



# Enhancement Plan 2018-19

## Enhancement Plan 2018 – 2019

### 3. Outcomes and Impact

	Area for Development	Planned Action	Target Date	Lead Responsibility
3.1	Inclusion and equality <ul style="list-style-type: none"> <li>Further work is required in more effective target setting, performance monitoring and improving retention and attainment for different groups experiencing barriers to learning.</li> <li>There is a need to create a stronger evidence base in the development and application of Equality Impact Assessments, especially in relation to specific policies and procedures.</li> </ul>	<b>3.1 (a)</b> To set clear improvement targets and implement more targeted strategies that focus on improving retention and attainment for specific groups of learners (to include: 16-19 year olds; care experienced; ethnic groups; and those from SIMD10 areas)	June 2019	Curriculum APs (CAPs) Heads of Curriculum (HOCs)
		<b>3.1 (b)</b> To implement a comprehensive professional development and communications programme to ensure better understanding and impact of equalities approaches and responsibilities for staff.	June 2019	AP Quality CAPs
		<b>3.1 (c)</b> To carry out appropriate Equality Impact Assessments against relevant college procedures.	June 2019	AP Student Experience
3.2	Learner success over time <ul style="list-style-type: none"> <li>FE Full-time withdrawal rates are too high and insufficient numbers of learners complete some programmes (Early Withdrawal 10%; Further Withdrawal 15% in 2017-18).</li> <li>Attainment rates in some FE Full time programmes are low in Science (52%), Computing and ICT (53%), Land-Based Industries (57%), Sport and Leisure (58%) and Social Subjects (58%).</li> <li>Whilst HE Part time is the smallest learner cohort, attainment rates have dropped (from 82% to 78%). Early analysis indicates that this is partly due to the</li> </ul>	<b>3.2 (a)</b> To set clear and realistic targets for improving retention and attainment in low performing programmes (targets will be specific to curriculum areas and will take account of local and national benchmarks).	Jan 2019	CAPs HOCs AP Quality
		<b>3.2 (b)</b> To implement targeted strategies and more rigorous performance monitoring to improve attainment in low performing FE and HE programmes.	June 2019	VP Curriculum AP Quality
		<b>3.2 (c)</b> Implement a Research and Development programme to build staff capacity in understanding and implementing strategies to improve retention and attainment. A team of	Jan 2019	AP Quality

	<p>performance by learners on qualifications offered in addition to their HN programmes to provide enhanced employability skills (eg journalism and IT vendor qualifications). Attainment on some HE Part time evening classes is also low.</p> <ul style="list-style-type: none"> <li>• FE Full time and Part time attainment rates in some programmes are not yet consistent with or matching other higher performing FE areas (overall FE Full-time attainment is 66% and FE Part-time attainment is 72%).</li> </ul> <p>Equity for learners</p> <ul style="list-style-type: none"> <li>• Outcomes for some specific groups of learners require improvement. Overall attainment rates for 16-19 year olds, whilst rising, are 70% against an overall rate of 71%. FE Full time attainment for this group is 64% (against an overall figure of 66%). The 16-19 year old age group accounts for 40% of overall enrolments.</li> <li>• Attainment for learners from HE Full time programmes from SIMD 10 areas is 70% in 2017-18, which is below the overall attainment for this group and below the previous year.</li> </ul>	<p>Development Advisors will be appointed to mentor staff and share good practice.</p> <p><b>3.2 (d)</b> To implement a systematic programme of professional development workshops to ensure curriculum teams better understand approaches and responsibilities to the monitoring and improvement of learner outcomes.</p>	<p>Sept 2019</p>	<p>AP Quality CAPs HOCs</p>
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## 2. Delivery of learning and services to support learning

	Area for Development	Planned Action	Target Date	Lead Responsibility
2.2	<p>Curriculum</p> <ul style="list-style-type: none"> <li>A review of FE provision and design principles will help to align the curriculum with future skills requirements. This should ensure learners experience essential and 'future ready' competences across all programmes and also include professional development for staff to ensure career management skills are effectively delivered.</li> <li>Continued work is required for all staff to develop the culture of engaging in Continuous Lifelong Professional Learning activities to ensure currency and knowledge of professional practice and industry requirements. This includes better understanding of the need to incorporate essential skills, work-based learning, employability and career management skills within the curriculum.</li> <li>There is a need to intensify employer involvement in shaping curriculum developments and in the design of new curriculum proposals to help grow work related learning opportunities across all areas of the portfolio.</li> </ul>	<p><b>2.2 (a)</b> To carry out a review of FE provision and design principles to ensure all relevant programmes incorporate the appropriate balance of vocational, essential and career management skills.</p> <p><b>2.2 (b)</b> To strengthen professional development for curriculum teams to ensure appropriate essential skills, work-based learning, employability and career management skills are effectively delivered across the curriculum.</p> <p><b>2.2 (c)</b> To work more closely with current and new industry partners to formalise partnerships and develop greater employer engagement in curriculum led developments and new programme design.</p>	<p>Sept 2019</p> <p>Sep 2019</p> <p>Sept 2019</p>	<p>VP Curriculum AP Student Experience</p> <p>AP Quality CAPs</p> <p>CAPs HOCs</p>
2.3	<ul style="list-style-type: none"> <li>Some staff do not take the opportunity to explore and implement a wider range of teaching and assessment approaches including reflection on methodologies and use of the virtual learning environment (VLE), to engage learners and enhance</li> </ul>	<p><b>2.3 (a)</b> To develop and implement a refreshed Learning, Teaching and Assessment strategy that is fully integrated with our digital learning plans.</p>	<p>June 2019</p>	<p>VP Curriculum AP Quality</p>

