



**College Evaluative Report
and Enhancement Plan
(EREP) 2017-18**



Contents

<i>Evaluative Report</i>	1
1. Relevant background information about the college and its operating context	1
2. Methodology used to evaluate the quality of provision and services.....	3
2.1 Outcomes and Impact.....	5
2.2 Delivery of learning and services to support learning	10
2.3 Leadership and Quality Culture.....	16
3. Capacity to Improve	22
4. Grading.....	23
<i>Enhancement Plan</i>	24
4. Actions for Improvement	24
4.1 Outcomes and Impact.....	24
4.2 Delivery of learning and services to support learning	26
4.3 Leadership and Quality Culture.....	28
5. Update on Actions for Improvement 2016/17	31
<i>Appendix 1 – EREP Map to ROA</i>	32
<i>Appendix 2 – Performance Measures</i>	33
<i>Appendix 3 – Essential Skills Unit Performance</i>	37
<i>Appendix 4 – Performance Indicator Data – 3-year comparison</i>	38

Evaluative Report

1. Relevant background information about the college and its operating context

Fife College operates over five main campuses located in Dunfermline, Rosyth, Glenrothes, Levenmouth and Kirkcaldy with additional activity in partner community learning centres across Fife. The provision on offer reflects the needs of the large proportion of school leavers progressing to College in session 2017-18 was 33.9% against Scotland National Average 26.8%. Most learners come from the Fife and Kinross areas, with a smaller proportion travelling from across Scotland to undertake specialist study. The curriculum portfolio is taking into account the increased demand for part-time and higher education provision to address the up-skilling and re-skilling needs of the regional population based on socio economic data and forecast employment opportunities as described below. It is now providing a more balanced offer with programmes in almost all subject categories from level 2 to level 10 on the Scottish Credit and Qualifications Framework (SCQF). The College delivers certification from 28 awarding bodies, including new industry based qualifications for school pupils. This supports the continuous development of a responsive and fit for purpose curriculum portfolio that improves student employability prospects. This is evidenced in the College's revised vision and values and new strategic plan 2018-23¹.

The College serves the needs of the communities of Fife where there is a mix of rural and urban populations. The population of Fife is older compared to Scotland, and there is a noticeable decline in the proportion of the population aged early 20's to late 30's compared to the national average, which suggests that young working aged people are leaving the region to pursue work, training or other opportunities. There is a noticeable number of people aged in their late 40's and early to mid-50's, and also a noticeable spike in those aged 69 and over, which is the largest age group for the region. Based on 2014 population projection data, it is estimated that the population will grow by 19,713 (5%) by 2037, where the forecast national rate is expected to grow by 7%. Within Fife and Scotland as a whole, the overall finding is the growth of those aged 65 and over, with a subsequent reduction in the working age population. Fife is expected to have proportionally greater losses of those aged 30-64 than the national average, which will impact on dependency ratios and the need for higher productivity rates whilst retaining skills, for example for replacement jobs as older workers retire.

As described in the College's Regional Outcome Agreement, strategic planning and curriculum alignment are linked to the priorities and key sectors identified by Fife's Economic Strategy 2017-2027 and aligned to the recent Local Outcome Improvement Plan. The College is an active participant on all main regional partnership groups including the Fife Economy Partnership, Fife Delivery Leads Group, Opportunities Fife, the DYW regional board and STEM Strategy Group. Formal academic and industry partnerships (e.g. School College Partnership, Worcester Bosch) are in place. The College's national contract with the Scottish Prison Service continues to support the development of the College's strong inclusion agenda and of successful partnership ventures. Fife College is working closely with City Deal partner submissions for the Edinburgh and the SE of Scotland Region and for the Tay Cities Region. The College is progressing a Clean Sport Commitment to obtain accreditation from UK Anti-Doping in session 2019/20.

In 2017/18 the College had 30,689 enrolled learners, with 5,863 studying on a full-time basis. A total of 12,344 of the enrolments were part of the SFC credit funding claim.

¹<https://www.fife.ac.uk/media/2165/strategic-plan-2018-23.pdf>

The College has a total budgeted turnover of £46.5 million, of which 70% is funding from the Scottish Funding Council. The College's annual commercial income for 2016/17 is £9.7 million including £4.5m linked to the Scottish Prison Service Contract.

The curriculum is organised across six faculties encompassing a total of 29 curriculum areas. All curriculum areas offer full time and part time provision and, with the exception of the Supported Learning area, they all engage with commercial/non-core funded delivery. In 2017/18 the proportion of credits delivered to learners in the most deprived 10% postcode areas sits at 10.6% (an increase from 8.1% last year) of the total credit target and above the agreed target of 9%. The College slightly exceeded delivery its overall target of 132,765 credits in 2017/18 which includes 3,005 ESF credits. Total actual delivery was 133,834 credits.

The College continues to raise its profile as an education and training provider through a number of regional and national staff and student successes in competitions and awards.

2. Methodology used to evaluate the quality of provision and services

A variety of approaches were used to evaluate the quality of provision and services based on the three high level questions:

1. How good are we at ensuring the best possible outcomes for all our learners?
2. How good is our leadership and approach to improvement?
3. How good is the quality of the provision and services we deliver?

In addition, the seven quality indicators and associated challenge questions of the *How Good Is Our College?* framework were referenced with internal and external sources of information used to correlate evidence. Evaluation gathered quantitative and qualitative evidence through a range of in house and partnership activities, including formal and informal feedback with validation received from external stakeholders and awarding bodies working in partnership with the College². This evidence was used to inform changes in College processes, curriculum planning, support arrangements and reporting procedures. Surveys and focus groups (College and/or Fife College Student Association led) provided in year evidence of student experience and levels of engagement by staff and students that drove action planning by the various College teams (e.g. review of induction process and support arrangements, design of professional development programme at all levels, review of access to and dissemination of information).

Formal reporting conducted by the College's auditors, audits conducted by awarding bodies, engagement days with Education Scotland and specific reference to Regional Outcome Agreement agreed three year targets have informed this exercise. The interactive and dynamic model of discussions and meetings is enabling teams to be proactive in joint planning with internal and external partners. An evidence based approach is the norm in all activities.

The College's forensic approach to data collection and benchmarking at local and national level has led to improved informed judgments on performance by area, with specific groups and targets being considered (e.g. students with Additional Support Needs (ASNs), school leavers, and attainment in Science, Technology, Engineering and Mathematics (STEM) courses, progression rates). The systematic sharing of this data both internally and with external stakeholders is providing a strong basis for future planning and targeted interventions (e.g. within School College Partnership). Ongoing training and discussion opportunities afforded to Directors of Faculty, Curriculum Managers and lecturers (curriculum planning meetings, Quality surgeries) are supporting the development of a more inclusive and participative culture of self-evaluation. Increased participation in external forum and national networks has enabled more accurate comparison of performance and sharing/adopting of good practice both in curriculum and support areas (e.g. for admissions, pastoral support, review of teaching approaches).

Information obtained through other internal channels such as our complaints system and professional development and review system are used to evaluate current performance and to develop formal action planning (e.g. for Quality Assurance, Curriculum Planning, provision of learning resources), including formal reporting to the Board of Governors and increased engagement in and support for improvement.

² ISO 9001, Who Cares? Scotland, Student Partnerships in Quality Scotland (SPARQS), The Energy & Efficiency Independent Assessment Service (EEIAS), Skills Development Scotland (SDS), Fife Council, Healthy Working Lives, ASH Scotland, NUS Scotland - Healthy Body Healthy Mind, The Environmental Association for Universities and Colleges (EAUC), Scottish Credit and Qualifications Framework (SCQF), Education Scotland.

