LEVEL OF ASSURANCE
Good

Item 07a

Glasgow Kelvin College

Curriculum Planning

Internal Audit report No: 2024/03

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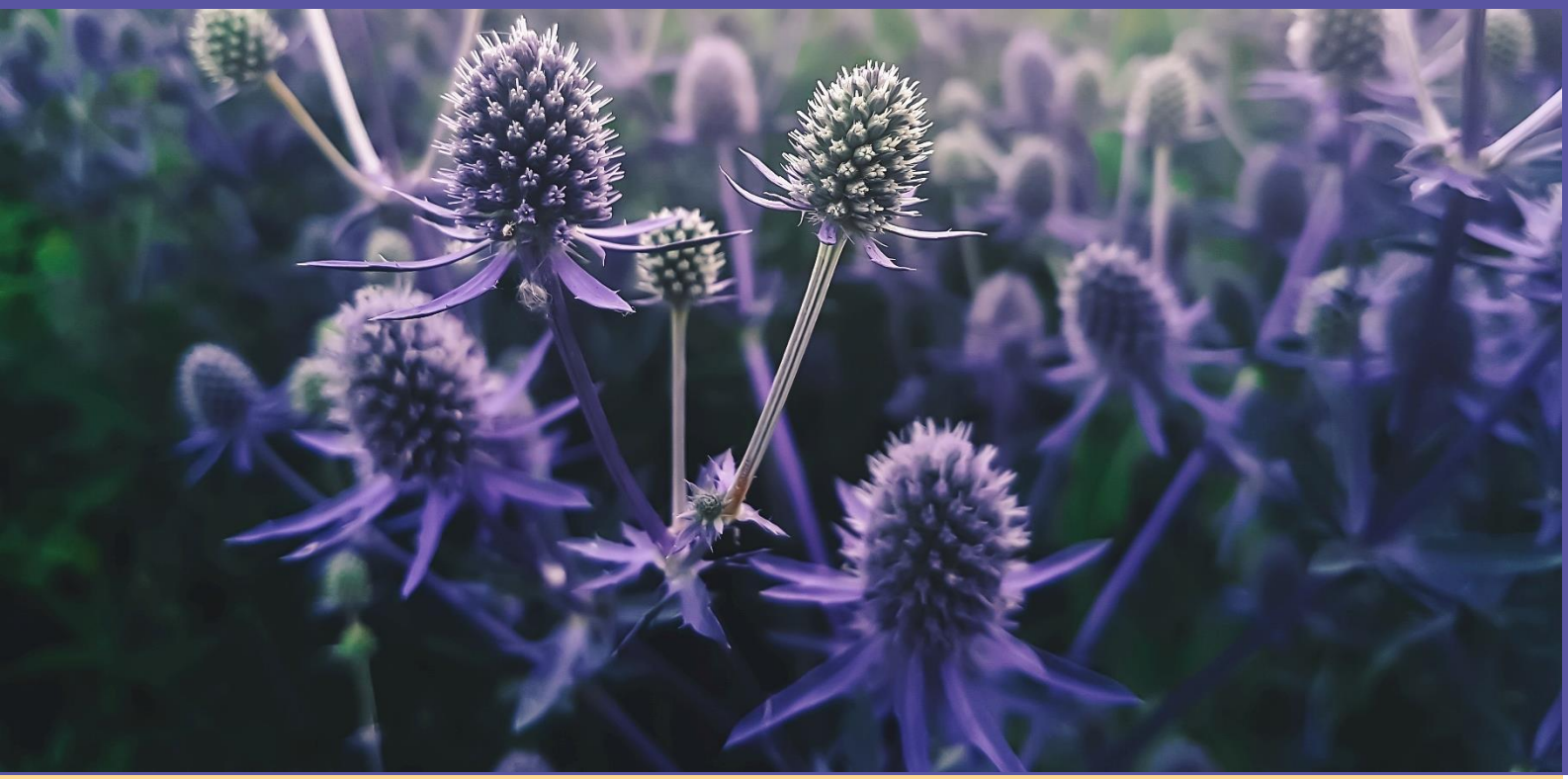

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit and Risk Committee.
Priority 2	Issue subjecting the organisation to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

Management Summary

Overall Level of Assurance

Good	System meets control objectives.

Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Glasgow Kelvin College ('the College') Risk Register (as at October 2023):

- Risk 5 – Curriculum doesn't meet current or future needs of students, employers, or community partners, or the economy. The curriculum becomes not relevant as the College shrinks and changes and options reduce accordingly (Residual Risk Score – 9 High); and
- Risk 7 – Poor student experience (Residual Risk Score – 9 High).

Background

As part of the Internal Audit programme at the College for 2023/24 we carried out a review of the systems in place in relation to Curriculum Planning. The ANA identified this as an area where risk can arise and where Internal Audit can assist in providing assurances that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Oversight of the College's curriculum is ultimately delivered by the Senior Management Team (SMT), which comprises of the Principal and Vice Principals across the College. The curriculum across the College is managed at an operational level by the Curriculum Managers (CMs) and the Senior Curriculum Managers (SCMs), who are overseen by the Directors who are responsible for the fulfilment of the curriculum within their departments.

The College has an annual Credits target, which is allocated to the College by the Glasgow Colleges Regional Board (GCRB), as a share of the regional Credits target allocated by the Scottish Funding Council (SFC). This target is then allocated by the SMT into the individual faculties, with the Directors of these faculties then developing a curriculum plan with their SCMs and CMs to fulfil these Credit targets across the programmes within their respective areas.

The College has a planning tool in place which allows the SCMs and Directors to evaluate the Credits fulfilment required for each course; the staff resource required; and the student numbers required for each class across the curriculum. This is then utilised by the Directors to finalise the course requirements for the coming academic year, and the marketing and application process is then implemented.

The College has Power BI reporting in place to facilitate the monitoring of key performance indicators (KPIs), such as admissions, enrolments, attendance, retention and attainment, which draws data from the College's student information systems. This allows regular monitoring of the KPIs across the programmes to ensure that delivery is being fulfilled in line with the College's requirements.

Scope, Objectives and Overall Findings

This audit considered the key risks in relation to the College's curriculum.

The table below notes the objective for this review and records the results:

Objective	Findings			
The objective of the audit was to ensure that:		**1**	**2**	**3**
		No. of Agreed Actions		
1. The core College curriculum is aligned with national priorities and the needs of regional industry, employers and individual learners.	**Good**	-	-	-
2. There is a process in place to review and refresh existing programmes on a regular basis.	**Good**	-	-	-
3. Adequate controls are in place over the development of new programmes including the preparation of a business case, costing and pricing.	**Good**	-	-	-
4. The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience.	**Good**	-	-	-
5. The curriculum planning process takes sufficient cognisance of the College's share of the Region's Credits target.	**Good**	-	-	-
6. There are strong links between the curriculum planning process and workforce planning and budgeting.	**Good**	-	-	-
Overall Level of Assurance	**Good**	**-**	**-**	**-**
		System meets control objectives		

Audit Approach

Interviews were conducted with the Vice Principal Curriculum and Quality, the Director of Planning and Performance and Curriculum, the Director of Learning Innovation and Curriculum, the Director of Curriculum and Community Engagement, and other relevant managers and staff to allow us to document the systems and processes in place.

Summary of Main Findings

Strengths

- The College's strategic ambitions and the associated priorities within them are incorporated into the curriculum planning process through the individual Directors' objectives, which they are assigned by the SMT;
- The national priorities for Colleges across Scotland are incorporated into the process through the focussed agendas (on areas such as working towards carbon net zero).
- The College aligns its curriculum with the regional needs through engagement with the other colleges in the Glasgow region and with GCRB, as Regional Strategic Body (RSB);
- Power BI reporting is in place to allow monitoring on the performance of each of the programmes, which is undertaken by the SCMs, CMs and Directors;
- A planning tool is in place at the College, which allows the Directors to allocate staff resources to the individual classes and allows for any resource gaps to be explored and resolved;
- Evaluation of programmes are undertaken every year by the SCMs to appraise the performance of each course and to identify improvement actions;
- Quality Enhancement Policies are in place to ensure a high quality of course delivery, with the Quality Enhancement team assisting curriculum staff in achieving this;
- Demand for all programmes across the College is analysed on an ongoing basis to ensure the provision of existing course choices remains viable;
- Request to Develop forms are in place for the proposal of new programmes or units within a course to ensure a consistent process is taken, with sufficient level of review;
- The College has a Digital Transformation Strategy in place, which sets out the objectives regarding the integration of new technologies into the curriculum from 2020 to 2025;
- Changes in technology are implemented for practical courses to help drive applications and improve student retention rates;
- Feedback from students is obtained at different stages throughout the academic year, with themes reviewed and actions implemented to improve the quality of the programme provision;
- The College adjusts its curriculum arrangements with the aim to sufficiently fulfil its Credits target for the year, as allocated by GCRB;
- Each course is allocated a target number of student enrolments based on the Credits required, with student retention monitored to ensure that these Credits can be claimed by the College, in line with the SFC Credits guidance; and
- Reporting is in place from the Head of Student Information Services to the Vice Principal Curriculum and Quality, and the wider SMT, for the purposes of monitoring the College's achievement of its Credits targets.

