriculum offer, all students are encouraged to enter Competitions and take part in external events. Students are regularly achieving outstanding results at local and national level in student based and industry competitions and events.

#### To improve further the provision, the College needs to:

- Continue to further embed TEL and our Blended learning approach within the curriculum areas to further promote independent learning within the qualification structure and engage students within HE programmes with a more flexible learning approach.



- Part-time industry focused short courses for staff CPD to allow us to offer short courses that meet the needs of industry and to allow for further upskilling within a market led curriculum.
- With a changing curriculum, Pre Entry advice and selection review is required, to ensure recruitment at the correct level for new Technical and Higher-level qualifications.

Within Hairdressing and Beauty TFS Programmes at Level 2 with no enhanced criteria retention has dropped, E.G Level 2 Hair dropped from *100% in 2016/2017 to 86% in 2017/2018* when pre entry profiling was removed.

## 28 Professional and Technical Area: IT WBL

Professional and Technical Area/Essential Skills/Project Strand	4531 IT Services – LEVEL 2 & LEVEL 3 IT Courses
Programmes Internally Evaluated	Traineeship/AppsNI/ESF/FE

### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Very Good	Outcomes for students	PL Very Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	--------------	-----------------------	--------------	----------------------	--------------	---------------------------	--------------

#### Key Findings:

#### The provision has the following strengths:

- A success rate of 95% was achieved on the IT Apprenticeship programme with remaining apprentices on extension to finish and a target of 100% is expected.
- A success rate of 90% was achieved for the Level 3 Full time provision in 4531 in 2017/18 and increase from 68% in 2016/17.
- Course team has excellent employer engagement with yearly industry forums. Employers are encouraged to feed into the curriculum being taught to ensure that the content is relevant and necessary.
- PBL embedded in all FE and APPSNI programmes. Course team are all aware of the importance of PBL within the curriculum. PBL works well within the area of IT with project based assignments that link 3 modules in each year of provision.
- Excellent HE progression routes for FE students and LEVEL 3 Apprentices. There is formal agreed progression routes to Napier University and Open University providing enhanced flexibility in progression beyond the two local universities.
- Course team keep up with current technology with excellent CPD, in 2017-2018 all 8 members of the course team have undertaken Cisco IT Essentials, Cisco Cyber Security, EC-Council CEH and Amazon AWS.
- Course team also work closely with DoE, InvestNI, Assured Skills Programmes and Business Development Unit to create curriculum for new and emerging industries and companies. These feed back into the WBL and FE curriculum.
- Course team work with Bring It On to promote and encourage more female engaging in IT programmes as well improving the understanding and knowledge of apprenticeship routes. The team has attended Bring IT On Events such as Air Show, Schools Careers Evening Talks, NI Careers Teachers Annual Event, College of Agriculture, Food, Rural Enterprise (CAFRE) NI Career Advisor Annual Event and Belfast IT Girls Summer event.
- The course team works closely with employers in relation to HLA apprenticeship recruitment. Course team aid employers with the marketing and selection process to aid recruitment of IT apprentices.
- Excellent retention for HLA apprentices.
- ESSK perform end/timely initial assessment (IA) and diagnostic assessment (DA) resulting in students working towards their assessed level in Essential Skills (ESSKs).
- Excellent relationship with other providers including Napier University, Open University and SRC.
- Course team has seat on IT Sectoral Body to help shape future of curriculum from Level 2 upwards.

#### To improve further the provision, the organisation needs to:

- Continue to market the courses throughout Northern Ireland to promote the WBL programmes and to encourage more females to enrol on IT programmes as well as promoting WBL programmes to new and emerging companies.

- Ensure all lecturers CPD is kept current with technology in a very fast moving area. Particularly in the areas of Data Analytics, IOT, Smart Technologies and Machine Learning.
- Ensure that course team works closely with ESSK, to ensure students are achieving their desired level.
- Encourage students to engage with local employers in industry placements.

## 29 Professional and Technical Area: Computing Technologies

Professional and Technical Area/Essential Skills/Project Strand	4532 - Computing Technologies
Programmes Internally Evaluated	FE

### Internally self-evaluated performance levels

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Good	Leadership and management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

### Key Findings:

#### The provision has the following strengths:

- The Level 2 team have maintained a high level of performance with students entering the College often having the minimum entry requirements and displaying challenging behaviour requiring learning support and disciplinary intervention. Level 2 success increased from 92% to 93%.
- The vocational team have worked closely with Essential Skills staff to ensure increased success in Essential Skills provision in Communication which has increased from 72% in 2017 to 78% in 2018.
- The Level 2 provision has maintained continued success through the rigorous OCR moderation process with no actions raised by moderators.
- PBL is embedded on both Level 2 and Level 3 FE provision to ensure that at least 3 modules in each year and assessed together and have significant practical project work that is industry relevant and uses current technologies.
- Staff across the Level 3 FE teams have engaged in industry related CPD in emerging areas such as the latest CISCO standards, Cyber Security and Python programming.
- Level 3 FE FT programmes include appropriate additionality in the form of vendor certification such as Microsoft Technology Associate to allow students to compete for jobs with a globally recognised industry knowledge based certification.
- FT FE provision at Level 3 has internal competition activity in IT Support. This provided an effective enrichment opportunity to develop skills in a competition setting and prepare for potential entry to WorldskillsUK.