Meetings and discussions at team(s), course and support team(s) level, including the Annual Enhancement and Scrutiny Activity Schedule (AESAS), together with cross College conversations (e.g. Café conversations, departmental meetings, campus based meetings, steering group meetings and Short Life Working Groups (SLWGs) have complemented the collection of statistical and factual evidence. This is allowing for enhanced ownership of target setting, creation of cross-teams support networks and planning, development of project based activity and better understanding of roles and responsibilities.

External evaluation and feedback mechanisms support planning and development and contribute to the review of existing communication channels and level of information shared. Examples of this are formal feedback and recommendations provided by the Opportunities Fife Partnership within the development of the College Regional Outcome Agreement, formal partnership and data sharing agreement with Skills Development Scotland, employer feedback (e.g. for Modern Apprenticeship students) on student performance and progression to employment, individual evaluation sought from senior phase pupils participating in College programmes, feedback from receiving partners with regards to articulating students. As for other sources of evidence, the information gathered comprises qualitative and quantitative data used to evaluate and review programmes on offer, support provided, design and quality of delivery in line with intended outcomes and impact as per agreed targets and outputs. Review meetings have been organised with internal and external stakeholders to ensure a wide staff contribution in the production and evaluation of the final draft of this report. This approach is supporting the grading process and ensuring ownership of targets and enhancement strategies by all.

The following terms are used within this document to represent numbers and proportions:

Almost All	Over 90%
Most	75-90%
Majority	50-74%
More than a few	15-49%
A few	Up to 15%

2.1 Outcomes and Impact

The college has utilised the new quality arrangements framework very effectively to focus on stakeholder feedback, performance data and external reporting sources to identify strengths and weaknesses. An increased and detailed focus of the data, including the disaggregation to identify causes and issues affecting retention and achievement (e.g. for HE or School College Partnership students) is enabling targeted action planning. A consistent and forensic view of data is being analysed with issues in low performing areas being identified and proactively resolved. Data is also being used to forecast, pre-empt and remove possible issues before they have occurred. The college recognised that the status quo was not acceptable and has analysed comparisons with the sector as a whole and with similar colleges. A clear performance improvement strategy was implemented during the past academic session and this continues to be built on including enhanced cross college self-evaluation and regular monitoring and review of curriculum and operational planning. Some of the earlier benefits have been recognised already but for the majority of actions it will take a further academic session for the improvements to have a greater influence on the performance data.

Some figures used in this section are taken from the national measures table and for reference these are included in the SFC Outcome Agreement table included in Appendix 2 – Performance Measures.

Areas of positive practice:

Q1 3.1 Wellbeing, equality and inclusion

1. Scholarships/sponsorship opportunities to support learners in additional training/education opportunities e.g. Adam Smith Foundation (with two focused on supporting SPS prisoners whilst working in the prison learning centres), Russell Trust, Ian Rankin Writing, Diageo Engineering, (of 18 scholarships, awarded 147 students circa. £70,000 in session 2017/18, an increase of £25,000 from previous year) are used regularly to promote equity and widen opportunities in most curriculum areas
2. More than a few curriculum areas have developed industry-supported partnerships (e.g. Shell Girls in Energy, FuturEquipped) which address national priorities including STEM and Gender imbalance by providing more career pathways for young people (see AfD j)
3. A partnership with NHS Fife and Police Scotland is supporting staff to create SCQF rated online materials to support learner health and wellbeing whilst providing signposting to additional support
4. Franchise degree delivery is effective in widening access by increasing SCQF Level 9 and 10 study to 135 students in the region of Fife and beyond and attracting 28% of students from SIMD20.
5. Programmes to address gender imbalance in the STEM area are proving successful with increased participation of young female learners in Engineering courses
6. FCSA Annual Calendar with themed months support learner awareness, understanding of the support options available regarding LGBT, Anti-Bullying, ADHD, ADD and ODD Awareness, Drug Alcohol and Smoking Awareness, Physical Health and Mental Health
7. Increased investment in assistive technology including Karten Foundation funds (£24,000) is benefiting learners with increased ownership and a greater independence in their own learning (see AfD e)

8. Increased number of PT courses is offering enhanced study opportunities for mature learners and supporting employability
9. Enrolled students from SIMD 10 show an increase of 27.0% (1265 from 996), which reflects improved course offer in partnership supporting an increased number of students to access courses within the community (see AfD g)
10. The College approach to welcoming and celebrating equality and diversity is represented well with a diverse culture of student backgrounds with a wide range of declared ethnic origins across 21 categories:

Ethnicity	Enrolments
10 : Scottish	9396
11 : English	386
12 : Welsh	16
13 : Irish	31
14 : Any other white background	261
15 : Any mixed background	68
16 : Indian, Indian Scottish, or Indian British	23
17 : Pakistani, Pakistani Scottish, or Pakistani British	54
18 : Bangladeshi, Bangladeshi Scottish, or Bangladeshi British	6
19 : Chinese, Chinese Scottish, or Chinese British	21
20 : Any other Asian background	34
21 : Caribbean, Caribbean Scottish, or Caribbean British	6
22 : African, African Scottish, or African British	44
23 : Other African background	3
24 : Any other background	32
30 : Northern Irish	9
31 : British	1156
32 : Gypsy/Traveller	5
33 : Polish	281
34 : Arab, Arab Scottish or Arab British	18
35 : Black, Black Scottish or Black British	38

On FT programmes students from a minority ethnic group had 65.4% completing successfully with 17.8% withdrawing. This shows the group is performing above the college performance as a whole for FT students (62.2% successful completion and 18.2% withdrawing), reflecting better support mechanisms which lead to improved student success.

11. PI data is now analysed by student category and other characteristics to inform targeted action planning to seek PI improvement. Some results of the data analysed shows:
 - There was an increase in FT enrolments from SIMD 10 locations (sector decreased) and an increase in enrolment from those with a declared disability (slightly higher than sector increase) reflecting a better planned curriculum offer to enable learners with these barriers to engage in learning.
 - The withdrawals of males in FEFT and HEFT courses were better than sector average. FE males 18.1% (sector average 19.2%) and HE males 15.9% (sector average 16.6%). Withdrawal rates for FE females also improved by 3.0% (23.3% against sector average of 21.6%), however successful completion remains below sector due to a high percentage of partial success (see AfD o)

Q1 3.2 Equity, attainment and achievement for all learners

12. Implementing a new shared and focused approach to monitoring attendance and providing early interventions is starting to show an improvement in the retention of learners. Whilst the PI data continues to be below sector average the gap is being reduced with planned interventions showing early signs of improvement in the overall retention rate, up 3.1% over previous session. FTFE retention rates have improved by 2.6% with the further withdrawal rate showing a decrease of 2.2%. PTHE showed the largest improvement in retention of 5.1%. However, retention rates have not improved at FTHE level (20.5% withdrawal against 19.1% the previous year) and the retention PIs continue to be below sector average (see AfD I)

FTFE	ENR	EW	FW	TW
2015/16	4059	9.3	21.5	30.8
Sector 16/17	50086			25.1
2016/17	3778	9.8	19.4	29.2
2017/18	3523	9.4	17.2	26.6
Yr on Yr Diff	-255	-0.4	-2.2	-2.6
3 Yr Diff	-536	0.1	-4.3	-4.2
Sector Diff	-	-	-	1.5

PTFE	ENR	EW	FW	TW
2015/16	4573	4.9	10.1	15.0
Sector 16/17	99958			10.0
2016/17	4355	5.1	10	15.1
2017/18	4896	4.8	7.3	12.1
Yr on Yr Diff	541	-0.3	-2.7	-3.0
3 Yr Diff	323	-0.1	-2.8	-2.9
Sector Diff	-	-	-	2.1

FTHE	ENR	EW	FW	TW
2015/16	2425	5.2	17.4	22.6
Sector 16/17	33873			17.2
2016/17	2284	5.0	14.1	19.1
2017/18	2340	5.3	15.2	20.5
Yr on Yr Diff	56	0.3	1.1	1.4
3 Yr Diff	-85	0.1	-2.2	-2.1
Sector Diff	-	-	-	3.3