Weaknesses

- No significant weaknesses were identified during the review.

Acknowledgments

We would like to take this opportunity to thank the staff at Glasgow Kelvin College who helped us during the course of our audit.

Main Findings

Objective 1 – The core College curriculum is aligned with national priorities and the needs of regional industry, employers and individual learners.

Through our discussions with College Directors, it was established that the "green agenda" underpins many of the projects, and this in turn influences which courses are undertaken, in order to meet government expectations. The College engages with the other two colleges within the Glasgow region and the Glasgow Colleges' Regional Board (GCRB) to establish collective provision across Glasgow. This provides the opportunity to identify opportunities for articulation and the implementation of formal agreements with the other colleges, where relevant. This exercise is also undertaken at a national level, through engagement with employers, universities and colleges across the country, to identify pathways for students upon the completion of their courses within the College's curriculum.

Strategy

The College strategy is devised by the Senior Management Team (SMT), and Directors are assigned tangible smart actions. These actions are then incorporated into the operational plans for the individual departments, which feed down to the Directors and the Senior Curriculum Managers (SCMs) and Curriculum Managers (CMs). From inspection of the 2022 – 2027 Strategy document, it was identified that the Strategy comprises three main strategic ambitions, each containing three priorities, and these are as follows:

1. **Deliver an Inspirational and Inclusive Student Experience:**
   - *1.1 Develop employment and life skills journey through high quality learning teaching and assessment.*
   - *1.2 Empower and support our students through their life changing.*
   - *1.3 Providing an Outstanding Physical and Virtual Learning Environment.*
2. **Strengthen our Communities and Environment:**
   - *2.1 Build capacity within vibrant communities and support inclusive economic growth.*
   - *2.2 Deepen employer and industry engagement, earn our reputation as centres of excellence and be the partner of choice.*
   - *2.3 Address our Climate Emergency – Act, Educate & Engage.*
3. **Create a High Performing, Resilient and Responsive College:**
   - *3.1 Build an organisation that thrives with dynamic and empowered people.*
   - *3.2 Drive Continuous Improvement and Digital Transformation.*
   - *3.3 Achieve financial sustainability and maintain strong and effective governance.*

Objective 1 – The core College curriculum is aligned with national priorities and the needs of regional industry, employers and individual learners (Continued).

Glasgow Region
The College, together with City of Glasgow College and Glasgow Clyde College, were assigned to the GCRB in 2014. GCRB is responsible for securing the coherent provision of high quality fundable higher and further education in Glasgow's colleges. It is responsible for the:

- strategic planning of college provision across the Glasgow region;
- monitoring of performance; and
- allocation of funding to colleges within the region.

There are discussions between the colleges on which courses each college provides to ensure that the applicant market is suitably managed due to the colleges operating within close geographical proximity to each other. The Credits for the Glasgow region are allocated by the Scottish Funding Council (SFC) to the GCRB, and these are then allocated between the colleges.

It was noted that the 2023/24 Outcome Agreements had not yet been published at the time of our fieldwork. However, from inspection of the Glasgow Outcome Agreement 2022/23, it was noted that the following were the key priorities and commitments (both regional and national):

- Fair access and transitions;
- Quality learning and teaching;
- Learning with impact – students are equipped and ready to take up appropriate employment in the future;
- Student participation and engagement in their educational experience;
- Equalities and inclusion;
- High quality research and innovation;
- Meeting future skills needs, skills alignment, upskilling and reskilling and contributing to economic regeneration; and
- Responding to the climate emergency.