#### To improve further the provision, the organisation needs to:

- Increase further support in numeracy to improve success in Essential Skills which fell sharply in 2018 from 81% to 41% despite improvements in Communication and vocational programme success.
- Review coordination processes for LEVEL 3 BTEC where year 1 to year 2 retention from 2017 to 2018 is at 64% combined with falling enrolment. This will include reviewing teaching and learning and assessment strategies with a view to moving current provision to new BTEC or OCR standards containing new assessment arrangements.
- Review the content of Level 3 provision to ensure a more challenging student experience with respect to new technologies and industry engagement.
- Increase engagement with competitions to a regional and national level at Level 3 and internally at Level 2 to enrich the student experience with a view to improve retention and student feedback.

### 30 Professional and Technical Area: Creative Media Production (Film & TV)

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Creative Media Production (Film &amp; TV)</b>
<b>Programmes Internally Evaluated</b>	<b>FE</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Good</b>	<b>Leadership and management</b>	<b>PL Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	----------------

#### **Key Findings:**

- 90 Credit programme delivered in year 1  
Retention 80%, Achievement 100%, Success 80%
- 2<sup>nd</sup> year. In year programme findings  
Retention 88%, Achievement 100%, Success 88%

This is substantially down from previous years with Film & TV. In year 2 of the extended diploma programme (Film & TV) 96% of students, gain a full or partial achievement, with an overall 95%+ success and retention rate to year 2 an average of 80%+.

#### **The provision has the following strengths:**

- A dedicated teaching team, with very extensive industrial experience with continuous engagement with industry and review of emerging technology to ensure the programmes are industrially relevant. Many staff are directly involved in the industry outside of College time.
- Industry standard resources including a studio in e3 and additional and enhanced Camera/ audio/lighting equipment purchased for practical work and a workstation study facility created in response to student voice processes.
- Additional resource in Millfield with a shared performance space and recording studio to enhance the links with music with the development of music videos and camera work.
- Employer and industry involvement for students through external visits and trips and the recording of “in conversation with” events and subsequent editing of footage by both sets of students in rotation. This provides hands on experience in a live studio environment.
- Visits to local universities and from UK HEI’s to understand the potential for further study and the ability to move into many areas of level 6 study in the field of Creative media production. Developing formal articulation routes at both FE & HE.
- Curriculum delivery leadership that liaises closely with the CAM to support and motivate students, including several with barriers to learning.
- Repeated success in the Royal Television Awards (NI) – Student production. 2016/17 academic year produced three first places and two highly commended 17/18 two high commended up against several University entries.
- The new team that critically reviews delivery and assessment through the SER system to revise and amend the delivery to ensure the programme, is industrially relevant and meets the needs of the students and local employers.
- A PBL approach is used ensure that student use their collective knowledge and skills to complete internal work-related projects. “In conversation with”, “Question time”, visits to places of interest and history.
- PBL approach working with external partners where students have the opportunity to be part of the production. The hire of the studio requires the production company to provide some training and or experience to students.

- Several lecturers nominated for Creative and Cultural Skills (CCS) Tutor of the year based on the creation of materials for self-directed study and support given outside of timetabled hours.
- Several students based on submitted material nominated for CCS Intern of the year, student of the year and project of year.

**To improve further the provision, the College needs to:**

- To develop the use of the Millfield performance space & green screen studio, for real life activities and events, maximising student participation.
- Further, enhance and increase the amount of practical within the delivery of units to motivate students and instil a sense of continual achievement.
- A structured planned move to the new RQF programmes in creative media to ensure the college is offering the most relevant and appropriate curriculum.
- Further, increase the quality of the blended learning material to further promote self-directed learning within the first years being matched with 2<sup>nd</sup> year students for support.
- Further, increase engagement with competitions; locally, UK wide and internationally to provide students with real world problems, live projects to enhance and develop their skills.

### 31 Professional and Technical Area: Creative Media Gaming and Multimedia

<b>Professional and Technical Area</b>	<b>Gaming, Multimedia and Art &amp; Design (Graphics)</b>
<b>Programmes Internally Evaluated</b>	<b>FE</b>

#### Internally self-evaluated performance levels

<b>Overall effectiveness outcome</b>	<b>PL Good</b>	<b>Outcomes for students</b>	<b>PL Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	---------------------	----------------------------------	----------------