PTHE	ENR	EW	FW	TW
2015/16	1281	2.7	5.5	8.2
Sector 16/17	12573			8.1
2016/17	1048	3.3	6.9	10.2
2017/18	1585	1.5	3.6	5.1
Yr on Yr Diff	537	-1.8	-3.3	-5.1
3 Yr Diff	304	-1.2	-1.9	-3.1
Sector Diff	-	-	-	-3.0

13. A T-Shape model campaign across all curriculum areas is effectively raising learner awareness of the various and different Essential Skills required by employers in different vocational areas
14. The introduction of a new post, in association with Who Cares Scotland is leading to better support for care experienced students to succeed in their studies at college (see AfD h)
15. The achievement of FTFE aged 16-19 students is showing an increase of 1.1%
16. Most learners enrolled on Essential Skills units (5414 enrolments) are successful, with Numeracy outperforming the sector average by 8%. Attainment in four of the five areas of Essential Skills perform at or above the sector averages (see Appendix 3) (see AfD d)

17. The apprenticeship team have effectively managed the SDS contract on MA learners with the college successful completion rate for MA learners in session 2017/18 increasing by 5% to 76% (sector average 76.9%). All MA learners have their learning enhanced with inclusion of Essential Skills on their programme, with all learners achieving the work based Essential Skills units. However, a few of the units are not delivered in a fully contextualised basis and opportunities to ensure improvement and coordination are included as part of a wider revision of roles and responsibilities within the academic structure (see AfD d)

Areas for development³:

Internal systems and infrastructure

- a) Embedding wider career management skills to support the learner is not fully developed and embedded to effectively support positive destinations for the learner (QI 3.2)
- b) College systems do not always have the functionality to respond to external stakeholder requirements for data (QI 3.2)
- c) Accessibility to data and the ability to analyse data is not sufficient at all levels of the college organisational structure to ensure the effective use of data to identify issues and seek improvement (QI 3.2)
- d) Allocation and coordination of work based core skills is not fully effective to ensure improvement of PIs and learner success, particularly in the area of working with others (QI 3.2)

Communication and sharing of good practice

- e) College receipt of the early communication of identification of additional support needs for school leavers is not yet timely to ensure an effective transition for all pupils (QI 3.1)
- f) Celebration and formal recognition of successful learning and achievement is inconsistent across all curriculum areas (QI 3.2)

Planning and monitoring

- g) The success rates of the students from SIMD10 remained static at 60%, however there was a decrease of 12.9% for FTHE. PTHE showed a 15.3% increase. Successful outcome for FTHE SIMD10 students and Care Experienced students is significantly poorer than non FTHE SIMD10 students (QI 3.2)
- h) Successful outcome for Care Experienced students is significantly poorer than non-Care Experienced (QI 3.2)
- i) Opportunities for the promotion of equality and diversity in lessons are not always utilised as a learning opportunity to broaden learner knowledge and understanding (QI 3.1)
- j) Gender Imbalance in STEM related programmes showed an improvement from last session with 57% male and 43% female to 55% male to 45% female (QI 3.1)
- k) There is a need to address staff development covering the review of statistical PI data for professional services teams to ensure shared ownership and understanding of their impact on the learner experience (QI 3.2)

³ Note some of the areas for development refer to QIs out of scope this academic session; these are actions that have been not fully completed from the last review and/or revised and enhanced to progress further.

- l) Withdrawal rates on many courses continues to be an issue for 8 of the 16 Education Scotland subject groups delivered at FE level and 6 of the 14 Education Scotland subject groups delivered at HE level (Q1 3.2)
- m) Successful completion on courses shows FTHE as the only high-level category with a decline in performance, a greater focus is needed on sectors and courses affecting this along with Education Scotland subject group and course level review to ensure an improvement towards and above sector average. Student Outcome and retention on FTFE and PTFE programmes showed an improvement from the previous session. The smallest improvement was FTFE 1.7% for Completed Successfully and the highest improvement was 5.7% for PTFE Completed Successfully, however the performance is still below Sector Average for all PI measures.

FTFE	ENR	EW	FW	TW	PS	CS
2015/16	4059	9.3	21.5	30.8	7.3	62.0
Sector 16/17	50086			25.1	9.6	65.3
2016/17	3778	9.8	19.4	29.2	13.3	57.4
2017/18	3523	9.4	17.2	26.6	14.3	59.1
Yr on Yr Diff	-255	-0.4	-2.2	-2.6	-1.0	1.7
3 Yr Diff	-536	0.1	-4.3	-4.2	-7.0	-2.9
Sector Diff	-	-	-	1.5	4.7	-6.2
PTFE	ENR	EW	FW	TW	PS	CS
2015/16	4573	4.9	10.1	15.0	11.3	73.7
Sector 16/17	99958			10.0	12.9	77.1
2016/17	4355	5.1	10	15.1	15.4	69.6
2017/18	4896	4.8	7.3	12.1	12.6	75.3
Yr on Yr Diff	541	-0.3	-2.7	-3.0	2.8	5.7
3 Yr Diff	323	-0.1	-2.8	-2.9	-1.3	1.6
Sector Diff	-	-	-	2.1	-0.3	-1.8

FTHE PI data shows a slight decline in retention (down 1.4%) and Completed Successfully (down 1.3%) increasing the gap from Sector Average. PTHE showed significant improvement in retention (up 5.1%) and Completed Successfully (up 8.6%) with this PI now only 1.9% below sector average and the highest in the past 3 years (Q1 3.2)

FTHE	ENR	EW	FW	TW	PS	CS
2015/16	2425	5.2	17.4	22.6	7.6	69.8
Sector 16/17	33873			17.2	11.1	71.6
2016/17	2284	5.0	14.1	19.1	12.8	68.1
2017/18	2340	5.3	15.2	20.5	12.7	66.8
Yr on Yr Diff	56	0.3	1.1	1.4	0.1	-1.3
3 Yr Diff	-85	0.1	-2.2	-2.1	-5.1	-3.0
Sector Diff	-	-	-	3.3	1.6	-4.8
PTHE	ENR	EW	FW	TW	PS	CS
2015/16	1281	2.7	5.5	8.2	5.2	86.7
Sector 16/17	12573			8.1	13.4	78.6
2016/17	1048	3.3	6.9	10.2	21.7	68.1
2017/18	1585	1.5	3.6	5.1	18.3	76.7
Yr on Yr Diff	537	-1.8	-3.3	-5.1	3.4	8.6
3 Yr Diff	304	-1.2	-1.9	-3.1	-13.1	-10.0
Sector Diff	-	-	-	-3.0	4.9	-1.9

- n) Students who would benefit from the use of assistive technology are not always identified early, promotion of awareness and access to is not always communicated effectively (QI 3.1)
- o) A focus is required on curriculum design and qualification aims to address the partial success on FTHE and FTFE courses to improve performance to above sector average (QI 3.1)
- p) Closer partnership work is required to ensure more detailed and consistent advice is provided to school pupils at transition stages in order to improve outcomes for senior phase pupils on college programmes (QI 3.1)

2.2 Delivery of learning and services to support learning

Significant cross college collaboration has been a key feature of our work and this increased focus on internal partnership working is resulting in improved identification and resolution of issues. This enhanced joint approach across academic and professional services teams is resulting in continuous improvement taking full account of student achievement, attainment and progression towards sustained positive destinations.

The implementation of the Learning and Teaching Strategy is now focusing on enhancing digital capability and external stakeholder engagement for learning and teaching enhancement activities, bringing together curriculum and support services to provide a holistic and high quality approach to the learner journey experience

The College has initiated opportunities to embark on data sharing with opportunities taken to review joint action planning with SDS, Fife Council Education Department and external support agencies. The external independent input has led to several joint solutions focused activities. Curriculum teams are taking an increased account of SDS Regional Skills Assessments, SIPs, employer engagement and national priorities to plan the curriculum.