Objective 1 – The core College curriculum is aligned with national priorities and the needs of regional industry, employers and individual learners (Continued).

Learning and Teaching Committee
From our inspection of the minutes of the Learning and Teaching Committee meeting held in September 2023, a paper detailing the College's focus on Quality Enhancement Priorities was presented. The Committee was updated on the projects which were in progress, and the report also referred to the new projects to be undertaken as part of the quality enhancement processes. The projects in place and to be undertaken were noted (as at September 2023) as follows:

Ongoing Projects
- Improve student recruitment performance and conversion of applicants to attending enrolments; and
- Respond more effectively to student attendance issues.

Four New Projects
- Strengthen Faculty Quality and Self-Evaluation Arrangements;
- Strengthen Teaching Development Activity;
- Strengthen Student Engagement; and
- Strengthen Student Health and Wellbeing Support.

From our inspection of the Learning and Teaching Committee minutes from November 2023, it was noted that the Committee was presented with a report detailing external and economic factors, and the key performance indicators (KPIs) impacting the future of the College's curriculum provision. The report provided Committee with information around the following key areas:

- Review of Regional Employment and Skills Needs;
- Review of Student Demand;
- Review of Key Performance Data;
- Resource Implications;
- Proposed Development Priorities for the 2024-25 Curriculum;
- Resource Implications;
- Equalities;
- Risk and Assurance;
- Data Protection;
- Environmental and Sustainability; and
- Recommendations

A report from Skills Development Scotland, detailing the findings from the regional skills assessment for the Glasgow region, was also provided to describe the rationale behind the focus on employment and economic areas in the College's long-term planning.

Objective 2 – There is a process in place to review and refresh existing programmes on a regular basis.

Scottish Qualifications Authority (SQA) Courses

The SCMs and CMs undertake ongoing review of the HNDs, HNCs, NCs and NQ courses which they deliver, assessing these against market changes and any changes in practices, regulations, and legislation. The CMs also review the attainment of individual units within their courses and assess any changes required to help improve student performance in the next academic year. This is partially undertaken as an integral part of the annual course review, which is carried out by the SCMs on an annual basis for all their courses. From our discussion with the SCM for Science, Mathematics and Engineering, it was noted that additional barbering courses were added to the curriculum based on the demand for places, and the quality of candidates applying, and this decision was taken following the initial review of applications received by the College from January onwards.

Through inspection of the SCM report for Science, Electrical Engineering, Access, and Mathematics for session 2022/23, we noted that logs were maintained by the SCM for the courses scheduled throughout the year, with individual evaluations completed at the end of the academic year. It was noted that as part of this year-end review, key performance data, such as the actual withdrawal and retention rates, were reviewed against the College targets, and against the national average, to assess the performance of the individual programmes against these benchmarks. Evaluations conducted were then split into the individual programmes, with a narrative composed by the SCM to detail the explanations behind the programme performance. This process is undertaken by all SCMs across the College to assess the performance of each of the courses within their area.

Apprenticeships / Work based Courses

In addition to any curricular changes received from the SQA, planning for new courses also arises from changes in the needs of organisations with whom the College has an existing relationship. Examples of this include the need for gas and heating engineers to train for the installation of heat pumps. Employers with apprentices at the College have highlighted this emerging need through their discussions with the CMs and SCMs. Additionally, the College tends to consider avenues such as pre-apprenticeship courses, which arose through feedback from trainers at companies with whom the College works, as companies can flag gaps in the apprentices' practical understanding of on-the-job tasks, and this allows the College to incorporate this into the course content to prepare students for work.

Ongoing monitoring of the needs of employers is undertaken through engagement with the employers and managing agents. This provides the opportunity to discuss any changes in industry practices. The CMs meet regularly with employers to ensure these are addressed in a timely manner. The College's current focus is on identifying opportunities to provide training to apprentices, to ensure that they are up to date with current practices, and also to identify those employers who have longer-term employees who require training to update their skillset. Close engagement with employers will allow training opportunities for apprentices and for more established employees to be identified so that the College has deliver additional provision and revenue to meet identified need.