#### Key Findings:

##### The provision has the following strengths:

- Industry experienced teaching team working on all Level 2 and Level 3 programmes within course area. Course delivery team/student timetables kept consistent across groups to maximise staff-student experience. 100% Achievement and 95% Success on L2 Games course. Level 3 Creative Media Production Games and Interactive Media is also very good with 81.25% Success and Achievement. New OCR Level 3 Digital Media attained 100% pass rate in exams for the first year cohort.
- Students are encouraged to showcase skills through local and national competitions, e.g. AnimationUK, BAFTA Young Gamers, Design Museum London.
- Extensive engagement with industry i.e. Level 2 students attending industry workshops with Cinemagic/BAFTA; Level 3 students attended workshops offered by NI Game Development Network. Majority of teaching staff are still engaged with industry through their own projects / companies.
- Adobe Vendor qualification is embedded within courses to enhance the student's CV.
- Project Based Learning has been encouraged across units on the programmes along with focused assignment briefs that relate to industry workflows.
- Various progression pathways exist in this centre to give students opportunities to move on to further and higher studies.
- TEL is used within the classroom to encourage and engage students.
- Staff CPD is supported through the purchase of online training i.e. Digital Tutors and Gnomon School of Effects; this ensures staff skills are matching latest industry needs.
- Curriculum supported by latest industry technology that includes: Virtual Reality equipment, camera equipment, high end workstations, game consoles.

##### To improve further the provision, the College needs to:

- Increase stakeholder awareness in regards to the game development, visual effects, interactive media and graphic design courses that we offer through business breakfasts, showcase events and open days.
- Continue to support, develop and promote progression pathways from Level 2 through to Level 3 and from Level 3 to Level 5.
- Continue to ensure IT hardware/software meets need of the curriculum and appropriate support is in place for teams e.g. technical support / learning support.
- Continue to encourage a Project Based Learning approach within the centre as the ethos of the approach to learning and teaching through industry driven assignment briefs and self-evaluation processes, as well as reduce the possibility of over assessment.
- Level 3 Graphic Design has had poor success and achievement over the past few years and these areas will be addressed through a move to the new OCR Level 3.

## 32 Professional and Technical Area: Print

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>4531 IT Services – Print APPSNI</b>
<b>Programmes Internally Evaluated</b>	<b>AppsNI/ESF</b>

### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Very Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	---------------------	-----------------------------	---------------------	----------------------------------	---------------------

#### Key Findings:

#### **The provision has the following strengths:**

- Course team has excellent employer engagement. Sole provider of Printing APPSNI in Northern Ireland. This programme is a highly valued by employers in Northern Ireland.
- Course frequently wins of Irish Print Apprentice Award for Level 2 and Level 3 programmes.
- Excellent course achievement and retention statistics. Due to the roll-on/roll-off structure of recruit and achievement and provision tailored to suit individual trainees and employers, the success rate at Level 2 was 92% while a success rate of 100% was achieved at Level 3 for the most recent cohort of completers. This includes successful achievement of Essential Skills which is required for these frameworks.
- Course team works closely with employers to ensure WBL students have individually tailored learning plans. This is essential as all learning and assessment is undertaken at employers/apprentices work place.
- This small team is willing to make changes in course delivery through considered and evidence-based self-evaluation. Project based learning (PBL) is embedded into the curriculum WBL with the course team knowing the benefit of PBL within the print programmes.
- 100% of WBL students placed in vocationally relevant companies and gain the necessary industrial experience.
- Very flexible course team willing to work around shift work which may involve evening or weekend visits.
- Excellent student tracking system which has been adopted by other programmes with this area. Course team piloting the use of tablets with Cloud based approach for assessment. Tracking system has been adopted by the IT Apprenticeship programme.
- Excellent Essential Skills (ESSK) results for print apprentices where required.

#### **To improve further the provision, the organisation needs to:**

- Continue to further embed TEL and our Blended learning approach within the curriculum areas to further promote independent learning within the qualification structure
- Recruit further work based assessor /industry focused role to allow further development of WBL offer and increase number of print apprentices. Current numbers capped due to small team size.
- Adoption of better technology to aid assessment and course delivery in environments where access to technology can be limited.



### 33 Professional and Technical Area: Art and Fashion

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>4535: Art and Fashion</b>
<b>Programmes Internally Evaluated</b>	<b>Creative and Cultural Skills AppsNI. Level 1/2 Art (Fashion). Level 3 Extended Diploma Art. Level 3 Extended Diploma Art (Fashion). Level 3 Extended Diploma Art (Digital and Photographic).Foundation Diploma in Art and Design.</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Very Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	---------------------	-----------------------------	---------------------	----------------------------------	---------------------

#### Key Findings:

##### **The provision has the following strengths:**

- The unique flexible online CCS App underpinned by employer engagement and input to be as relevant as possible to the student, employer and the creative sector, offering a choice of pathways tailored to each Apprentice and their employer. Achievement and progression currently stands at 100% which is excellent and progression of early leavers is 82% which is good.
  - The extensive industry experience of the teams informs an excellent standard of skills delivery with high standards expected, resulting in confident, high achieving students.
  - FE students are encouraged to enter competitions at local, and national level and take part in live project briefs set by industry helping to develop their wider skills. Students regularly achieve competition and exhibition success including nationally. This has resulted in excellent retention (100% Level 3 Fashion,) and 100% achievement in Level 3 Fashion, and over 93% achievement in Foundation Art and Design.
  - Project based learning is well embedded into the curriculum across FE, enhancing the quality and range of the student experience, and providing real work scenarios. This experience has contributed to the high retention, achievement and success rates across this curriculum area.