Areas of positive practice:

QI 2.2 Curriculum

1. Effective planning and adjustment of the curriculum supported the financial stability of the college by slightly exceeding the SFC credit target of 132,765 with 12,090 enrolments (up 638 on previous session)
2. As part of widening access and supporting students with different protected characteristic groups the proportion of the volume of credits showed an increase to those with Care Experience (+1,220 credits). The volume of credits delivered to students with a declared disability also increased (+2,928 credits) and a wider offering of part time provision supported an increase of 492 enrolments gaining learning and employability skills within this student group.
3. Enrolments overall increased to 12,344 (up 892), however there was a 10.6% decrease in FTFE enrolments to 3,523 with both PTFE and PTHE gaining significant increases (PTHE 59.1% increase to 1,585 enrolments and PTFE 15.7% increase to 4,896 enrolments)
4. Additional collaborative arrangements and curriculum planning with partner universities are in progress to further support streamlined and effective learner journeys in the Care and Business studies areas
5. Focused professional services staff presentations and workshops covering key national and local drivers are supporting staff well to plan the curriculum

and support improvement of the learner journey e.g. Curriculum Manager training programme

6. Positive learner feedback from a pilot laptop loan facility has supported an increase in the provision of loan access points to support learning with increased flexibility and to create independent learners
7. The majority of curriculum areas work well and productively in partnership with industry and local employers to ensure that the curriculum product is fit for purpose. However, a few curriculum areas have not adjusted their portfolio sufficiently to fully reflect industry needs (see AfD t)
8. Customised data reporting with increased detail available to curriculum teams is improving analysis and curriculum planning to drive improvement
9. A new structure and revised arrangements for the development and integration of Essential Skills across curriculum areas are taking good account of specific skills required in each sector (see AfD i)
10. Most curriculum areas are making good use of local, regional and national competitions and scholarships to enhance learner knowledge of industry and develop employment and progression opportunities e.g. WorldSkills, HIT Scotland, Adam Smith Foundation
11. All faculties engage with industry to provide work experience opportunities as part of curriculum delivery (e.g. work placements, live client briefs/projects, volunteering, community projects) which provide students with access to real life working environments
12. A proactive approach to curriculum planning ensures local and national employer Modern Apprenticeship demand is met in line with the College's SDS contract (211 of 215 contracted apprenticeship starts in session 2017/18), this supported the college in maintaining a high number of active apprenticeships (1,122) during the session, meeting the needs of regional and national employers. Evaluating stakeholder feedback and working closely with an employer has resulted in a new customised delivery programme to meet the needs of their apprenticeship programme which is delivered in the evening.
13. All curriculum areas have an assigned Student Employability Hub team member to support the integration of contextualised employability and Career Management Skills to support the learner to a positive destination
14. An increased focus on learner performance data at programme and unit level is informing curriculum planning and curriculum design to seek improvement and an improved learner experience
15. Faculty based CLPL plans are in development to ensure tailored offer and addressing of specific needs within curriculum areas
16. An annual CLPL schedule engages academic and professional services staff and entails a variety of activities and times to increase access and engagement levels
17. The introduction of self-evaluation wheels (linked to "HGIOC?") by the department of Student Experience & Engagement have contributed positively to the improvement in College performance indicators
18. The increased focus on data analysis during the curriculum planning stage is showing indications of improvement to outcomes for learners
19. Revised leadership roles and academic structures are resulting in effective collaboration and sharing of good practice to improve outcomes for learners
20. All managers are supported well to use performance data effectively to challenge performance issues and to lead on action planning and revisions of curriculum design and delivery. However, a few managers are not applying a sufficiently forensic focus of analysis to determine cause and effect (see AfD j)
21. CLPL arrangements are focusing on specific faculties and curriculum areas' needs and increasing impact and effectiveness (e.g. FuturEquipped project)

22. Increased opportunities and investment in staff CLPL is improving staff morale and building capacity e.g. staff undertaking Graduate Apprenticeships, and free enrolment on college courses
23. Middle Management Matters training programme is facilitating cross team engagement, support and understanding to improve business processes
24. The FCSA has successfully engaged a significant number of learners in its skills for life, learning and work volunteering programme which are now acknowledged with Open Badge certification
25. The College has and is further reviewing its curriculum to offer a range of courses with multiple entry and exit points including agreed articulation routes to honours degree level courses. This is addressing social mobility issues and the limited HEI provision in the Fife region
26. Although the demographic of young learners in Fife is decreasing, the college FT provision across the learner journey age range of 16 to 24 remains static at 71% of FT credits
27. The significantly revised curriculum offering with a wider offering of HE courses and a reduction in some FE curriculum areas is addressing the needs of the Regional Skills Assessment for Fife. This was reflected in the enrolment figures of FTFE 3,523 (down 419) and PTHE 1,585 (up 589).
28. Formal articulation routes are in place with twelve universities covering 86% of college HN courses to provide advanced standing pathways to 333 different degree study routes with another 67 routes in discussion and a further 52 generic routes. 300 of FT HN learners progressed via UCAS to degree study in session 2017/18. That represents a UCAS application success rate of 71% for HN students
29. Ongoing review of the curriculum portfolio is taking full account of the increasing demand for part-time study opportunities in line with changing student population, this positive trend is reflected in improved part-time student success particularly at FE level (see AfD k)
30. Investment in a University Partnership Coordinator role is supporting the college in reviewing curriculum alignment to formally agree over 220 articulation routes from 92 HN courses to degree study at over 14 universities in Scotland and England. Enhanced working with university partners has enabled the college to effectively widen access to degree study in Fife with the planned provision of over 180 students (26% SIMD20 on degree year and 28% SIMD20 on Honours Year), studying franchise degree courses at College campuses

Students progressing from Fife College to start further study in Session 2018/19	
HN to University degree	301
HN to Franchise degree	125
SWAP to HE study	58
TOTAL	484

31. Close partnership working with Fife Council is facilitating a successful joint SDS bid to secure over 300 places for Foundation Apprenticeships in session 2019/20 covering 11 frameworks (9 delivered by the College, an increase from 4 previously) to take account of national priorities and labour market intelligence. The FAs are offered as part of an expanding School College Partnership provision with a portfolio of over 85 different courses across all 18 Fife Secondary schools that include the achievement of recognised

qualifications on the SCQF to give the pupil recognition for progression to further learning, training or work.

QI 2.3 Learning, teaching and assessment

32. A significantly increased use of iPortfolio is enabling students to gather and to carry forward digital evidence of their achievements (Logins recorded: 2016/17 28215; 2017/18 in 40204; 42% increase)
33. More widespread effective use of digital technologies in course design and delivery, is increasing learner engagement and motivation leading to an improved learner experience particularly for younger and less engaged students
34. More than a few curriculum areas are making good use of project based learning to facilitate learners in the design of their own learning path which enables holistic assessment (see AfD n)
35. Most learners achieve their essential skills units and the contextualisation of essential skills results is providing more motivated and engaged learners, however this not consistent across all curriculum areas and progress is required to minimise duplication and reduce assessment burden (see AfD i)
36. Inclusion Student Advisors are proactive in reviewing and promoting the use of assistive technologies to meet learner needs.
37. In most curriculum areas the use of systematic learning and teaching feedback from students is effectively used to inform continuous improvement and drive performance. However, this is not yet consistent across all curriculum areas (see AfD m)
38. A majority of curriculum areas are incorporating digital technologies effectively in their course design and delivery, which is increasing quality of resources, flexibility and accessibility for learners
39. Enhanced breakdown and analysis of enrolment, withdrawal and performance data in numerical and graphical format is supporting staff well to focus on characteristics and trends to improve learner performance
40. Curriculum teams are making good use of the analysis of learner survey data at various levels of detail to facilitate their review and planning for improvement
41. Most curriculum teams make good use of regular “Café Conversations” which provide an opportunity to respond to identified needs, reflect on existing practice and develop more varied approaches in the learning and teaching process, however the use of shared teaching practice models is not embedded across all faculties (see AfD c) and d)
42. Improvements made by the college is being positively supported by Learner Satisfaction feedback with the SFC Student Satisfaction and Engagement Survey question “Overall, I am satisfied with my college experience” being 90%. This showed an 11.1% increase from 78.9% the previous session.
43. The needs of local secondary schools and employers are being addressed with new shared delivery models being implemented to offer a broader choice for pupils within Fife e.g. a) MATHSLab is a focused programme built around Mathematics National 5 and Higher. The designed intervention has 30 school pupils attending college run after school clubs to enhance their maths skills and problem solving, the pilot project showed estimated results of pupils and their actual results improving by an average of 2.3 examination band grades. 48% more of the pupils passed their examination than predicted prior to the intervention; b) Partnership with NHS Lothian provides learners with delivery from current employed practitioners co-delivering curriculum on programmes which gives a fuller insight to current techniques and demands of industry; c) To address a lack of school staff resource, a lecturer delivered school based qualifications as part of the pupils normal column choices in the school with