Removal of Courses

As part of the quality process, all courses are assessed by the Quality Enhancement team for KPIs such as: enrolment, attendance, retention, attainment etc. and categorised into red, amber or green (RAG) categories. The statistics for each course are reviewed across a three-year period to remove any outliers or exceptional factors to give a trend of the course's performance across the period. The courses within the red and amber categories are assigned actions to improve them, with ongoing monitoring of their viability going forward. The procedures around the improvement and development of the College's programmes is defined within the Quality Enhancement Policy suite, which is managed and maintained by the Quality Enhancement and Organisational Development Manager.

Objective 2 – There is a process in place to review and refresh existing programmes on a regular basis (Continued).

For the academic year 2023/24, the College has implemented a new SMT review panel, whereby all the College's Vice Principals and the Principal act as a scrutiny panel for underperforming courses. At this panel, the Director for the relevant curriculum area will present a case for the course to be retained, noting any actions already implemented and the impact which these changes have made. The panel then considers the representations made by the Director and makes decisions on whether to continue them or to cancel the provision of the course for the coming academic year. To ensure that the process is transparent and equitable, all Directors sit within the panel meeting (when not presenting) to ensure that they are party to any discussions around other faculties' courses. The panel met in November 2023, in preparation for the academic year 2024/25. We were advised that it is the intention to undertake this process annually, at the same time in the academic calendar, with the process becoming part of the assessment process. This development is viewed as a proactive tool for ensuring that courses are maintained to a high standard, as Directors will be aware of the scrutiny process which will be initiated if any of their courses underperform.

Objective 3 – Adequate controls are in place over the development of new programmes including the preparation of a business case, costing and pricing.

When establishing the need for a new course, the CMs and SCMs will discuss the perceived demand for the course, noting factors such as student demand, staff resources / any upskilling required, costs and Credits achieved. The CM then completes a 'Request to Develop' form, detailing all of the requirements, and the intended outcomes for the course (i.e. jobs, University courses). The CMs / SCMs also provide details of on any extra equipment, facilities, specialised staff time etc. which the new course will require. This information is then presented to the SMT on the Request to Develop form. If approved by SMT, then the request is issued to the Quality Enhancement team for review to ensure that the course will be delivered in line with any SQA or other awarding body requirements, and to ensure that the requirements of the qualification can be fulfilled.

From discussions with the SCMs and CMs, it was noted that some recent changes at the College include the fashion department adding a new costume course to address identified market need and an increase in job opportunities in the area. We were also advised of an increase in barbering courses based on the number of applications received, with this detail obtained from the Columbus system and the Power BI reports. Amendments were also made to the Hospitality curriculum as the demand for 'silver service' hospitality has decreased, resulting in a movement in demand to a more mainstream hospitality provision. It was noted from discussions however, that the same process is undertaken for changes to blocks / modules within courses, with blocks / modules also being reviewed by the Quality Enhancement team to ensure compliance with the SQA frameworks.

A sample of Request to Develop forms were obtained and reviewed, with the following noted.

Request to Develop forms were inspected for the following five new courses / units within courses:

- ESOL for Employability L5 Business;
- ESOL for Employability L5 Care;
- ESOL for Employability L5 Childcare;
- Science Dental and Animal Units; and
- National Certificate Costume.

From inspection of the forms, the following information was noted as being required:

- Education Rationale (detailing the reasoning behind the new course/ module, and how it links with other awards);
- Resource Requirements (detailing the teaching materials required to deliver the course and complete assessments);
- Course / Unit Title and Number;
- Whether the course is Mandatory or Optional;
- Course Developer and Internal Verifier;
- The name and signature of the requesting CM and the date of the request;
- The name and signature of the approving SCM and the date of the approval; and
- SMT approval (for full awards only).

Objective 3 – Adequate controls are in place over the development of new programmes including the preparation of a business case, costing and pricing (Continued).

From our review of the documentation provided, it was noted that the CMs are required to provide details of the rationale behind the course / module, with key staff identified beforehand to ensure that the course can be delivered and to the necessary quality. Evidence of the review of the form by the SCM is then recorded, with additional review undertaken by the Vice Principal of the relevant area, where required.

