

Evaluative Report and Enhancement Plan

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WEST COLLEGE
SCOTLAND



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1. Introduction

West College Scotland is one of Scotland's largest colleges, with around 22000 students on full time or part time study, and employing 1200 staff across our campuses in Clydebank, Greenock and Paisley. The College successfully delivered 167,500 credits, across a wide range of full and part time programmes and met target activity in the Regional Outcome Agreement. Almost 25% of our activity is delivered to students from the 10% most deprived areas in Scotland. This presents challenges for both students and staff, and we are proud of our track record in supporting success.

Our College now has over 600 successful working partnerships with employers across the West of Scotland including FTSE listed organisations, local charities, local authorities and small /medium sized companies. This provides opportunities for student work placement, real life work experience and a chance for students to work on live projects. An added benefit is the ability to engage employers in shaping our curriculum.

As one of the largest employers in the West of Scotland region, we take an active role in shaping regional economic strategy, using our connections and scale to help build a modern workforce that can support economic regeneration. Partnership working in the College is corporate priority and a major strength, verified through external recognition of our work and success in a number of external awards.

This evaluative report supports our decision- making processes and judgements. In line with the quality reporting and planning requirements outlined in the 'Arrangements for assuring and improving the quality of provision and services in Scotland's colleges', the report aligns to the quality framework, 'How Good Is Our College?' It provides a comprehensive summary of our activities, areas of positive practice and areas for development arising from session 2017/18. The report includes an Enhancement Plan, detailing progress made since 2016/17 and quality enhancement actions covering the periods 2018-19 to 2020-21.

The report informs our stakeholders of the quality of provision and services delivered by the College, and provides a clear plan for further improvement and enhancement of the student experience, through rigorous evaluation.

2. Methodology

West College Scotland has a set of robust evaluation processes in place across all curriculum and service areas that support learning. In light of the introduction, in 2016, of the new set of quality arrangements, 'How Good is Our College? (HGIOC)' the College took the opportunity to review and reshape the curriculum evaluation procedure, with an aim of improving standards of evaluation at course level and providing a sound evidence base to inform teaching department portfolio review and sector level curriculum planning.

Evaluation processes for curriculum and support areas are well established and embedded in the quality cycle of activity. Curriculum teams evaluate against College Curriculum Principles, which are consistent across all course teams. The same principles permeate through the annual portfolio review (September/October) and the annual Curriculum Planning and Review (November) processes. Support team evaluation complements the operational planning cycle and the same College Principles are used as appropriate to the area, Both curriculum and support areas self - evaluate against the quality indicators in the quality framework 'How Good Is Our College?'

The College uses evidence from stakeholder feedback, performance indicators, external review and audit to support our evaluation outcomes. We engage with, listen to, stakeholders and partners in assessing the quality of our provision, and use our evaluation activities to develop actions for continual quality improvement and enhancement.

3. Outcomes of Evaluation

3.1. Outcomes and Impact

3.1.1. Wellbeing, Equality and Inclusion [HGIOC QI 3.1]

Areas of Positive Practice

- The College responds well to equalities legislation with a strong student-centred focus from the Equalities, Diversity and Inclusion (EDI) Committee, ambitious targets in its Equality Outcomes, Gender Action Plan and the Access & Inclusion Strategy. A range of relevant and current policies and procedures provide direction and support for both staff and students.
- Curriculum teams are aware of how deprivation affects students within their programmes, and make a range of appropriate adjustments, interventions and actions on support measures, offering flexible and personalised learning opportunities.
- Teaching staff make alternative arrangements for assessment to meet the needs of the individual, providing additional assessment support, modifying timetables, and teaching materials, to ensure each individual is provided with sufficient support for attainment.
- The College reviews and updates staff training in equalities and diversity that meets the needs of students. For example, all Curriculum and Quality Leaders have undertaken Unconscious Bias training, have considered, and shared methods to mitigate the risk of bias in the curriculum.
- The Scottish Funding Council in its Gender Progress Report identified engagement with the Student Association in the development of the Gender Action Plan, as good practice. In partnership with the NUS, we delivered workshops, to the SFC, on engaging students in advancing equality, at the national Gender Conference.
- Positive initiatives to meet targets include joint school/college awareness information sessions, targeted course promotion, and gender imbalance awareness raising with local authorities, schools and employers. For example, the Women into Construction partnership activity with Renfrewshire Council, is now in its second year and has increased recruitment of females on our HN Construction programme.
- The College is proactive in engaging and contributing, nationally, with initiatives that impact on equalities, bringing in, and sharing practice that improves success outcomes for students.
- The College offers real work opportunities to some of the most disadvantaged students in our region, through the Learner Development area's strong focus on employability. The department's innovative approach to a Certificate of Work Readiness programme, resulted in positive destinations for almost all students, and won the CDN Employer Connection Award, in 2017/18. This programme has expanded across all three campuses, increasing opportunities for engagement by students from different local authority regions.

- The College has successfully developed the British Sign Language (BSL) Action Plan in consultation with our local communities, students and staff. This has enhanced student and stakeholder interactions with the College, with student feedback being integral to the shaping of the plan.
- Our ESOL curriculum re-design has resulted in attainment rates above sector average, and includes a new range of SCQF credit rated activity, providing more opportunities for accredited student learning pathways.
- Student Association representation on the College EDI Committee, ensures that staff are proactive in taking forward and supporting student led initiatives, such as raising awareness of challenges students face around disabled parking.
- The College staff work in close partnership with 'Who Cares Scotland' and this contributed positively to staff understanding of the specialist support required for this group. The College has increased the number of disclosed care experienced students at application stage, and curriculum teams are increasingly developing awareness and further referring care experienced students on programme. In 2017-18, the College, compared with 137 in 2016-17, directly supported 256 care-experienced students in the 16 to 26 year old age group.
- The "Your Future Starts Here" marketing campaign, in session 2017-18, captured the diversity of our students, using College students as models, promoting real life student case studies and providing a balanced representation across all age-groups, ethnicity and gender. In 2017-18, the College increased the number of applicants who disclosed a disability and/or declared themselves from a black or minority ethnic group.
- The Student Association takes an active role in supporting the LGBT community within the College, with a dedicated SA officer appointed. The SA set up support group meetings and drop in sessions for students. Those who attended the meetings valued the support given.
- The College monitors applications, enrolments and achievements by protected characteristics, which successfully contributes to delivery of a tailor made curriculum to meet the needs of protected groups. The EDI Committee monitors student complaints against protected characteristics, to ensure that these groups are enabled to provide feedback and that their chance of a positive complaint resolution is equitable.
- The College recognises the impact that mental health issues may have on student learning and places a high priority on support for mental health. Front line staff, and all of the Student Association team, have been trained in Mental Health First Aid, providing a prompt and responsive first line contact and signposting service for students and the College provides good access to dedicated counsellors.