some of the lessons delivered using college resources to enhance the learner experience and address wider approaches to learning and teaching (see AfD p)

44. Faculty level Career Long Professional Learning (CLPL) plans created using stakeholder feedback and performance indicator data, are supporting the drive for improvement in learning and teaching, however their full impact on the learner experience needs to be evaluated (see AfD u)
45. Learner survey feedback on Learning, Teaching and Engagement provided evidence to support that college planning and quality enhancement measures are having a positive impact on the learner experience with areas identified for improvement generating action plans monitored by the Quality Team. Key highlights showed:
 - 89% of learners felt their lecturers were welcoming, supportive and provided a friendly learning environment
 - 89% of learners said their lecturers encouraged them to take responsibility for their learning
 - All faculties received an 82% or higher overall satisfaction rating with Engineering, Energy and Mathematics receiving 90.6%
 - 87% of learners were positive about the engagement and support from their lecturer
 - All curriculum areas received above 80% agreement that all their course content was relevant and 86% agreed that learners were given opportunities to discuss subject matter in class

QI 2.4 Services to support learning

46. The introduction of a flag to identify the need for Personal Learner Support Plans (PLSPs) at course application stage is ensuring that learners have early engagement to create a PLSP to ensure they start their course with appropriate support resources in place. Projected figures are showing a further 5.7% increase for next session following a 7.9% increase this session:

Session	Glenrothes	Halbeath & Rosyth	Kirkcaldy	Levenmouth	Total
2016/17	287	317	311	81	996
2017/18	206	336	428	104	1,074
2018/19 (Est.)	250	340	430	115	1,135

47. Of 11,890 enrolments, 2,908 (24.4%) declared a disability with 975 enrolments declaring multiple disabilities. 1,074 PLSPs were put in place and supported by the Student Experience and Engagement team, a 7.9% increase from last session.
48. Across all campuses, the investment in the physical library resource, informal learning spaces and e-resources are providing learners with more current study materials in a more conducive learning environment
49. A wide range of partnership arrangements initiated last year are now leading to improved access and progression routes for care experienced learners
50. The Academic Tutor role is providing early intervention and having a positive impact on improvement of student retention and outcomes (see AfD h)
51. Student Experience and Engagement Department provide a continuous service across the year and offer online, phone and face to face support to current and prospective learners to improve application conversion rates, retention and success rates
52. A new Positive Behaviour Policy and Procedure includes a robust, clear and easy to follow process which results in comprehensive tracking that is more supportive and inclusive to all students

53. College Student Association awarded 4-star Healthy Body Healthy Mind Award recognising the enthusiasm and commitment to improving the mental and physical wellbeing of learners
54. Course application questions amended to encourage and reassure disclosure for Care Experienced young people is supporting increased early identification and reducing the anxieties of those uncomfortable with disclosure. This is further supported with a CLPL programme including specific activities to increase staff awareness and understanding covering Who Cares? Scotland training with over 65 staff attending to date and further sessions planned.
55. Gaining recognition as a DSA needs assessment centre learners now access a local service reducing the need for long journeys out with the region which also reduce time and cost commitments
56. A new college Health & Wellbeing Officer position supported by NHS Fife will provide an early and prompt intervention to support learners' health and wellbeing through enhanced staff training and more effective referral mechanisms

Areas for development⁴:

Internal systems and infrastructure

- a) Pre-enrolment and recruitment information does not always provide students with clear content, level and adequacy of information they might require prior to course start in order to make fully informed choices and to achieve a successful outcome (QI 2.4)
- b) Data sharing from some secondary schools is not always timely or sufficiently detailed to support successful transitions to college (QI 2.5)
- c) A shared teaching practice pilot model needs to be rolled out across all areas to support the improvement of learning and teaching (QI 2.3)
- d) Good practice in integrated planning between curriculum and support for learning is not effective across all curriculum areas (QI 2.4)
- e) On more than a few courses the assessment burden including the integration of essential skills do not fully support learner engagement (QI 2.3)
- f) ICT resources and the use of e-assessment are not commensurate with the needs of staff and students across most campuses (QI 2.3)
- g) Whilst there is a significant increase in the number of respondents, student surveys do not provide a representative view of the student voice across all curriculum areas (QI 2.3)
- h) The effectiveness of the Course/Academic Tutor role is variable across departments (QI 2.4)
- i) In some curriculum areas essential skills are not sufficiently contextualised or integrated to provide purposeful learning (QI 2.3)
- j) Staff access and analysis of performance data is increasing but is not always sufficiently supporting the forensic detail needed (QI 2.2)
- k) The analysis and sharing of reasons for success and PI improvement is not fully formalised to ensure benefits are gained across other provision and modes of study (QI2.2)

Communication and sharing of good practice

- l) College priorities and good practice are not always shared with staff at all levels which reduces capacity to improve (QI 2.2)

⁴ Note some of the areas for development refer to QIs out of scope this academic session; these are actions that have been not fully completed from the last review and/or revised and enhanced to progress further.

- m) There is no formal College mechanism for the recording of positive feedback on the quality of the learner experience (QI 2.4)
- n) Although most curriculum areas are utilising learning and teaching approaches incorporating project based and digital skills, this is not consistent across all areas (QI 2.3)
- o) Arrangements for gaining learner feedback incorporate adhoc approaches on learning and teaching approaches (QI 2.3)
- p) Provision of some SCP activity is limited to a small number of schools (QI2.3)

Planning and monitoring

- q) The full benefits of data sharing and transition information are not being utilised sufficiently to maximise planning and improvement at curriculum level (QI 2.5)
- r) Employability skills are not always prioritised within curriculum planning and delivery (QI 2.2)
- s) Enterprise activity remains limited to specific curriculum areas (QI 2.2)
- t) All faculty curriculum plans focus on RSA/LMI, but need to incorporate the wider views of local employers and industry stakeholders in a more systematic fashion to ensure curriculum content is aligned to the knowledge and skills required (QI 2.2)
- u) The full impact of CLPL plans needs to be monitored to ensure impact is effective and improving quality of provision and the learner experience (QI2.3)

2.3 Leadership and Quality Culture

Fife College has taken extensive action to revise the organisational structure within the Academic and Professional Services teams to meet current and emerging needs. As a result, a number of new senior appointments have been made over the past three years which has facilitated a revised approach to strategic and operational planning with a full review of systems, procedures and business processes including enhanced data access, monitoring and reporting. Revised arrangements for curriculum planning takes full account of regional and national economic needs by reflecting on Labour Market Intelligence, Regional Skills Assessments and Skills Investment Plans.