##### **To improve further the provision, the organisation needs to:**

- Invest further in relevant technology e.g. Gerber Plotter, Direct to Garment Printer, etc to ensure Fashion curriculum remains relevant to the needs of the industry.
- Continue to work closely with the sector bodies and employers to ensure we meet the needs of industry and continue to build our profile within the sector ensuring jobs for our students and a reputation for Belfast Met as a centre of excellence in this curriculum area.
- Continue to develop the CCS pilot E-Portfolio learning approach and consider its application to promote independent learning across the curriculum.

### 34 Professional and Technical Area: Electrical/Electronic Engineering

Professional and Technical Area/Essential Skills/Project Strand	Electrical/Electronic Engineering
Programmes Internally Evaluated	FE

#### Internally self-evaluated performance levels

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Very Good	Leadership and management	PL Very Good
-------------------------------	---------	-----------------------	---------	----------------------	--------------	---------------------------	--------------

#### Key Findings:

##### The provision has the following strengths:

- A small, dedicated teaching team, with very extensive Industrial experience that continually engage with industry and review emerging technology with the aim of incorporating within delivery of units and ensure the programmes are industrially relevant. This is supported by the introduction of HMI programming, remote monitoring and adjustment of devices and the introduction of engineering automation incorporating the purchase of two industrial robots for curriculum delivery.
- Visits to local universities to understand the potential for further study and the ability to move into many areas of Level 6 study in the field of Engineering.
- Curriculum delivery leadership that liaises closely with the CAM to support and motivate students, including several with barriers to learning.
- A team that now critically reviews delivery and assessment through the SER system to revise and amend the delivery to ensure the programme is industrially relevant; meets the needs of the students, local employers, and follows a similar path to that of the PT Higher Education programmes that have been commended by students within student surveys.
- The use of the 'Google Docs' system for the issue, submission, assessment and feedback to students is being encouraged throughout the delivery team.
- The team have been successful in UK/World Skills with a 1<sup>st</sup> place in 2015/16 and a 1<sup>st</sup> and 3<sup>rd</sup> place in 2016/17 in Industrial Electronics.
- Statistics
  - In year achievement and success sits at 77%.
  - Over 2 years' achievement and success is poor at 55%, but this has been the result of several students leaving for university and employment with their 90 Credit Diploma.
- One of the lecturers was awarded the UK/World Skills Local Hero's recognition award.
- Securing the purchase of two ABB Robotic Arms to further increase practical activities across, PLC, Industrial Automation, Industrial Electronics, Mechatronics and Industrial Monitoring and Control (Local and Remote).

##### To improve further the provision, the organisation needs to:

- Increase the amount of practical within the delivery of units to motivate students and instil a sense of continual achievement.
- Further, increase the quality of the blended learning material to further promote self-directed learning within the FT programme and match PT HE students with a FT student to develop this further.
- Increase engagement with competitions, both locally, UK wide and internationally which will provide students with more real world problems and develop their skills.

- To increase the practical aspect of the programme with the introduction of the new RQF Level 3 in Electrical/Electronic Engineering and an RQF in Computing Engineering which some curriculum staff have been involved in the writing of modules and support materials for the awarding body. This will help to improve the 1<sup>st</sup> to 2<sup>nd</sup> year retention figures above current 75%
- Review the promotion and marketing of the programme and increase interest in the programme to younger students to include visits by lecturing staff to feeder schools.
- Develop a second Level 3 cohort to incorporate a Level 3 in Computer Engineering linked via remote monitoring and control.

35 Professional and Technical Area: Music / Music production

Professional and Technical Area/Essential Skills/Project Strand	4534 - Electronics/Media/Music Music/Music Production
Programmes Internally Evaluated	FE

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Good	Leadership and management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

**Key Findings:**

• **MUSIC TECHNOLOGY LEVEL 3**

○ **Final year of delivery of 90 credit 1<sup>st</sup> year and top up of extended Diploma in year 2**

- 90 Credit programme delivered in year 1 - Retention 55%, Achievement 100%, Success 50%
- 2<sup>nd</sup> year in year programme findings - Retention 70%, Achievement 100%, Success 70%
- Combined longitudinal data 2-year Extended Diploma - Retention 50%, Achievement 100%, Success 50%.

These figures have expedited the restructuring of the programme and bringing in RQF Music Technology a year ahead of schedule which began in Sept 2019

• **MUSIC LEVEL 3**

○ **Final year of delivery of 90 credit 1<sup>st</sup> year and top up of extended Diploma in year 2**

- 90 Credit programme delivered in year 1 - Retention 86%, Achievement 100%, Success 86%
- 2<sup>nd</sup> year. In year programme findings - Retention 100%, Achievement 100%, Success 100%
- Combined longitudinal data 2-year Extended Diploma - Retention 86%, Achievement 100%, Success 86%.