Areas for Development

- Further interventions are to be designed and implemented, with a view to improving the success and progression rates for care-experienced students.
- A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.
- There is more scope to work with the Student Association to promote and celebrate our inclusive culture across all curriculum areas and campuses.

3.1.2. Equity, attainment and achievement for all learners [HGIOC QI 3.2]

Areas of Positive Practice

- Success rate year on year trends for full time and part time students continue to improve, with our FE FT attainment outcomes above sector performance. This trend has improved because of the College prioritising curriculum focus in moving partial success to full success and improving access to pastoral support and guidance.

Full Success	2013-14	2014-15	2015-16	2016-17 Sector	2016-17	2017-18 Sector	2017-18 WCS
FE full time	65.3%	59.8%	63.7%	65.3%	68.7%	66.1%	69.0%
HE full time	68.7%	67.1%	65.4%	71.6%	68.7%	71.3%	69.4%
FE part time	69.1%	64.2%	51.7%	77.1%	67.6%	78.2%	72.3%
HE part time	74%	76.3%	77.5%	78.6%	76.1%	80.4%	80.2%

- A range of improvement measures are in place as an outcome of the Student Journey project and following a re-alignment of Enabling Services. These actions have contributed to increasing success rates for students stay until the end of their programmes. An improved bursary funding application process, timely processing of applications, assessment support and on course support and guidance, contributed to this improvement.
- The table below shows the success rates trends for key groups of students, for 2017-18, on programmes which last 160 hours or more:

Courses lasting 160 hours or more	2014-15	2015-16	2016-17	2017-18
Under 18 year olds (all FE and HE)	56.2%	58.6%	63.7%	63.6%
18-20 year olds (all FE and HE)	63.3%	65.2%	67.8%	68.5%
FE females (all FE and HE)	61.7%	51.2%	64%	63.7%
FE males (all FE and HE)	60.8%	60.8%	66.6%	71.1%
HE females (all FE and HE)	72.2%	68.2%	72.3%	73.9%
HE males (all FE and HE)	61.8%	63.7%	70.5%	66.5%
BME students (all FE and HE)	59.4%	60.2%	60.8%	63.5%
Students with a declared disability (all)	62.5%	60.2%	68.1%	67.3%
Care Experienced FT FE	64.7%	53.8%	58.7%	54.2%
Care Experienced FT HE	71.4%	66.7%	53.8%	50.0%
SIMD 10 all (FE and HE)		57.6%	64.8%	65.1%
SIMD 20 all (FE and HE)		57.5%	62.2%	65.6%
Students from SIMD10 Full time FE	57.6%	61.1%	64.7%	65.8%
Students from SIMD10 Full time HE	63.6%	61.7%	66%	63.9%

- Review of the annual trend outcomes indicates variable trend levels of successful outcomes across key groups of students. A sector benchmarking exercise highlighted some gaps between the college success outcomes against the sector average attainment in some key groups. Most notably

for ethnic minorities, where the college outcome, while improving year in year, is just under 8% below sector. Similarly, care experienced student outcomes are just over 3% below sector.

- The College Leavers Destinations (CLD) for session 2016-17 showed that 96.3% (95.7% for 2015/16) of full-time successful students, who confirmed their destination after completion, went on to positive post course destinations. This was slightly lower than the College target, while higher than the sector comparative figure at 95%. Positive destinations include progressing to further study or into employment, reflecting well on the value of their learning experience in securing next steps. At HE level the positive destinations for confirmed students improved by 1.2%, on the previous session, to 96%, while the FE figure rose slightly to 96.4% (96.2% in the previous session).
- The College has participated in the Scottish Government Improvement Project, engaging staff and students in making quality improvements that positively impact on retention and attainment, with more full time FE level students staying to the end of their programmes and successfully achieving their qualification aim.
- We are the only Scottish college to secure “Work Ready Plus” funding and have directly engaged with agencies. The College continues to support fifty individuals, mainly adults with additional support needs, into positive outcomes such as further progression to work and study.

Areas for development

- Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest (Care Experienced and Ethnic Minorities).
- The College will work to increase the rate of confirmed destinations for college leavers, for both FE and HE level qualifiers.

3.2. Delivery of learning and services to support learning

3.2.1 Curriculum [HGIQC QI 2.2]

Areas of Positive Practice

- The College, in line with the Region Outcome Agreement objectives, meets the needs of its local and regional stakeholders very well and responds effectively to national priorities. The College curriculum is well-planned and has particular strengths in an employability focus, with strong employer engagement supporting curriculum design and delivery. High proportions of students (91% in the SFC SSES survey, April 2018) agree that their time at college helped them develop knowledge and skills for the workplace.
- A systematic curriculum planning process ensures that local, regional and national strategic drivers contribute well in delivering a relevant curriculum. The College curriculum is well-designed to enable progression pathways between SCQF levels, including cross campus learning opportunities. Curriculum teams have worked effectively together to shape curriculum delivery and realign courses to enable this progression.
- Overall, students feel their course is relevant to employment opportunities and that they are making good progress and gaining valuable skills. Curriculum Planning Reviews report curriculum areas as being focussed on the need to develop student skills for employment, with almost all

students to experiencing real life work experience, placements and/or live project work at industry standard.