The college is working towards a mature and fully effective approach to a collaborative online integrated self-evaluation process that ensures a positive impact on learner success and achievement. Enhanced communication channels are providing more informed cohesive cross college action planning. The college is increasing college wide awareness and understanding of the PIs and the underlying causes. There is an open and transparent view of the data being promoted to increase openness and responsibility.

Quality arrangements are helping staff focus on cause and effect to enhance the learner experience and plan for improvement that affects recruitment, retention, achievement and progression.

For QI1.4, Evaluation has been a key feature of the college over the past 18 months. There has been a deliberate drive towards a sophisticated evaluative and quality improvement culture focused on an open culture and understanding of performance and measures to improve ownership.

Areas of positive practice:

QI 1.1 Governance and Leadership of Change

1. The College's new strategic plan provides a clear vision supported by agreed KPIs, allowing for full understanding of and engagement of all stakeholders with the revised strategic direction
2. All faculties have actively participated in a PI Improvement Strategy in session 2017/18 which action plans including both minor and major curriculum design changes to improve the learner experience and success rates
3. The College's vision and values have been revised to place a greater focus on personalised and streamlined learner journeys leading to successful outcomes for all learners
4. Revised remits of board sub-committees are providing more meaningful dialogue and decision making to support continued improvement measures
5. A series of Board strategy and development days are providing valuable direction and informing strategic decisions for the development of a responsive and high quality College offer
6. The new Academic Quality Board Committee is providing supportive opportunities for strategic and evidenced based discussion to support strategic planning
7. Staff and student representatives on the Board of Governors are taking an active part in evaluation and decision making ensuring an improved communication of strategic decisions
8. The Principal's annual staff briefing and communications to all staff, increased promotional literature and regular meetings with the Fife College Student Association (FCSA) are ensuring a wider understanding of the College's strategic direction and encouraging staff engagement
9. Student understanding and ownership of their learning journey is being enhanced by FCSA student representation in college committees and meetings at all levels
10. Through its active contribution in regional groups (e.g. DYW group, Fife Opportunities Partnership) and lead role in the development of the regional STEM strategy and associated KPIs, the College is influencing the design and development of industry supported regional study opportunities for senior phase pupils in particular
11. The systematic sharing of national, regional and local policies and data with curriculum teams is ensuring that College priorities are understood and is translating into more effective operational planning at programme level (see AfD c)
12. Workforce Plan created to inform and support a positive practice for change.
13. Revised curriculum planning and monitoring arrangements are leading to more effective target achievement and supported the college in delivering its credit target. This has been an extensive exercise involving the full curriculum offer of over 950 courses including over 90 HN programmes; whilst some of the benefits have been seen this academic session, others will be realised in session 2018/19. The college is positively addressing changing LMI need with ongoing curriculum realignment which is facilitating the rationalisation and growth of different curriculum areas (see AfD f)
14. School College Partnership (SCP) programmes have been redesigned to provide clearer progression to full time College courses at FE and HE levels. However, the increase in Foundation Apprenticeship enrolments with Fife Council has reduced the pupil enrolments SFC credit funded Fife College courses

15. The College has refocused its investment in DYW Partnerships which has resulted in increases in the volume of credits delivered on School College Partnership programmes and HE delivery to students from SHEP schools (16.32% up from 7.64%)
16. Students are benefiting from the strategic planning that is supporting increased activity of STEM courses, with 4,360 more credits accounting for 32.28% of the credits delivered
17. Recent restructure of the School College Partnership (SCP) team and a newly signed SCP strategy document with Fife Council and SDS is providing early signs of benefits and increased study options for the young people in Fife. Key points within our strategy are:
 - Positive impact on gender imbalance with inclusion of Shell Girls into Energy programme (86 enrolments over past 3 years)
 - Introducing new approaches that allow more school pupils to begin a vocational pathway as part of their senior phase curriculum and offering additional HNC programmes for Senior Phase pupils in 2019/20 to reduce the learner journey and remove repetition at SCQF levels
18. Effective College staff representation and participation in national DYW network and regional committees is influencing strategy, resource allocation (e.g. regional DYW funding) and changing provision to address government priorities
19. Working with Fife Council and local industry the College has agreed regional STEM KPIs to jointly promote and address the needs of the local economy in a Regional STEM Strategy which is effective in influencing curriculum planning to widen learner choice that meets LMI
20. In partnership with University of St Andrews, the College is delivering a pilot engagement programme to a projected 1,040 Primary 7 and Secondary school pupils to raise awareness of STEM, vocational qualifications and alternative study routes to HE which will facilitate informed choices (see AfD e)
21. The use of student and staff feedback has supported the revision of the academic session calendar to include a non-teaching week in October and an inter-semester week in January to support effective key times for planning, CLPL and student support to positively influence student outcome data
22. Improvements to internal PI analysis including different data views gives curriculum teams an insight and empowerment to consider suitable actions to enhance learner retention and success. The review of trend data at curriculum and course level is supporting and informing the curriculum planning process including the review of structures and resource allocation to maximise success potential for learners. An increased availability of performance data in numerical and graphical format is supporting the evaluation for improvement by curriculum teams and review of course design and delivery in line with learner feedback
23. The quality team provide comparative analysis reports against sector performance to effectively inform and support faculties and professional services in the wider review of the learner experience and enrolment, retention and success data (see AfD k) and AfD l)
24. A planned increase in volume of activity delivered to Senior Phase pupils is addressing the DYW and Learner Journey agendas. This includes 1,100 credits and partnership delivery of SDS funded Foundation Apprenticeships to 249 pupils in the Fife region. The partnership with Fife Council plans to increase this by 22% to over 300 next academic session.

QI 1.4 Evaluation leading to improvement

25. Quality Team and a new evaluation system are supporting staff well in developing self-evaluation skills and in identifying activities to address negative impacts and this is starting to show improved outcomes for learners
26. Curriculum and professional teams have significantly improved in engaging learners in contributing to on-going improvement. This has resulted in an increase in registered Class Representatives from 421 (62% SPARQ trained) last session to 504 (50% SPARQ trained) this session (AfD d)
27. Improved resources and processes are providing accessible and meaningful learner feedback. This has resulted in increased levels of participation and an improved satisfaction rate of 91%, an increase of 17% from a rate of 74% in session 2016/17
28. Effective sharing and joint monitoring of detailed performance information by curriculum and professional services staff is resulting in collaborative approaches to current and emerging learner needs. However, not all staff teams are making sufficient use of this facility to improve retention and attainment (see AfD a)
29. Newly introduced evaluation of learning and teaching practice models are beginning to have a positive effect engaging staff more positively in exploring the quality of learning and teaching and increasing staff confidence in participating in these models.
30. Cross team planning approaches are supporting quality enhancement for an improved learner experience and successful outcomes in more than a few areas
31. The investment of review and a PI improvement strategy is showing an early and positive effect on the overall college PI data. Whilst the College fully recognises the travel still to be made in improvement, focused planning and strategy to move from a historical baseline of performing below sector average is supporting this plan. The more open and transparent approach to data is increasing awareness and understanding whilst growing ownership of the data. The data is consistently being analysed and reported to show trends and comparison against sector data facilitating a clear improvement strategy focussed on specific targets. At College level improvement has been shown in all PIs, with a significant 4.1% improvement in completed successfully.