	<p>the learning experience. In some curriculum areas, the variety and challenge of learning does not always adapt sufficiently to meet the needs of learners.</p> <ul style="list-style-type: none"> <li>• A refreshed Learning, Teaching and Assessment strategy should be introduced that is fully integrated with digital transformation plans and clearly articulates college values, professional standards and expectations for teaching staff.</li> <li>• There is a lack of direct evidence in relation to the consistent quality of learning and teaching in the classroom, and insufficient opportunity for staff to engage in peer learning or reflect on their practice with colleagues to bring about improvement.</li> <li>• Some staff do not sufficiently gather and use appropriate feedback and reflect well on learning and teaching approaches to inform action planning and lead to improvements in the outcomes of learners. Further work is required to develop the culture of ownership and develop the capacity for systematic improvement in all curriculum and support teams.</li> <li>• There is a need to develop a stronger evidence based approach to improve the quality of assessment practice and ensure consistent feedback is offered to learners to inform their progress.</li> </ul>	<p><b>2.3 (b)</b> To deliver comprehensive and targeted professional development to support staff to implement a wider range of teaching and assessment approaches and increase the number of staff using the VLE.</p> <p><b>2.3 (c)</b> To implement a Peer Learning model to ensure more staff effectively share good practice and reflect on improvement strategies. This will include peer support for new staff and mentoring opportunities for experienced staff.</p> <p><b>2.3 (d)</b> To carry out an audit of assessment practice and approaches to feedback and establish clear guidelines and standards for good practice in assessment.</p>	<p>Sept 2019</p> <p>June 2019</p> <p>June 2019</p>	<p>AP Quality AP Student Experience AP Org Dev</p> <p>VP Curriculum AP Quality AP Org Dev</p> <p>AP Quality CAPs</p>
<p><b>2.4</b></p>	<p>Services to support learning</p> <ul style="list-style-type: none"> <li>• The delivery and impact of the current student support and guidance model is inconsistent and does not result in the comprehensive early</li> </ul>	<p><b>2.4 (a)</b> Introduce a revised model of student support and guidance that strengthens interventions at all stages of the learner journey.</p>	<p>Sept 2019</p>	<p>VP Curriculum AP Student Experience</p>

	<p>intervention and support of all learners at critical stages of their college journey. A full review is required to enhance this service.</p> <ul style="list-style-type: none"> <li>• Collaboration between support and curriculum teams is not always consistent and further work is required to create a seamless service for learners between support and curriculum functions.</li> <li>• Student Advice and Guidance services do not systematically reflect and use performance data and relevant learner and stakeholder feedback to tailor support and improve retention and attainment for some learners.</li> <li>• The delivery of career education services is not sufficiently developed to meet the needs of learners. A pilot project is underway with the ambition of implementing a new structure and model for delivery to ensure the needs of all learners are met.</li> </ul>	<p><b>2.4 (b)</b> Implement more joint professional development that enables support and curriculum teams to use relevant data and feedback to provide a more seamless support service for all learners.</p> <p><b>2.4 (c)</b> To communicate and implement a revised model of career management and education services for staff and learners.</p>	<p>June 2019</p> <p>Sept 2019</p>	<p>AP Org Dev AP Student Experience AP Quality</p> <p>AP Student Experience</p>
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## 1. Leadership and quality culture

	Areas for Development	Planned Action	Target Date	Lead Responsibility
1.1	<p>Governance and leadership of change</p> <ul style="list-style-type: none"> <li>Further work is required in the leadership of effective target setting, accountability and performance monitoring with the aim of improving retention and attainment where performance is low. This should include senior managers setting distinctive targets for programmes drawing on external benchmarks, more effective use of PI dashboards and well defined responsibilities for managers and curriculum leaders in relation to performance improvement.</li> <li>In some areas, college wide strategies and targets are insufficiently communicated to enable all staff to understand the key ambitions and priorities of the college and region.</li> <li>Further work is required in understanding and implementing a shared culture of quality improvement across the college.</li> </ul>	<p><b>1.1(a)</b> Develop a clear process for curriculum and support teams to engage and report on target setting and performance monitoring that leads to clear actions for improvement.</p> <p><b>1.1 (b)</b> Strengthen communication mechanisms to ensure all staff are clearly aware of college targets and ambitions in relation to improving the delivery and outcomes of learning and teaching.</p> <p><b>1.1 (c)</b> Carry out a comprehensive review to develop a shared vision for the culture of learning, teaching and quality improvement across the college.</p>	<p>June 2019</p> <p>June 2019</p> <p>June 2019</p>	<p>VP Curriculum APs</p> <p>AP Org Dev AP Quality</p> <p>Senior Leadership Team (SLT)</p>
1.4	<p>Leadership of evaluation leading to improvement</p> <ul style="list-style-type: none"> <li>In some areas, managers need to ensure staff and learners take greater ownership of the evaluation process to influence and contribute to improving outcomes for all learners.</li> </ul>	<p><b>1.4 (a)</b> Provide professional development for managers to enable them to ensure staff, learners and stakeholders engage fully and take greater ownership of the evaluation process and contribute effectively to improvement strategies.</p>	<p>Aug 2019</p>	<p>AP Quality CAPs HOCs Support Managers</p>

	<ul style="list-style-type: none"> <li>In some curriculum and support areas, systematic target setting, the effective analysis of data and performance monitoring by managers is not always consistent to inform clear actions for improvement.</li> </ul>	<p><b>1.4 (b)</b> Implement clearer target setting, accountability and performance monitoring strategies for managers and teams to inform interventions and set actions for improvement.</p> <p><b>1.4 (c)</b> Develop and implement the use of appropriate software for more effective monitoring and reporting of learner performance data.</p>	<p>Sept 2019</p> <p>Sept 2019</p>	<p>SLT HOCs Support Managers</p> <p>SLT</p>
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