- Almost all students are satisfied with the design of their curriculum and enjoy all aspects of their course.
- Curriculum teams provide programmes which are designed well to meet the needs of students and stakeholders. Through systematic Portfolio Review and Curriculum Planning Review (CPR) processes, teams evaluate and plan the curriculum effectively, including input from class representatives. Appropriate changes are made to ensure courses are linked well to industry and to student progression needs.
- The design, rationale and development of the curriculum takes full account of market intelligence and labour market data, ensuring the curriculum is amended to meet student current and future employment needs. When reviewing and redesigning the curriculum, the Heads of Sector benefit from the involvement of dedicated college staff to provide information on government policy, labour market trends and employment predictions. Internal monthly Policy Bulletins also ensure that staff are aware of any changes and developments in the policy context that may be relevant for their area.
- Staff have a good understanding of their industry and use employer engagement very effectively to drive the curriculum and focus on the important employment related aspects. The College has developed bespoke facilities and designed curriculum content to meet business needs for specialist skills, evidenced particularly through the strong engagement curriculum areas had with the Flexible Workforce Development Fund.
- Successful delivery of the Future Development Workforce Fund (FDWF) in 2017-18 provided high levels of employer satisfaction across a wide range of subject areas – with almost 80% agreed / strongly agreed that the training was value for money.
- The college leads on the regional steering group responsible for developing and implementing our Foundation Apprenticeship strategy across our four local authorities, resulting in a partnership approach to shaping and promoting the programme to improve uptake.
- Extensive staff networking and representation with awarding bodies and other external agencies, has improved curriculum planning and assessment outcomes.
- The College offers courses, with accreditation from around 25 different awarding bodies ensuring that, within a curriculum area, students are provided with qualifications most in demand for their specialism. Sound quality assurance arrangements are in place across the College with a Quality Assurance and Examinations team providing oversight of regulatory approvals and accreditation activities, and qualifications verification activities. This ensures that College claims for certification for students are quality assured and have value in the wider world.
- The College has a strong commitment to STEM running throughout the curriculum. The College achieved STEM accreditation from the STEM Foundation, was awarded best, and sector leading practice for 'strategy and planning', partnership working with employers' and the 'impact of STEM' on our student learning SFC defined STEM specific courses account for 23.5% of overall College activity.

- A joint regional approach to school and college timetabling improves opportunities for school pupils to undertake a wider range of college learning activities.
- Articulation arrangements are in place with partner institutions offering students established and guaranteed pathways to further study. This engages and motivates students to stay on course and success rates are high within these programmes.
- A number of initiatives in reimagining the curriculum in areas where PIs have been low, have resulted in improvements in student feedback and outcomes. For example, a reimagined curriculum in Creative Industries at FE level, providing personalised pathways and interdisciplinary project-based learning, resulted in full success and positive progression for students.
- Community and Learner Development programmes provide positive pathways to accreditation and further opportunities for study. Our access programmes deliver positive learning experiences to the hardest to reach groups in society. There has been a significant growth in the delivery of Childhood practice short courses at SCQF level 4, to address the national priority for 1140 hours of nursery experience for the workforce in that area.
- International work placement opportunities has given around 85 students the opportunity to gain real work experience in other countries. The opportunities extended across a number of subject specialisms – computing, hospitality, professional cookery, travel and tourism, motor vehicle engineering, construction and hairdressing) and has greatly enhanced their student experience.

Areas for Development

- The delivery of essential skills in the form of career management skills, is not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.
- Building on current initiatives such as Curriculum Reimagined, there is much scope to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas.
- The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number.

3.2.2. Learning, teaching and assessment [HGIOC QI 2.3]

Areas of Positive Practice

- Feedback from surveys continues to highly rate the student experience of learning and teaching with 97% of students feeling that staff encourage them to take responsibility for their own learning. Overall, the survey responses for 2017-18 were broadly similar to the previous year. Variations in trends from survey responses inform planning for teaching staff development through the Teaching and Learning Communities.
- The standard of teaching is high and motivational across all campuses, with students feeling welcome and well supported.

- Guidance support is effective, particularly in non-advanced programmes, in helping students stay on their programmes and achieve their qualification aim.
- Formal opportunities for sharing of ideas, teaching approaches and strategies for improvement are well received by teaching staff. Faculty Days take place on each campus, with teaching staff from different campuses sharing practice.
- At course level, our Curriculum and Quality Leaders took part in a cross campus and cross subject specialism networking event. This facilitated the sharing of positive recruitment practice and retention strategies across teams and resulted in curriculum revising their current practice to improve recruitment.
- The College continues to improve the pedagogical development of teaching staff offering CPD routes to accredited teaching qualifications and opportunities to engage in Teaching and Learning Communities that enhance teaching practice.
- Curriculum Planning Review documentation indicated that social media platforms are being more widely embedded and creatively used to enhance the learning, teaching and assessment and engage students. Students report positively on the use of social media, although in some areas, ICT issues limit engagement.
- The College engages with awarding bodies in curriculum and assessment design with some staff actively involved in qualifications development work and engaged as external reviewers, ensuring currency in subject qualifications knowledge and providing staff developmental opportunities.
- The College Portfolio Review and CPR processes are used to inform and prioritise Estates developments and, as a result, curriculum areas in Creative Industries in the Paisley campus, have benefited, with a new location for the Photography department and a state of the art graphic design studio in the Abercorn Business Centre. The Paisley library and resource centre has moved to a more central location with easier access for all students.
- The College engages in a wide range of external activities, such as the Energy Skills Partnerships, Digital Skills Partnership and *FUTUREquipped* (SFC funded pilot project to explore models for collaboration and innovation). This develops and improves staff capacity for innovation in learning and teaching, across curriculum areas.
- The College has a flexible approach to the delivery of learning, with staff focussing well on supporting students who had been absent or may be struggling.

Areas for Development

- Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge.
- In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure.
- The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning.