Performance Indicator	FC 2015-16	FC 2016-17	FC 2017-18	% FC Trend 2016-18	Sector 2016-17	Variance from Sector 2016-17
Completed: Successful	70.4	65.1	69.2	+4.1	73.3	-4.1
Completed: Partial Success	8.6	14.8	13.8	+1.0	11.8	-2.0
% Completing	79.0	79.9	83.0	+3.1	85.1	-2.1
Further Withdrawal	14.8	13.6	11.2	-2.4	10.0	+1.2
Early Withdrawal	6.2	6.5	5.8	-0.7	4.9	+0.9
% Withdrawing	21.0	20.1	17.0	-3.1	14.9	+2.1

32. A new annual Performance Review Session (of previous session PI data) for all curriculum areas is supporting curriculum management teams to review and analyse PI data, identify the cause of low performance and plan for improvement. An effective and clear use of a PI RAG (Red, Amber, Green) colour coding system is supporting staff to easily identify underperforming courses and trends. This is facilitating a more detailed support process to focus on low performing courses (Red rated) with action plans and additional resources implemented as necessary to improve performance. Where

courses continue to show poor performance this is considered during curriculum planning with some courses having been removed from the portfolio e.g. in the areas of Sport, Construction, Hairdressing and Beauty. A range of causal factors has been identified for poor performance e.g. finance and health issues, poor course design, insufficient pre-course information, and these have been a focus for improvement. The RAG system is being reviewed annually and is now currently categorising different ranges depending on the category of course e.g. FT, PT, FE, HE etc., this is proving effective with some subject areas now performing above sector average (see AfD p)

Category	Performing better than sector average with higher student outcomes	Performing better than sector average with lower withdrawals
FTFE (of 16 subject groups)	Care; Computing and ICT; Engineering	Computing and ICT; Engineering; Construction; Performing Arts
FTHE (of 14 subject groups)	Business, Management & Administration; Social Subjects	Care; Computing and ICT; Construction; Media; Social Subjects

33. All School College Partnership programmes are effectively planned to provide clear progression pathways of study to FE and HE study routes as well as sustain positive destinations for those pupils choosing to leave school to go directly into employment. Planned joint CPD events are scheduled for Autumn 2018 with all 18 Fife Secondary Schools, Fife Council DYW Manager, 18 Fife Council DYW Co-ordinators and SDS Advisers to ensure those supporting and advising the young people in Fife are giving a clear and consistent message to assist pupils and parents in understanding the vocational qualification route (see AfD m)
34. The management drive to lead an increased focus on PI data and the wider learner experience is facilitating staff to question, review and seek improvement as part of a continuous quality review cycle, however a more forensic approach is still required in a number of areas to ensure targeted actions for improvement (see AfD q)
35. An initiative on receiving increased learner feedback through a planned and focused annual programme of three learner surveys has been effective with historic response rates of under 10% now returning a 36% return rate with some faculties recording a response rate of over 50%. This is showing a rapid improvement curve towards the SFC target of a 50% return rate. Learner survey feedback is disaggregated and analysed at various levels to facilitate course and professional service teams in creating improvements to benefit the learner experience, these are fed back to learners via a "You said, We Did" campaign (see AfD r)

Areas for development⁵:

Internal systems and infrastructure

- a) Planning and reporting processes still need to be further tailored to course teams to allow for greater levels of analysis, benchmarking and subsequent action planning (QI 1.4)
- b) The approach for evaluation of the School College Partnership programmes is not yet developed sufficiently to capture all stakeholder feedback (QI 1.4)
- c) Ownership of the learner experience and successful outcomes is not fully developed across all curriculum and professional services teams (QI 1.1)
- d) Whilst registered class representatives are increasing the % SPARQS trained is decreasing (QI 1.4)
- e) Finance needs to be secured for a subsequent expanding 3-year programme following pilot year (QI 1.1)
- f) The current academic organisational structure is not fully meeting the College's strategic aims and the changing future needs of the curriculum (QI 1.1)

Communication and sharing of good practice

- g) Systematic engagement with external stakeholders needs to improve to fully support benchmarking and target setting (QI 1.3)
- h) CLPL arrangements are not sufficiently aligned to the ambitions of the college (QI 1.2)
- i) Positive engagement with board members at curriculum level is not replicated in all areas (QI 1.1)
- j) Access to corporate data and reporting is not sufficiently tailored or accessible to individual user needs (QI 1.3)
- k) There is inconsistency in the approach to the use and understanding of PI data by professional services staff (QI 1.1)
- l) The sharing of good practice with/from college sector and/or internally is inconsistent and not effectively planned to ensure continuous improvement (QI 1.1)
- m) Understanding and recognition of alternative vocational qualification pathways by teachers and parents is inconsistent leading to insufficiently informed choices and increased withdrawal rates (QI 1.4)

Planning and monitoring

- n) External stakeholders (incl. industry) input to curriculum design and evaluation is too limited to support the employability agenda (QI 1.2)
- o) Professional Development does not take sufficient account of strategic priorities and existing skills set to allow for enhancement of the learner experience (QI 1.2)
- p) In-year Performance Review needs to be formalised to support the earlier interventions needed to influence and improve performance of current students with resources being prioritised towards courses where low performance is directly linked to identified factors (QI 1.4)
- q) Staff access and analysis of performance data is increasing but is not always sufficiently supporting the forensic detail needed to effect improvement at course level (QI 1.4)

⁵ Note some of the areas for development refer to QIs out of scope this academic session; these are actions that have been not fully completed from the last review and/or revised and enhanced to progress further.

- r) Participation in learner survey feedback needs to be reviewed to ensure response rates increase to meet SFC target of 50% (QI 1.4)

3. Capacity to Improve

The college recognises that student outcomes remain below sector average in a number of categories. Over the reporting year, members of the Executive Team and college managers worked diligently and collaboratively to carry out a full investigation of the range of causes which have contributed to low performance over previous years. They have worked quickly and systematically to introduce new structures and systems for improving performance. Although at an early stage of implementation, these actions are beginning to result in positive shifts in performance. Rigorous processes are in place to continuously monitor progress on the impact of revised arrangements to ensure achievement of college targets.

Access to use of 'live' learner performance data, is enabling swift and targeted action to address remaining and emerging issues within specific programmes and faculties, professional services, and by categories of learners. An extensive revision of staff roles and responsibilities, coupled with a strong focus on the use of data by all staff teams, and supported by clarification of expectations from college managers, are supporting staff well to contribute to the College's drive for improvement. Considerable progress has been made in rebranding the identity of Fife College. Although some structural and operational arrangements are still at an early stage of implementation, staff report feeling part of a more collaborative institution. The Fife College framework for continuous improvement is guiding and supporting staff well to work cohesively and collaboratively towards achieving future ambitions for the College.

The new College Strategic plan 2018-23 lays out clearly the aims and objectives for all areas of College operation and has been shared with staff at all levels of the organisation. The curriculum offer has been significantly revised and adjusted to better reflect current and emerging needs and priorities. Access to, and use of, digital resources by staff and learners has been prioritised to develop digital capability within learning and to support staff to engage productively with college communication systems and quality processes. Operational planning activities have been revised to place increased focus on gathering and responding to stakeholder needs.

Clarification of staff roles has increased the productivity of collaborative work with partners. Over the reporting year, feedback gathered from external stakeholder's shows significant improvement in positive feedback from stakeholders.

Staff participation in key local, regional and national groups is enhancing joint working and internally being used productively to drive and inform future planning of provision and services.

4. Grading

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

Enhancement Plan

4. Actions for Improvement

The key areas for development fall under three main categories: internal systems and infrastructure, communication and sharing of good practice (internally and externally), strong planning and associated monitoring and reporting.

These will articulate around clear strategic priorities and target setting, increased ownership and accountability in all areas and be driven by a continued review of efficiency in relation to the curriculum product, design and delivery. They aim to raise aspirations and increase opportunities for students and staff. Where applicable, planned actions have been referenced to ROA national measures. Planned actions followed by a △ are actions carried forward from previous year Enhancement Plan.