• **MUSIC LEVEL 2**

○ **2017/18 pilot of a new Level 2 Music provision; a bundled programme that included Pearson Level 2 Extended Certificate in Music bundled with an OCR Level 2 Certificate in Media (Audio pathway) and Essential Skills (as necessary.)**

- BTEC – High Retention 95%, Achievement 96%, Success 90%
- OCR - High Retention 95%, Achievement 96%, Success 90%.

**The provision has the following strengths:**

- A dedicated teaching team, with very extensive industrial experience that continually engage with industry, review emerging technology with the aim of incorporating within delivery of units, and ensure the programmes are industrially relevant. Many of the staff are directly involved in the industry outside of College time.
- Visits by universities from UK HEI's for students to understand the potential for further study and the ability to move into many areas of Level 6 study in the field of Music and Music Production.
- Curriculum delivery leadership that liaises closely with the CAM to support and motivate students; including several with barriers to learning.
- Repeated success in regional competitions. The production of gigs by the students to support the College through Graduations, Fresher's Fair, charity events and others to provide hands on experience of music production and performance.
- Introduction of a new joint student space for music recording and media.

- The team who critically review delivery and assessment through the SER system in order to revise and amend the delivery; to ensure the programme is industrially relevant and meets the needs of the students and local employers. 2015/16, 2016/17 and 2017/18 SV Reports highlights good employer and industry liaison.
- A Project Based Learning approach is used ensure that students use their collective knowledge and skills to complete work-related projects. The gigs and charity events are organised by the students and these form part of the assessment of programme units.
- Increase and change to the management of the curriculum area, the enhancement of equipment and materials for delivery. With development of a full recording studio completed September 2018.
- Development of new Music Technology programme under the BTEC RQF to enhance the practical recording aspect in conjunction with the new recording facility.

**To improve further the provision, the organisation needs to:**

- Increase the amount of practical within the delivery of units to motivate students through the studio approach and in still a sense of continual achievement with introduction of RQF.
- Time allowances for Level 2 units (bundled provision) have been increased, as have the number of practical tasks to reinforce learning.
- Reduce the reliance on outside space for the delivery of programmes, such as with the OhYeah centre.
- Further, increase the quality of the blended learning material, to further promote self-directed learning , with the first years being matched with 2<sup>nd</sup> year students for mentoring-type buddy support.
- Increase engagement with competitions: locally, UK wide and internationally, which will provide students with more real world problems and develop their skills.
- Enhance the recruitment criteria to ensure those on the programme have a definite interest in music and meet minimum qualifications on enrolment criteria.
- Redesign the Music Technology delivery plan, to make the programme increasing practical, and to make more use of the new facilities.
- Extend the time allocations for Level 2 examination units to assist students in enabling maximum achievement.

37. Professional and Technical Area: HMP Maghaberry

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>HMP Maghaberry</b>
<b>Programmes Internally Evaluated</b>	<b>Vocational &amp; Essential skills</b>

**Internally self-evaluated performance levels for this Professional and Technical Area**

<b>Overall Effectiveness Outcome</b>	<b>PL Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	---------------------

The target is to increase registrations and accreditations over the life of the Service Level Agreement with Northern Ireland Prison Service.

The overall baseline figures as established in 2016 secured 668 registrations with 1,375 accreditations. For the period April 2017 to March 2018, 600 registrations were secured with 1,439 accreditations. This upward trend continues and in the period April 2018 to September 2018, 721 registrations were secured with 738 accreditations achieved.

**Key Findings:**

**The provision has the following strengths:**

- There is effective leadership and management across the provision at both a strategic and operational level, with oversight and performance monitoring to deliver improved outcomes.
- There is effective self-evaluation and quality improvement planning in place which supports continuous improvement across the provision.
- Access to PRISM has been secured for all tutors and consequently this enables the updating of records and visibility of educational requirements and attainments across the delivery team. Further, this also enhances the planning and scheduling of classes, taking into account initial assessment levels, release dates and other supporting programmes within the prison that the student may be involved in.
- The improved registration and accreditation figures as above can be attributed to a range of factors to include; enhanced planning and scheduling of classes, taking into account initial assessment levels, release dates and the removal of conflicts with other programmes within the prison. Improved co-ordination between unit managers, sentence managers and governor’s supports attendance and identifies issues relating to non-attendance; all of which increase retention and subsequently educational outcomes for students.
- An improved approach to monthly data collation and analysis has been standardised and agreed with NIPS team which has delivered improved planning and evaluation.
- Essential Skills process and guidance developed which follows College procedures, this approach has improved quality and while attendance and retention rates are good, success rates require further improvement, with attendance rates at 93% and retention at 77%.
- The learning environment has been improved to include signage and positive images to reinforce learning and signpost students to wider opportunities available.
- The celebration and award ceremonies now include families which has supported the development of student self-confidence whilst also raising student ambitions and horizons.
- Skills Competitions introduced to enhance student aspirations and full engagement with employers, supported by employability events, with 42 employer representatives attending.