3.2.3. Services to support learning [HGIOC QI 2.4]

Areas of Positive Practice

- Overall, essential skills have a high profile across the College and are delivered well.
- Various staff forums present opportunities for managers and curriculum leaders to network and share practice, leading to quality improvements and improved outcomes for students.
- All curriculum areas work well with the schools liaison team to provide school/college transition support by offering a range of interventions such as, curriculum taster sessions, online learning taster units and presentation talks to schools. This helps school pupils acquire knowledge to make informed choices about their learning and chosen study path.
- Participation in the Scottish Government Attainment Improvement Project provides opportunities for teaching and support staff to work together and to coordinate the impact each have on the learning experience.
- The College Learning Technologists team offer dedicated support to curriculum areas to assist teaching staff in developing digital skill sets and online teaching delivery competences that enhance learning and teaching. Teaching departments have welcomed this development, with the Care department, for example, engaging in one to one support and troubleshooting on site of delivery.
- Student feedback on Moodle is positive and this is generally a reliable mechanism for access to class learning materials and for keeping up to date remotely.
- IT investment, where available and focussed in learning and teaching environments, has a positive impact on the student experience. For example, Creative Cloud and the use of MiniMax in Creative Industries ensures students are working to industry standards and requirements.

Areas for Development

- There are further developments required in the processes for applications and programme funding to ensure they are equally accessible by all students.
- Awareness and understanding of the role of the Student Association and the class representative system could be further enhanced to influence and shape the delivery of learning.
- There is still work to be done on implementing a systematic and equitable approach to developing student career management skills.
- Further investment in ICT for learning and teaching is required to ensure that all students experience have parity of experience in accessing suitable industry standard technology.

3.3. Leadership and Quality Culture

3.3.1. Governance and leadership of change [HGIOC QI 1.1]

Areas of Positive Practice

- The Board of Management, Principal and SMT agree clear strategic priorities. A refreshed version of the Corporate Plan aligns effectively with key regional and national priorities. Strategic priorities emerged from a joint Board and SMT event held in April 2018, and which involved engaging and thought-provoking input from key external speakers representing both industry and education.
- A detailed Regional Outcome Agreement sets out the College context and ambitions, and progress is regularly monitored through the Committee structure and by the Senior Management Team.
- Key messages from the fortnightly, formal SMT meetings are communicated to staff through the College Intranet and staff have indicated that they welcome these updates.
- The Student Association is very well supported by the College and engages effectively with the SMT and Board of Management. The role of the SA in governance representation at Committee and Board level has continually developed and matured and the SA are able to contribute effectively at Board and Committee level.
- The student voice is very much part of a planned and systematic approach to governance representation, and joint College/SA initiatives have included, for example, Mental Health awareness raising, a move to a No Smoking campus, promotion of an LGBT agenda, support for Period Poverty and Safe Sex initiatives. The College has, in place, a Student Experience Team who work closely with, and provide ongoing support for, the Student Association. A formal partnership agreement is in place, signed by the Board and the SA President.
- Building our Collective Ambition – being part of West College Scotland, is a staff behaviours framework, focusing on how, as colleagues, we best exhibit positive behaviours which improve our internal working and services. This framework has been used positively in referencing acceptable behaviours standards in grievance and other conduct related disputes and discussions.
- The College designed and delivered a regional skills survey to better understand the current and future skills requirements of businesses; in order to understand how WCS can support them. The survey was completed by 231 organisations employing 65,000 people. This information is disseminated to course teams to better inform the CPR process.
- The College has a strong commitment to Developing the Young Workforce (DYW) and the key priority of employer engagement has been very effectively prioritised and well directed to ensure high levels of industry relevance within the curriculum to enhance learning and teaching. Very strong partnership working across the five main local authority areas provides high quality local knowledge to align College plans to meet regional needs.
- Strategic Partnerships have been enhanced by helping to establish and set-up In-House Academy facilities with corporate partners. The College has been able to provide a range of support services that help develop business processes and improve employee work practices.

- The College is committed to staff well-being and activities and outcome are monitored by the Health and Safety Committee. The College enjoyed success as winners of the CDN Healthy Working lives awards and was revalidated at Gold status for initiatives during session 2017/18.
- Staff Equality focus groups at each campus have enabled us to better understand the results of our EDI Staff Survey, issued in 2017, and have enhanced actions to meet our Equality Outcomes.
- Key messages are communicated, by the Educational Leadership Team (ELT), to curriculum teams via the Heads of Sector, who receive an update following weekly ELT meetings. This ensures consistency of message to Heads and provides a summary of priority areas for action.
- Strong external college partnerships have resulted in enhanced stakeholder involvement in influencing and enhancing curriculum planning and delivery. This includes productive working with the local Chambers of Commerce, training collaborations with large local and national employers. There is good collaborative planning between college and local authorities for the school college curriculum and effective transition support mechanisms in place for school pupils accessing college.
- The student experience is significantly enhanced by strong partnership and the external focus of the College. Our partners provide positive feedback on how they value the level of engagement with the College. The College has hosted delegations of international staff and strong international partnerships have enabled students and staff to visit and experience different learning cultures outside of Scotland.
- The College works effectively within its Community Planning Partnerships, across the five main local authorities. Work with Renfrewshire has included very successful provision for the local Poverty Commission and delivery within the Ferguslie Learning Centre which is situated in the most deprived area in the whole of Scotland.

Areas for Development

- Strategic priorities identified in the new Corporate Plan will be taken forward through existing operational planning and evaluative processes.
- The impact of key staff behaviours, as outlined in 'Building our Collective Ambition' , are yet to be fully evaluated. .

3.3.2. Leadership of evaluation leading to improvement [HGIOC QI 1.4]

The College has a positive culture of review and evaluation leading to continual improvements in the delivery of learning and the services that support learning.

Areas of Positive Practice

- The College has long standing Curriculum Principles, developed by curriculum staff, are used consistently across curriculum evaluation processes. The curriculum evaluation cycle was updated during session 2017/18 and evaluation measures mapped against each of the HGIOC quality indicators, the College Regional Outcome Agreement Measures and corporate strategic priorities.
- Arrangements for support staff evaluation are strengthened and based on the same College principles as those used for teaching departments and mapped against quality indicators in the

HGIOC framework. All college teams compile operational plans, self-evaluation reports and action plans for improvement. The Student Association have an active input at support staff evaluation discussions, enabling improved communications and understanding of priorities.