Through our inspection of the individual forms selected, it was noted that four of these had been signed as completed by the relevant CM and signed as reviewed and approved by the SCM. For the one form which was not evidenced as signed, minutes from the SMT meeting on 24 October 2023 were provided which evidenced that the proposed new course was reviewed, with the course noted as being approved by the members of SMT in the meeting minutes.

Objective 4 – The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience.

Digital Transformation Strategy

The College has a Digital Transformation Strategy in place for 2020-2025, which is comprised of three strategic priorities, each with three strategic objectives detailing the College's digital aims, with a focus on enhancing learning through digital technology, creating engaging online courses, and establishing modern learning spaces across the College's estate, among others. The three strategic priorities were identified as follows:

- Enriched learning experience: delivering services through technology which allows users to interact with information in ways which best suit their needs.
- High quality digital architecture & platforms: using technically agile and integrated platforms which are flexible, secure and accessible.
- Intelligent business processing: using systems orientated solutions which integrate data and maximise the use of analytics, Artificial Intelligence and automation.

The Digital Transformation Strategy also notes the key strategic enablers as being resource prioritisation, effective project management and digitally skilled staff, which are required to be embedded in the processes across the College, and it is the responsibility of management across the College to ensure these are achieved.

Oversight of the College's technologies is undertaken by the Director for Digital and Information Services, who works with the Directors and staff across the College to manage the technological changes and developments within their areas.

Through discussions with the Directors, SCMs and CMs, it was established that across the College, only a relatively small number of courses currently involve distance learning, and this is both due to negative feedback from the students involved in courses which previously incorporated distance learning as well as an increased focus on practical learning. The staff perform an ongoing review of the student experience and, following the lifting of the restrictions implemented during the Covid-19 pandemic, there has been an increased focus on improving the amount of practical work within the relevant courses. The College also uses the Moodle system for online coaching and answering of questions, however there is still a wider focus on core learning being undertaken in a classroom. Instead of distance learning, the College's technology focus has been on keeping up with changes in the industry but, due to the practical nature, significant technological changes are not as common, however, where financially possible, the newest and most relevant technology to the future work environment of the students will be pursued.

Industry specific changes in technology have also taken place in recent years and, in some cases driven by SFC requirements, with the changes implemented around electric vehicle charging, heat pumps, and other "green" initiatives. The College assesses the skills available to deliver the courses and arranges training to meet any identified skills gaps. This follows engagement with relevant bodies / companies to get an understanding of their requirements, to make sure that the technological changes are reflected in the planned teaching. An example of this is the College's adjustment of the curriculum to meet the industry changes around the government's requirement for every new domestic property to have a non-emission generating appliance from April 2024 onwards. As a result of these government policy decisions, employers will require staff to be trained in this new technology. As a result, the College has purchased all of the required training equipment and planned for the provision of these courses from January 2024 onwards.

Objective 5 – The curriculum planning process takes sufficient cognisance of the College's share of the Region's Credits target.

Identification of Credits and Subsequent Monitoring

Through discussions with the SCMs and CMs in the College, it was established that although there are Credit targets for the College and these are split across each of the curriculum areas, once these are identified at Director level and translated into the required enrolments to meet the Credits targets, the monitoring measures are then shifted to focus on student numbers. As such, the SCMs and CMs are notified of the required students per course and the required students per class, and this is monitored by the SCMs and CMs against targets recorded in the Power BI reports.

The Power BI platform allows managers to review each course for the enrolments, attendance, withdrawals and then outcome reports, and attainment at later points in the curriculum delivery. The SCMs and CMs can then drill down into the data to review parameters and trends within certain parts of a course or certain levels of qualifications. This is monitored from the commencement of the course, to consider whether the SFC 'required date' has been met (colleges can now claim Credits for full-time students on courses lasting for over 20 weeks if they are still active after five weeks from the course start date. For shorter courses the required date continues to be after a quarter of the course has been delivered).

Steps are taken by the College to obtain additional Credits through government focussed initiatives. One example of this is the College upskilling towards net zero, which will enable the College to claim for extra Credits, with these opportunities being utilised by the CM for Construction, Plumbing, and Electrical.