- Opportunities to deliver education to vulnerable and separated students has resulted in an uptake of courses and engagement with vulnerable/hard to reach students. Clear increase in the numbers of separated prisoners engaging in education. This is evidenced by the addition of evening classes both in Learning & Skills and in the Riverside Restaurant. As a new additional programme, the first cohort has 8 registrations and 30 students have completed an evening class for the vulnerable students.
- Progression routes developed with all provision in the vocational areas available at Level 2 with 40 registrations and 22 accreditations achieved since April 2018.
- The Individual Learning Plans are in place for all students within 30 days as per the SLA, all of which can be used by others to shape wider interventions.
- Effective quality systems are in place to include EQA and IQA processes, ensuring quality of teaching and best practice standards are maintained. To date there have been no sanctions on any of the programmes.
- Initial and diagnostic assessments are undertaken in a timely manner (within 10 days of incarceration) delivering improved awareness of education or related support programmes at an early stage and improvements in student programme registration timeframes.

**To improve further the provision, the College needs to:**

- In partnership with NIPS, conduct a joint curriculum review with all relevant partners engaged in the development and provision of learning & skills at Maghaberry, to develop a platform to inform strategic decision making for the mid to long term in relation to the curriculum strategy and delivery framework across multiple partners and stakeholders.
- In partnership with NIPS, develop a Whole College Quality Improvement Plan and Curriculum Development Framework for Maghaberry taking into account all providers.
- Further improve the data collation and analysis process with enhanced data collection systems to be implemented to capture achievement, retention and success rates, all of which will support better planning and utilisation of resources and inform strategic decision making.
- Improve the delivery in workshops to better reflect industry, i.e. workshops need to be better utilised to deliver L1, Level 2 or Level 3 where appropriate and not in a linear model.
- Further improve the progression, retention, attendance and success rates across the provision.
- Further develop actual work activities and accreditations to promote work ready approaches for students within Maghaberry, in partnership with NIPS.
- Strengthen the contribution of CIAEG to the employability work to ensure appropriate information and advice is given to include enhanced signposting for students.
- Further develop and embed team teaching, cross marking and peer mentoring to enhance quality procedures and staff development.
- Further improve the timetabling process to better support tutor planning and the delivery of provision, which is occasionally disrupted for registered students due to other interventions across the NIPS provision, which can lead to changes in the student composition.
- Further integration by the Prisoner Development Unit and the College teams is required to ensure student access and opportunity to achieve accredited outcomes is optimised and linked to sentence plans.

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Hydebank Wood College</b>
<b>Programmes Internally Evaluated</b>	<b>Vocational &amp; Essential skills</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall Effectiveness Outcome</b>	<b>PL Good</b>	<b>Outcomes for Students</b>	<b>PL Good</b>	<b>Quality of Provision</b>	<b>PL Good</b>	<b>Leadership and Management</b>	<b>PL Very Good</b>
--------------------------------------	----------------	------------------------------	----------------	-----------------------------	----------------	----------------------------------	---------------------

The target is to increase registrations and accreditations over the life of the Service Level Agreement with Northern Ireland Prison Service.

The overall baseline figures as established in 2016 secured 368 registrations with 313 accreditations. For the period April 2017 to March 2018, 504 registrations were secured with 446 accreditations. This upward trend continues and in the period April 2018 to September 2018, 345 registrations were secured with 400 accreditations achieved.

#### Key Findings:

##### **The provision has the following strengths:**

- There is effective leadership and management across the provision at both a strategic and operational level, with oversight and performance monitoring to deliver improved outcomes.
- There is effective self-evaluation and quality improvement planning in place which supports continuous improvement across the provision.
- There has been significant investment secured to improve the learning and skills accommodation, to be implemented within Q2 & Q3 of 2018/19.
- An improved approach to monthly data collation and analysis has been standardised and agreed with NIPS team which has delivered improved planning and evaluation.
- There is an increased focus on the provision of one-to-one support to meet specific needs of Hydebank students as identified via initial assessments and safer custody. For example, 14 individuals who would not engage in education received one-to-one support, all of whom achieved either literacy or numeracy qualifications ranging from EL3 to L2.
- Integration of essential skills delivery and vocational areas has been piloted within Horticulture, this is proving effective with positive engagement and outcomes (8 males supported – 4 completed.) This will be further rolled out across other vocational areas in 2018/19.
- Student attendance and retention rates are improving and within essential skills programmes, with attendance rates at 93% and retention at 90%.
- The College input to committal induction is now located within NIPS Education team, which ensures students are signposted and engaged on the relevant programmes at the earliest opportunity, with 100% of new committals now offered Induction to provision.
- Initial and diagnostic assessments are undertaken in a timely manner (within 10 days of incarceration) delivering improved awareness of education or related PL support programmes at an early stage and improvements in student programme registration timeframes. Of eligible committals, 159 assessments within 10 days, 149 (93%) with 154 ILP's in place (97%).
- A well-structured timetable for Essential Skills classes with quality assurance guidance and policies has been implemented and is aligned to the wider College quality assurance process.