- The Corporate Development Directorate evaluate against a range of Scottish Government Employer surveys, adequately ensuring that our business development plans take account of emerging workforce skills requirements and anticipates business support needs. This helps inform Curriculum Planning and gives staff a better understanding of potential market skills deficits.
- The College holds an annual evaluation and grading event in September, which is designed to support and develop shared understanding of the process of college high-level quality principles and evaluation. There is real strength in this event with College Executive team, SMT Heads and the Student Association collaboratively working in small groups to research and present the College evidence base to support evaluation of the quality indicators in the HGIOC framework. As the event embeds in the evaluation cycle and matures it will be further enhanced by more external stakeholder participation in testing the evidence.
- Our Curriculum Planning Review (CPR) is carried out in November annually, and draws on the curriculum team evaluations and portfolio review outcomes. Each Head of Sector leads a broad curriculum area, and as part of the CPR process, evaluates performance on a six-point grade. The grading system used mirrors HGIOC grades and is used to report year on year trends. The CPR criteria is standardised and designed to help shape future curriculum planning, drawing on our regional skills footprint.
- The College Educational Leadership team and Curriculum Heads provide peer review support for all curriculum course teams. This activity provides developmental feedback, to staff, on completing their portfolio review submissions. It has helped to improve actions that feed into the full Curriculum Planning and Review, carried out late autumn.
- Community and school teams are involved in joint evaluation activities with regional local authority partners, evaluating against joint quality indicators from both sets of 'How Good is our....' Frameworks. This has been successful in bringing an external focus into the evaluation activities, improved networking and sharing of practice, and in clarifying development plans that improve the quality of service provided to local authorities.
- Curriculum leaders regularly review key performance indicators and set targets for improvement. The College uses a Best Outcome report to inform curriculum areas of slippage against college attainment targets, ROA and college sector benchmarks.
- The College Continuing Professional Development Review (CPDR) process provides a formal mechanism for teaching staff to highlight their CPD requirements and includes a professional dialogue around learning and teaching CPD.
- A review of the curriculum Evaluation Cycle was undertaken and changes, implemented in session 2017-18, provided staff with formal documentation and agreed milestones.
- Student feedback features in all support areas evaluation, through sharing of survey responses specific to support area, enabling specific action planning around issues relevant to student needs.

Areas for Development

- The positive aspects of the College senior team and stakeholder's annual evaluation and grading event could be enhanced by further internal rigour around the testing of evidence that supports evaluation.
- The quality of staff reflection on learning and teaching is variable, and could be improved by a systematic approach and more effective sharing of practice.
- Curriculum performance targets are not yet sufficiently aspirational, clearly communicated, nor fully systematically monitored through the existing evaluation processes.
- Support areas evaluation activities do not yet fully evidence impact on the student experience.

4. Capacity to Improve Statement

The session 2018-19 started with the appointment of a new Principal and Chief Executive, Liz Connolly, who offers continuity in leadership, having been Vice Principal, Corporate Development, for the previous five years. The Board and Senior Management Team are committed to maintaining a sustainable and financially viable organisation and College staff engage productively with partners to share ideas, resources and costs, at all levels. Realignment of roles and responsibilities within the College Senior Management team present opportunities for quality improvement, through streamlining processes and departmental structures to ensure delivery of, and support for, high quality learning provision. Our aim is to provide the best possible learning experience for our students, in a stable environment that provides challenge and opportunity for the best outcome of each and every individual.

The College strategic and operational plans relate well to government and regional priorities. Strategic priorities are periodically reviewed to ensure currency. In 2017-18 we launched 'Building our Collective Ambition' – a behaviours framework for building a positive and enabling culture across our staff. During session 2018-19 our Student Association will launch a Student Behaviours Framework, aligned to the staff version and ensuring students understand and learn behaviours, appropriate to their future destinations in work or further study.

Attainment rates and positive destinations for our full time FE students continue to improve year on year against targets. Significant improvements have been made in part time success rates. The College recognises that success outcomes for key groups of special interest students can be improved, and is progressing actions to reduce attainment gaps that improve life chances for our most disadvantaged students. We also acknowledge that our part time programme successes can be improved through more rigorous evaluation and clear understanding of what works best in supporting these students to achieve. Against the backdrop of desire to continually improve the rates of success on all programmes, our student surveys consistently provide positive feedback on the College as a place of learning that motivates and engages them. Almost all are satisfied with their college experience. New programmes that meet regional needs and government priorities, are identified through evaluation, such as Cyber Resilience courses.

Our staff are motivated to continually improve and enhance the student experience, and curriculum review has produced innovations in the redesign of curriculum in Creative Industries, building employability skills development and work placement into Science, career development planning initiatives in Hair, Beauty and Complementary Therapies, as well as many other examples of positive interactions that improve student outcomes.

The College continues to face constraints in meaningful financial investment overall in ICT infrastructure. A rolling programme of investment of resources in targeted areas, to some extent, mitigates risk to the learning experience. The current student platform, Access All Areas, will be replaced with the implementation of new student platform, MyDay, which will integrate all student systems to a single sign on, providing enhance communication channels and ease of access to information for students.

We face challenges around retention in some programmes, ensuring student feedback drives improvement, and supporting the Student Association in reaching out and representing all students, no matter where they learn. We will continue to improve our evaluative processes so that reflection on learning and teaching has the highest priority in terms of action planning.

The College recognises that increased competition from other learning providers, changes in demographics, student expectations of a more flexible offering and the requirement to prioritise 'in region' delivery, will all bring challenges. A 'Future Proofing our College' plan identifies these challenges and details how we will amend curriculum and practices to ensure our college is financially sustainable and provides the best possible learning opportunities for our students and communities.