In addition to reviewing the Power BI reports, the College's Management Information Systems (MIS) team generate weekly reports regarding the attendances and withdrawals within each course, and the consequences of this on the Credits attainment for each course. The Head of Student Information Services, then provides the Vice Principal Curriculum and Quality with these reports, who then raises any projected shortfalls with the relevant Directors and SCMs to implement measures to resolve the issues, such as the implementation of new part time courses.

It was noted from our discussions with the Director of Learning Innovation and Curriculum, who oversees Creative Industries. Business, Computing, Jewellery, Art, and Photography, that the curriculum area was rebalancing the workload at the time of our fieldwork to take cognisance of an identified shortfall against the Credits target. Action was being taken to split the resource to even out the staff, Credit count, and courses to address this issue.

SMT Oversight

Each of the Curriculum Directors have one to one meetings with the Vice Principal Curriculum and Quality every two weeks to discuss their courses, with part of this being a review of the Credits reports for the College as a whole and how their courses are impacting this. Any actions discussed during these meetings are then cascaded to the SCMs and CMs by the Directors, during their weekly faculty meetings with the SCMs and CMs, and the Directors then confirm the implementation of these changes with the Vice Principal Curriculum and Quality, raising any issues / amendments which they feel are necessary.

In addition to the reports provided by MIS via the Vice Principal Curriculum and Quality, the Directors also regularly check in with the MIS team for any projects which allow for additional Credits to be claimed by the College. As part of this, the Directors also try to make sure they do not also exceed the target as they would be essentially utilising teaching resources with no return as additional funding cannot be claimed for this.

Objective 6 – There are strong links between the curriculum planning process and workforce planning and budgeting.

From our discussions with the Vice Principal Curriculum and Quality, it was identified that the Directors for each curriculum area are required to identify the demand for the courses within their areas, and ensure that they have sufficient lecturing staff, with the appropriate skillsets, to fulfil the delivery of the project course numbers, and ensure that any excess staff hours can be allocated to fulfilling other Credit generating work.

In order to manage this, there is a 'Planning Tool' facility within the College's Columbus system, which the Directors and SCMs begin reviewing in November of each year, for the enrolments in the following August, as the applications for most August entries for courses go live each January. The planning tool then generates the staff hours available per student, and the Credits in place for each course, which allows for SCMs to review for any gaps.

As part of the Plumbing, Electrical, Gas and Construction courses, the CMs consider the expertise of the companies / bodies within their sector to help create new opportunities. The staff all have individual skillsets, with the plumbing staff working with the Heating, Ventilation and Air Conditioning (HVAC) staff for heat pumps etc. and, as such, the SCM and CM review the staff who can deliver these courses and ensure that they have adequate resources. There is also some overlap in the provision of these courses, in that the plumbing students learn from electrical staff for minor electrical works, and the same process is in place for the construction courses. Factors such as long-term absence are also considered to identify where there are any gaps in the College's ability to provide a course throughout the year, and these are factored into the staff resources allocated to each course.

The SCM for Sports, Hair and Beauty, advised that the staff within their areas can deliver all SVQs (1 – 3) in Hair. However, they also have staff who are colour specialists etc.to add expertise to specific elements of the course. For the Sports curriculum there is less of an overlap between the courses. This is due to specialised Personal Trainers and the provision of Outdoor Sports courses and, as such, these resources are identified as being required for each individual course, with the understanding that existing staff providing other courses cannot fulfil these specific provisions.

From discussions with the CM for Performance Arts and Sound, it was established that within the creative industries faculties within the College, the CM oversees 12 lecturers across the Performing Arts and the Sound departments, who possess different skillsets due to the lack of overlap between these courses. Sound lecturers have specific training and specialities / qualifications, with Performing Arts also having singing / musical theatre / dancing specialties and, as such, the specifics for each course are identified and obtained prior to the confirmation of the courses being run.

The Directors across the College work through the staffing requirements with the teams, and aim to have at least two staff with the same specialism included in these discussions, in order to identify any skills gaps and to arrange training to meet these gaps. The Directors also work with HR to establish if there are any gaps within their department, and from discussions with the Director for Learning Innovation and Curriculum, Directors also meet with the HR Business Partner and Finance monthly to review finances for the relevant curriculum area, and also to forecast any staffing changes and any changes required to contracts.

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