- There are effective quality assurance and improvement systems in place to include EQA and IQA processes, to ensure that best practice standards and quality of teaching is maintained with all programmes sanction free across the provision.
- Progression routes have been developed within the provision at Level 2 across a range of vocational areas, which has supported the expansion of the vocational offer.
- The celebration and award ceremonies now include families which has supported the development of student self-confidence whilst also raising student ambitions and horizons.
- All programmes have maintained direct claim status which facilitates self-administration and an efficient turnaround of certification, which is particularly relevant for remand prisoners.
- The provision of sheltered and supervised opportunities to deliver education for those vulnerable students who were previously unable to come off the prison landings. This has resulted in the uptake of courses and engagement with vulnerable and hard to reach students. Curriculum for C2 has been broadened across the following areas and aligned to main provision: Art, Construction Skills, Essential Skills, Horticulture, Hospitality & Catering, Industrial Cleaning. Further, modules of Health & Safety, Food Hygiene Awareness, Food Safety, Nutrition for Health & Customer Service Skills for the Hospitality Industry are also offered.

**To improve further the provision, the College needs to:**

- In partnership with NIPS, conduct a joint curriculum review with all relevant partners engaged in the development and provision of learning & skills at Hydebank, to develop a platform to inform strategic decision making for the mid to long term in relation to the curriculum strategy and delivery framework across multiple partners and stakeholders.
- In partnership with NIPS, develop a Whole College Quality Improvement Plan and Curriculum Development Framework for Hydebank Wood College taking into account all providers.
- Further improve the success rates across the provision to increase the outcomes / attainment levels for students across vocational and essential skills provision.
- Further improve the data collation and analysis process with enhanced data collection systems to be implemented to capture achievement, retention and success rates, all of which will support better planning and utilisation of resources and inform strategic decision making.
- Further improve the timetabling process to better support tutor planning and the delivery of provision, which is occasionally disrupted for registered students due to other interventions across the NIPS provision, which can lead to changes in the student composition.
- Further develop actual work activities and accreditations to promote work ready approaches for students within Hydebank, in partnership with NIPS.
- Strengthen the contribution of CIAEG to the employability work to ensure appropriate information and advice is given to include enhanced signposting for students.
- Further develop the blended learning approach within the curriculum areas to enhance the student experience and to enable delivery of essential skills in a seamless delivery model.

### 39. Professional and Technical Area: Bakery Skills

#### Section 7: Summary of Belfast Met's Performance in each Professional and Technical Area

Professional and Technical Area/Essential Skills/Project Strand	Bakery Skills
Programmes Internally Evaluated	WBL –APPNI

#### Internally self-evaluated performance levels for this Professional and Technical Area

Overall effectiveness outcome	PL Good	Outcomes for students	PL Good	Quality of provision	PL Good	Leadership and management	PL Good
-------------------------------	---------	-----------------------	---------	----------------------	---------	---------------------------	---------

#### Key Findings:

##### The provision has the following strengths:

- There is effective leadership and management across the provision at both a strategic and operational level, with oversight and performance monitoring to deliver improved outcomes. At Level 2, retention ranged from 63% to 85%, overall 81%, achievement at 100% of Professional & Technical with Full Framework requiring improvement and progression at 97%. At Level 3, retention ranged from 75% to 93%, overall 85%, achievement ranged from 69% to 91% overall 82% and progression was 100% across the period 2014/15 to 2017/18.
- There is improved performance review, self-evaluation and quality improvement planning in place which supports continuous improvement across the provision, which supported via a monthly case conferencing performance review process.
- There is improved and good collaborative working relationships in place between the College and the subcontractor team, ensuring a tangible and collaborative partnership between partners, supported by a robust SLA which governs the relationship.
- Apprentices are able to develop a broad and diverse knowledge and understanding of baking processes beyond their current work roles to support ongoing development, as evidenced within the teaching & learning observations conducted in 2017/18 and 2018/19 as part of the quality assurance and quality improvement initiatives.
- Apprentices are able to identify and implement planned actions to improve their effectiveness in the workplace.
- There are many instances where the provision has supported the overall career pathways of the apprentices, through progression and promotion in the workplace, or by seeking career development in the industry with other employers.
- The provision is well tailored to meet the development needs of the apprentices and their employers, regarding choice of pathways and professional and technical units.
- Assessments are well planned in the workplace and the Training Assessor has detailed expertise and knowledge of the industry, which is used to good effect in training sessions. Appropriate efforts are made by employers to provide adequate time away from the workplace for training.
- The very strong industrial expertise and technical skills of the Training Assessor (a broad range of skills to meet the needs of the apprentices and employers), which are used to very good effect in training. Further supported by staff CPD including ongoing e-portfolio training.
- An improved approach to monthly performance review and analysis has been standardised and agreed with National Food & Drink Training team which has delivered improved planning and evaluation.