Going forward we aim to build on the good work that has already taken place in improving systems and processes. A new efficient and time saving financial system is in pilot phase. Staff CPD programmes are pre-planned, providing legislative and regulatory updates, as well as offering opportunities for professional and vocational skills developments. The roll out of i-Reflect, a professional reflection online tool for teaching staff, will enable staff to monitor the impact of changes they make in delivering learning, and seamlessly share reflections with other staff and teams.

5. Summary of Grades

<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all of our learners?</p> <ul style="list-style-type: none"> • 3.1. Wellbeing, equality and inclusion • 3.2. Equity, attainment and achievement for all learners. 	Good
<p>Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?</p> <ul style="list-style-type: none"> • 2.2. Curriculum • 2.3. Learning, teaching and assessment • 2.4. Services to support learning 	Very good
<p>Leadership and Quality Culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> • 1.1. Governance and leadership of change • 1.4. Evaluation leading to improvement 	Very good

Approved by the Board of Management

Keith McKellar
Chair

Signed

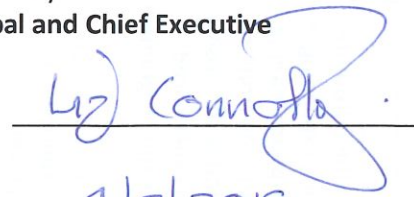


Date

4/2/2019

Liz Connolly
Principal and Chief Executive

Signed



Date

4/2/2019

6. Enhancement Plan 2016/17 to 2020/21

Outcomes and Impact

Wellbeing, Equality and Inclusion [HGIOC QI 3.1]

Action Arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2016/17	The College will continue to work to enhance processes for early identification and support of Care Experienced students and identify any further interventions which may help support the 16-26 year olds specifically to achieve better success rates and progress.	Progress the actions in the Corporate Parenting Plan, including expanding the Corporate Parenting Support Team to include wider representation from the curriculum staff; promoting the positive success stories of Care Experienced students and extending the programme of staff development.	June 2018	Actions and progress updates are regularly supplied to, and monitored by, the Scottish Government. The College has incorporated a Stand Alone for students who are estranged from their families.
		Undertake further analysis of student success rates for care experienced students at curriculum level.	February 2018	
EREP 2017/18	Further interventions will be designed and implemented to improve the success and progression rates for care experienced students.	Improve the early identification of care experienced students across all programmes.	Dec 2018	
		Ensure the progress of care experienced students is consistently monitored and support is given to maximise attainment opportunities.	June 2018	
EREP 2017/18	A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.	<p>Deliver the strategic plan for improving mental health and wellbeing of staff and students</p> <p>Develop new support resources</p> <p>Develop relationships to support the promotion of mental health and wellbeing</p> <p>Develop a series of 'activity' to nurture wellbeing in the college.</p>	<p>June 2021</p> <p>June 2019</p> <p>November 2019</p> <p>June 2020</p>	

EREP 2017/18

There is more scope to work with the Student Association to promote and celebrate our inclusive culture across all curriculum areas and campuses.

Identify and deliver joint curriculum and SA activities that promote and celebrate inclusion

Dec 2020

Equity, attainment and achievement for all learners [HGIOC QI 3.2]

Action Arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2016/17	The College recognises that student retention and attainment is low for a few categories of students and in a few subject areas. Curriculum teams have improvement actions in place to address specific curriculum areas and the College will work to further share practice and work collaboratively to address retention and attainment improvements for specific categories of student.	Actively participate in, and share learning from, the Scottish Government Improvement Project	June 2019	Completed Year 1 activities
		Ensure Portfolio Review is robust in identifying trends and meeting actions for improvement at course level.	March 2018	Completed
		Review, and act on, SIMD10 data analysis at both curriculum and college level.	June 2018	Completed
		Review recruitment and attainment for BME	February 2018	Completed
		Deliver on the Gender Action Plan targets for improving student success.	June 2018	Completed and reported at National Gender Conference
2017/18	Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest	Ensure current evaluation processes are sufficiently analytical to adequately capture outcomes for all students (particularly those from special interest groups – notably care experienced, FT HE, ethnic minority students and students from multiple deprivation groups). Improve staff skill set for monitoring real time data to achieve SMART actions in course evaluations. Use dashboard analytics to better communicate and monitor attainment targets	June 2019 June 2018 June 2020	
2017/18	The rate of confirmed destinations for college leavers could be improved, for both FE and HE level qualifiers.	Review current destinations collection process Effectively plan for, and deploy college resources, the capture of destination data	November 2018	

		Work with Marketing to review promotion methods to best capture destinations	December 2018 January 2018	
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Delivery of learning and services to support learning

Curriculum [HGIQC QI 2.2]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17 and EREP 2017/18	Essential skills in the form of career management skills, are not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.	Share outcomes from current Sector specific career management initiatives.	February 2018	Heads of Sector shared practice in their area – there is inconsistency in approach.
		Devise a college wide standard for the on-course provision of career management skills development.	June 2018	To be taken forward into session 2018-19
		Review staff support, and increase student awareness, of core skills development within programmes.	August 2018	Complete - Refined programme offering in conjunction with partner employers. Designed and delivered a regional skills survey - Surveyed 231 organisations employing 65000 people see 1.4 sheet.
EREP 2017/18	There is more work to do to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas, building on current initiatives such as Curriculum Reimagined.	Share learning from the pilots and, where suitable, roll out intervention strategies and outcomes across the curriculum	June 2019	
EREP2017/18	The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number.	Modify the FA offering to improve effectiveness	December 2018	
		Work with external partners to improve recruitment of FA students	June 2020	

Learning, teaching and assessment [HGIOC QI 2.3]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17	Learning and teaching approaches could be refreshed in a few programme areas – for example, the pace of learning does not always vary sufficiently to meet the needs of the class group and as a result, students may disengage from learning. Some staff do not take opportunities to reinforce standards of timekeeping and attendance.	Develop staff capacity in using existing technology and digital pedagogical approaches to learning and teaching.	November 2018	Ed Scotland review reports TEL updates /Teaching and Learning Communities Digital programme of CPD, Uptake and impact – Ed Scot report Sector sharing days
		Use student feedback to reflect on teaching practice, and make adjustments to the delivery and pace of learning that meets the needs of students on each programme.	June 2018	Teaching and Learning Communities TLC), facilitated by the Teaching Enhancement Lecturers) offer workshops to teaching staff. Student feedback is used in curriculum evaluation to inform practice. The iReflect tool is tested and launched.
EREP 2016/17	In some areas of the College campuses, the ICT infrastructure negatively impacts on the learning experience. Students report that IT reliability is poor, delays in logging on to their student account, slow internet connections and equipment breakdown cited as the most common faults.	Prioritise the available ICT budget to impact on student learning, where possible.	August 2018	ICT for learning and teaching has been prioritised
		Submit a case to SFC for specific funding for ICT.	March 2018	Discussions with the Funding Council are still ongoing
		Focus teams on making practical adjustments to curriculum delivery to best utilise all available resources (teaching staff, digital technology, software, specialist rooms).	December 2017	CPR activities in November 2017 highlighted adjustments made.
EREP 2017/18	Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge.	Develop a L&T evaluation framework that is flexible to meet the needs of teaching staff	June 2019	
		Ensure all teaching staff are engaging in peer review and evaluation of their teaching practice to an accepted professional standard	June 2021	

EREP 2017/18	In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure.	Continue to prioritise ICT spend to improve L&T Plan for industry standard software in curriculum areas where it is required.	June 2019 June 2020	
EREP 2017/18	The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning.	Year on Year increase the use of I-Reflect amongst staff and students Monitor curriculum actions in the use of student feedback and share practice	June 2021 June 2019	

Services to support learning [HGIOC QI 2.4]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17	It is recognised that staff have varying degrees of experience in dealing with, and responding to, mental health issues that impact on the learning experience. The College is therefore making mental health a priority, training additional staff as Mental Health First Aiders and working with the Student Association to support both staff and students in addressing the mental health agenda.	Train additional Mental Health First Aiders within the College, including the Student Association Executive team.	December 2017	Completed – Front Line staff and SA officers trained in mental health awareness and SA high profile in priority planning for 2017/18.
		Expand the range of CPD available to staff in mental health.	June 2018	Completed – in CPD offering
		Hold a cross College ‘Mental Health sprint group’, including representation from the Student Association, to identify further actions for improvement.	January 2018	Completed and informed the Mental Health Strategy
EREP 2017/18	There are further developments required in the processes for applications and programme funding to ensure they are equally accessible by all students.	Continued close working between Students Associations and college teaching staff, including bi-annual focus groups, will ensure that refinements to the system are enacted in advance of the opening of funding applications.	June 2019	

EREP 2017/18	Awareness and understanding of the role of the Student Association and the class representative system could be enhanced further to influence and shape the delivery of learning.	Combined activities, involving members of the Student Association, the Quality Department (Student Experience Team) and Curriculum area, will promote and raise the profile of the SA on each campus.	June 2020	
EREP 2017/18	There is still work to be done on implementing a systematic and equitable approach to developing student career management skills	Establish and commence work with pilot groups of students to deliver effective career management plans Share and enhance current practice Develop a consistent approach and shared resources/tools across all departments	Dec 2018 May 2019 June 2020	
EREP 2017/18	Further investment in ICT for learning and teaching is required to ensure that all students experience have parity of experience in accessing suitable industry standard technology.	Analysis of existing IT requirements is focussed, robust and prioritised in order to maximise the highest impact on learning and teaching. Undertake projects to mitigate any impacts of restrictions in the level of investment in IT.	June 2019 December 2020	

Leadership and Culture

Governance and leadership of change [HGIOC QI 1.1]

Action arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2017/18	The College has refreshed the Corporate Plan 2018-2021 and the strategic priorities identified in this plan will be taken forward through existing operational planning and evaluative processes.	Refreshed corporate plan approved.	Dec 2018	
EREP 2017/18	The key staff behaviours outlined in 'Building our Collective Ambition' will be embedded throughout the organisation as the expected standard of relationship building for staff and students alike.	Awareness sessions will be delivered to all staff.	April 2019	
		A culture study will be carried out to assess working relationships.	December 2020	

Leadership of Learning and Teaching [HGIOC QI 1.2]

Action arising from	Areas for Development	Planned Action	Target date	Progress since 2016/17
EREP 2016/17	Peer support and practical tools for teaching teams to reflect on, and evaluate learning and teaching, is not yet fully embedded, to enable sharing of innovative and creative practice across different curriculum specialisms.	Develop peer support for new staff and mentoring opportunities for experienced staff, within the curriculum.	June 2018	New teaching starts induction strengthened to include mandatory meeting with Teaching Enhancement Lecturers
				Learning and development pedagogical pathways are strong in a few areas /departments but continues to be an area for development
		Pilot the new I-Reflect software with a teaching department from each Faculty	April 2018	Pilot I reflect complete – software updated based on feedback
				I- Reflect launched to staff – demo and showcased at CQL meetings. Administrative support in place.
		Strengthen the focus on reviewing Learning and Teaching practices within the new CPDR process.	December 2018	CPDR process updated to include a professional dialogue prompt on professional practice, focussed around teaching improvement methodologies. Feedback and reflection.
				CPDR meetings taking place October /November 2018 – evidence from meetings will be reviewed by the Educational Leadership Team and the Staff Development Group.

Leadership of evaluation leading to improvement [HGIOC QI 1.4]

Action arising from	Areas for Development	Planned Action	Target date	Progress
EREP 2016/17	In some areas, self-evaluation reporting and action planning is not yet sufficiently robust in evidencing the impact on the student experience and outcomes of learning and teaching.	Introduce a programme of training and development, for teaching and support staff who lead on evaluation activities within their areas.	Feb 2018	A peer review process for developing evaluation competences in Curriculum and Quality Leaders started in June 2017, and will be continued into session 2018-19, with a pre-planned and systematic review schedule.
		Embed processes across the College that facilitate the sharing of practice in evaluative reporting to ensure a consistent standard of analysis is evident.	August 2018	ELT/Heads of Sector provided feedback to CQLs on the quality of their evaluative reporting for session. Further work on establishing a WCS standard of evaluation, for both reviewers and CQLs will be ongoing throughout session 2018-19.
		Regularly and consistently monitor, review and feedback on the quality of evaluative reporting and action planning.	June 2018	This will be taken forward into session 2018-19 as part of the quality enhancement cycle of activity.