##### To improve further the provision, the organisation needs to:

- Further develop the College's role in in the long-term strategic planning and market development within the Food & Drink sector in NI, to identify areas for further curriculum development and growth, through ongoing engagement with key sector stakeholders.
- Further improve the data collation and analysis process with enhanced data collection systems to be implemented to capture achievement, retention and success rates, all of which will support better planning and utilisation of resources and inform strategic decision making.

- Further improve and embed the planning and delivery arrangements for Essential Skills ensuring diagnostics are completed, delivery appropriate to results fully incorporated into PTP requirements, to include the implementation of a more responsive and flexible delivery solution.
- Further align the student review process with the pastoral role of the Skills Support Coach to fully support student achievement and progression in line with PTP targets.
- Further develop performance monitoring of student progress and achievement for full framework, ensuring all performance data is fully reconciled and maintained on a monthly basis.
- Develop and progress to an e-portfolio model of delivery utilising TEL and blended learning.
- Develop the market presence of the provision and provide further enrichment opportunities through relevant skills competitions.
- Strengthen the contribution of CIAEG to the provision to ensure appropriate information and advice is given to include enhanced signposting for students to fully support student progression.

#### 40 Professional and Technical Area: Financial Services

<b>Professional and Technical Area/Essential Skills/Project Strand</b>	<b>Financial Services</b>
<b>Programmes Internally Evaluated</b>	<b>WBL –APPNI</b>

#### Internally self-evaluated performance levels for this Professional and Technical Area

<b>Overall effectiveness outcome</b>	<b>PL Very Good</b>	<b>Outcomes for students</b>	<b>PL Very Good</b>	<b>Quality of provision</b>	<b>PL Very Good</b>	<b>Leadership and management</b>	<b>PL Very Good</b>
--------------------------------------	---------------------	------------------------------	---------------------	-----------------------------	---------------------	----------------------------------	---------------------

#### Key Findings:

##### The provision has the following strengths:

- There is effective leadership and management across the provision at both a strategic and operational level, with oversight and performance monitoring to deliver improved outcomes, with Level 2 retention at 85% and Level 3 retention at 90%, Level 2 & 3 achievement at 100% and Level 2 & 3 progression at 100% across the period 2014/15 to 2017/18.
- There is improved performance review, self-evaluation and quality improvement planning in place which supports continuous improvement across the provision, which is supported via a monthly case conferencing performance review process.
- There is improved and good collaborative working relationships in place between the College and the subcontractor team, ensuring a tangible and collaborative partnership between partners, supported by a robust SLA which governs the relationship.
- Apprentices are able to develop the appropriate technical and customer service skills within the financial services sector to support ongoing personal and professional development, as evidenced within the teaching & learning observations conducted in 2017/18 and 2018/19 as part of the quality assurance and quality improvement initiatives.
- There is good evidence of progression in learning, and skills enhancement through the course., supported through the implementation of a greater focus on stretch and challenge in learning, with evidence of benefit to the wider learning experiences of the students.
- A strong commitment to ongoing and extensive CPD for students and delivery staff, including the Certificate in Teaching qualification for the Trainer Assessor. The students also benefit from a wide range of in-house training activities, as part of their employer’s online staff development training, and specific staff development activities.
- The provision is well tailored to meet the development needs of the apprentices and their employers, regarding choice of pathways and professional and technical units. The qualification is well matched to job roles and responsibilities, particularly for those students progressing to Level 3 and undertaking supervisory activities.
- An improved approach to monthly performance review and analysis has been standardised and agreed with the LDA team which has delivered improved planning and evaluation.
- The students are well engaged with the course, they value how the course and achievement of their target qualifications will enhance their work roles and career prospects within the Lloyds Banking Group

##### To improve further the provision, the organisation needs to:

- Further develop the College’s role in in the long-term strategic planning and market development within the Financial Service industry in NI, to identify areas for further curriculum development and growth, through ongoing

engagement with key sector stakeholders. To include a review of the mid to long term SLA with LDA following their recent acquisition by Staffline Group.

- Further improve the data collation and analysis process with enhanced data collection systems to be implemented to capture achievement, retention and success rates, all of which will support better planning and utilisation of resources and inform strategic decision making.
- Further improve and embed the planning and delivery arrangements for Essential Skills ensuring diagnostics are completed, delivery appropriate to results fully incorporated into PTP requirements, to include the implementation of a more responsive and flexible delivery solution.
- Develop an appropriate pathway beyond the Level 3 apprenticeship, for example, to provide a Higher Level Apprenticeship offer at Level 4/5 within the College.
- Strengthen the contribution of CIAEG to the provision to ensure appropriate information and advice is given to include enhanced signposting for students to fully support student progression.
- Further align the student review process with the pastoral role of the Skills Support Coach to fully support student achievement and progression in line with PTP targets.
- Ensure greater attention is given to the students taking more responsibility for their learning, for example, drafting reflective statements of CPD activities, or through project work for those registered on the Level 3 programme.
- Ensure the directed training environment is fully conducive to learning for the students, taking into consideration to the working environment.