EREP 2017/18	The positive aspects of the College senior team and stakeholders annual evaluation and grading event, could be enhanced by further internal rigour around the testing of evidence that supports evaluation.	Plan for the allocation of QI responsibility to small teams of senior managers and test evidence at specific points in the year	November 2018	
		Engage with external stakeholders in testing the evidence for evaluation	June 2019	
		Share testing outcomes on a regular basis	June 2019	
EREP 2017/18	The quality of staff reflection on learning and teaching is variable, and could be improved by a systematic approach and more effective sharing of practice.	Sector and faculty sharing days will incorporate opportunities for sharing of professional reflection approaches, outcomes and impact.	June 2019	
		Strengthen the role of the course team in providing peer review of teaching practice.	March 2019	
		Use student feedback effectively to inform improvements	March 2020	
EREP 2017/18	Curriculum performance targets are not yet sufficiently aspirational, clearly communicated, nor fully systematically monitored through the existing evaluation processes.	Communicate expectations of college and sector benchmarks best outcomes as the minimum standard of KPIs.	November 2018	January 2019? Sector PIs published
		Review PIs and actions for improvement at regular intervals	June 2019	
		Share practices of high performing areas/departments	June 2019	
EREP 2017/18	Support areas evaluation activities do not yet fully evidence impact on the student experience.	Strengthen the role of student representation in the design and delivery of support services	June 2019	
		Review the support service evaluation process to better align with operational planning cycles	Dec 2018	
		Introduce peer review of evaluation for operational managers	Dec 2019	

Appendix A – Regional Outcome Measurement Table

OA National Measure	Actual 2016-17	Actual 2017/18	Projection 2018-19	Projection 2019-20	Projection 2020-21
1(a)* The volume of Credits delivered					
Core Credits target (region)	159,047	-	157,855	157,855	157,855
% towards core Credits target (region)	100%	-	100%	100%	100%
The volume of Credits delivered (ESF)	7,086	-	6,368	6,368	6,368
The volume of Credits delivered (core + ESF)	166,133	167,479	164,223	164,223	164,223
1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24					
Proportion of Credits delivered to learners aged 16-19	40.5%	38.6%	40%	40%	40%
Proportion of Credits delivered to learners aged 20-24	21.3%	22.3%	22%	22%	22%
1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24					
Proportion of Credits delivered to full-time learners aged 16-19	46.9%	45.4%	45%	45%	45%
Proportion of Credits delivered to full-time learners aged 20-24	23.3%	25.4%	24%	24%	24%
1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.2%	24.9%	28%	28.50%	29%
1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced					
Proportion of Credits delivered to Male learners	43.9%	44.3%	42%	42%	42%
Proportion of Credits delivered to Female learners	56.0%	55.3%	58%	58%	58%
Proportion of Credits delivered to BME learners	4.1%	4.5%	5%	5.5%	6%
Proportion of Credits delivered to students with a known disability	17.6%	20.0%	18.5%	19%	19%
Proportion of Credits delivered to students with Care Experience	1.88%	1.48%	2.5%	3%	3%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	97	342	130	150	165
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.4%	0.83%	0.45%	0.5%	0.6%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.7%	5.3%	4.5%	5%	5%
Proportion of Credits delivered at HE level to learners from SHEP schools	4.4%	5%	8%	8%	8%
3. The proportion of Credits delivered to learners enrolled on STEM courses					
Proportion of Credits delivered to learners enrolled on STEM courses	23.4%	23.5%	23%	24%	25%
4(a)* The proportion of enrolled students successfully achieving a recognised qualification					
Percentage of FTFE enrolled students achieving a recognised qualification	68.7%	69.2%	70%	73.5%	73.5%
Percentage of PTFE enrolled students achieving a recognised qualification	67.6%	72.3%	69%	71%	73%
Percentage of FTHE enrolled students achieving a recognised qualification	68.7%	69.4%	72%	74.5%	74.5%
Percentage of PTHE enrolled students achieving a recognised qualification	76.9%	80.2%	75%	75%	75%

4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification					
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	64.9%	65.8%	66%	67.5%	68%
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	64.7%	68.3%	68%	70%	72%
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	64.9%	63.9%	68%	70.5%	72%
Percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.1%	81.4%	74%	74%	75%
4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges					
Percentage of senior phase FT FE pupils achieving a vocational qualification	70.1%	68.2%	-	-	-
Percentage of senior phase PT FE pupils achieving a vocational qualification	70.1%	60.8%	60%	65%	70%
Percentage of senior phase FT HE pupils achieving a vocational qualification	33.3%	50%	-	-	-
Percentage of senior phase PT HE pupils achieving a vocational qualification	-	66.7%	74%	74%	74%
4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification					
Percentage of CE FT FE enrolled students achieving a recognised qualification	58.7%	54.2%	60%	62%	63%
Percentage of CE FT HE enrolled students achieving a recognised qualification	53.8%	50%	66%	68%	70%
4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification					
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.8%	66.8%	66%	68%	70%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	886	917	928	960	960
6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	41.9%	41.1%	50%	55%	60%
7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-		57%	60%	60%
8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%	-	97.5%	98%	98%
Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%	-	97%	98%	98%
9. The percentage of students overall, satisfied with their college experience (SSES survey) (not confirmed by SFC)					
Percentage of full-time students overall, satisfied with their college experience	95%	93.3%	94%	95%	95%
Percentage of part-time students overall, satisfied with their college experience	97.5%	93.8%	95%	95%	95%
Percentage of distance learning students overall, satisfied with their college experience	89.2%	92.8%	93%	95%	95%
10 Gross carbon footprint (tCO2e)	4,859	-	4,785	4,770	4,550