4.1 Outcomes and Impact

Action Ref. No.	Areas for Development	Planned Actions	Responsibility	Review Date	Completion Date
4.1.1.	Internal systems and infrastructure (a)	Create framework for learners to understand and reflect on the application of employability skills gained from their programme of study. Launch the new Employability Strategy and service.	Director: Student Engagement and Experience and VP Academic Strategy	Mar 2019	Aug 2019
4.1.2.	Internal systems and infrastructure (b)	Establish effective and accessible data sharing practices with Skills Development Scotland (SDS) and school partners which support staff in decision making, the planning processes and student transition (ROA measures 1-9) △	Director: Planning and Performance and Chief Information Office	Jan 2018	Aug 2019
4.1.3.	Internal systems and infrastructure (c)	Introduce new systems and enhancements to data handling systems that increase automation and accuracy in a timeous manner △	Chief Information Officer and Director: Planning and Performance	Jan 2018	Aug 2019

4.1.4.	Internal systems and infrastructure (d)	Realign responsibility for work based core skills within new academic structure	VP Academic Strategy	Feb 2018	Aug 2019
4.1.5.	Communication and sharing of good practice (e)	Create online system as part of SCP portal to ensure simple and effective distribution of additional support needs to key personnel during the application and enrolment stages	AP Quality and Academic Partnerships	Jan 2018	Aug 2019
4.1.6.	Communication and sharing of good practice (f)	Increase current recognition and celebration of success and achievement by both the learners, staff and the College (ROA measure 9) △	Director: Marketing and Communications	Dec 2018	Mar 2019
4.1.7.	Planning and monitoring (g)	Review and analysis of SIMD10 and student outcomes to identify root causes of low achievement and create early warning and interventions to improve success (ROA measure 4b, 4d)	VP Academic Strategy	Mar 2019	Sept 2019
4.1.8.	Planning and monitoring (h)	Review and analysis of Care Experienced student outcomes to identify root causes of low achievement and create early warning and interventions to improve success (ROA measure 4b, 4d)	VP Academic Strategy	Mar 2019	Sept 2019
4.1.9.	Planning and monitoring (h)	Introduce new post of Care Experienced Advocate to widen understanding of the needs of student group with staff and ensure bespoke support services are in place (ROA measure 4b, 4d)	Director: Student Experience and Engagement	Nov 2018	Dec 2018
4.1.10.	Planning and monitoring (i)	Create framework of opportunities for promotion and engagement with equality and diversity within learning and teaching (ROA measures 1c, 1d, 2) △	VP Academic Strategy	Mar 2019	Sept 2019
4.1.11.	Planning and monitoring (j)	Ensure STEM strategies and Gender Action Plan are progressed and monitored ensuring effective implementation to improve awareness, profile and recruitment of students (ROA measures 1d, 2d, 3 and 5) △	VP Academic Strategy	Dec 2018	Apr 2019
4.1.12.	Planning and monitoring (k)	Schedule CPD, quality surgeries and Learner Enhancement Evaluation Officer engagement programme to support staff in data analytics △	AP Quality and Academic Partnerships	Feb 2018	Aug 2019
4.1.13.	Planning and monitoring (l)	Review and analysis of withdrawal data and reasons need to be undertaken across the college to create an improvement action plan to improve retention (ROA measures 4 and 7) △	Director: Student Experience and Engagement	Feb 2018	Aug 2019

4.1.14.	Planning and monitoring (m) (l)	Schedule Education Scotland subject review engagement to support and inform College review of the areas influencing: 1) the reduction in FTHE successfully completed measure; 2) the improvements in FTFE, PTFE and PTHE to identify interventions to support improvements in all these areas; 3) the improvement of PI indicators towards Sector Average and above	VP Academic Strategy	Dec 2018	Oct 2019
4.1.15.	Planning and monitoring (n)	Undertake system review to ensure early identification and prompt referral of students requiring additional support needs	Director: Student Experience and Engagement	Jan 2018	May 2019
4.1.16.	Planning and monitoring (o)	Review all current programmes, with comparison to sector, to ensure a fit for purpose curriculum framework and appropriate qualification aims and delivery model	VP Academic Strategy and AP Quality and Academic Partnerships	Dec 2018	June 2019
4.1.17.	Planning and monitoring (p)	Implement targeted awareness sessions, promotional documentation and transition interventions to support pupils on senior phase programmes	AP Quality and Academic Partnerships and Director: Student Experience and Engagement	Jan 2018	Sept 2019

4.2 Delivery of learning and services to support learning

Action Ref. No.	Areas for Development	Planned Actions	Responsibility	Review Date	Completion Date
4.2.1	Internal systems and infrastructure (a)	Build on new organisational structure and develop initiatives to promote awareness of the full suite and source of support services available to students to ensure they can successfully stay on course (ROA measures 1c, 1d, 2d and 4b) △	Director: Student Experience and Engagement	Mar 2019	Oct 2019
4.2.2	Internal systems and infrastructure (b), (d)	Progress enhancement of online pre and post enrolment processes for the submission and sharing of information with relevant host partners of students progressing to college study (ROA measures 2, 3 and 4) △	Director: Planning and Performance	Feb 2019	July 2019

4.2.3	Internal systems and infrastructure (c)	Implement shared teaching practice model across all curriculum areas	Director: HR and OD	Dec 2018	Dec 2019
4.2.4	Internal systems and infrastructure (e), (i)	Progress the review of reduction in assessment workload and improve learner engagement by increasing the contextualisation and integration of essential skills delivery to include all curriculum areas (ROA measure 6) △	VP Academic Strategy	Dec 2018	Aug 2019
4.2.5	Internal systems and infrastructure (f)	Review the use and potential increase of e-assessment along with an ICT resource audit to ensure appropriate equipment and environment are commensurate to current and planned needs	Chief Information Officer	Feb 2019	July 2019
4.2.6	Internal systems and infrastructure (g)	Create annual operational schedule and interactions ensuring a joint approach between curriculum areas, Digital, FCSA and Quality team.	AP Quality and Academic Partnerships	Dec 2018	Mar 2019
4.2.7	Internal systems and infrastructure (h)	Finalise agreed remit for Academic Tutor with planned flexible CLPL training and central online resource to ensure a consistent delivery that supports learners	VP Academic Strategy	Dec 2018	Mar 2019
4.2.8	Internal systems and infrastructure (j)	Increase access to performance data and support analysis of cause and effect at a forensic level	AP Quality and Academic Partnerships	Dec 2018	Jun 2019
4.2.9	Internal systems and infrastructure (k)	Review and share analysed data to seek improvement across the varying provisions and modes of programmes	AP Quality and Academic Partnerships	Feb 2019	Dec 2019
4.2.10	Communication and sharing of good practice (l)	Build on Café Conversations and Teach Meets to create interventions that facilitate wider participation (including academic, professional services and senior management) that impacts	Director: HR and OD	Dec 2018	July 2019
4.2.11	Communication and sharing of good practice (m)	Incorporate into the current learner feedback systems processes for the submission of suggestions and positive comments/compliments △	AP Quality and Academic Partnerships	Dec 2018	Mar 2019
4.2.12	Communication and sharing of good practice (n)	Create CLPL activities including sharing of good practice event(s) to showcase current approaches and the benefits to learners and staff	Director: HR and OD	Dec 2018	July 2019

4.2.13	Communication and sharing of good practice (o)	Finalise and embed approaches to gain learner feedback that influences the improvement of future curriculum design and delivery	Director: HR and OD and AP Quality and Academic Partnerships	Dec 2018	July 2019
4.2.14	Internal systems and infrastructure (p)	Progress partnership working across all Fife secondary schools with engagement in school staff CLPL and awareness sessions to seek collective planning of increased SCP provision across the region	AP Quality and Academic Partnerships	Feb 2019	Jan 2020
4.2.15	Planning and monitoring (q)	Ensure agreed joint strategic plans with partners and external stakeholders are progressed and informed using agreed shared data sources and analytics to gain an informed, efficient and effective learner pathways are created and sustained (ROA measures 1-4, 7 and 8) △	VP Academic Strategy & Director: Planning and Performance	Dec 2018	Apr 2019
4.2.16	Planning and monitoring (r), (s)	Include indicators/measures for Employability Skills and Enterprise as part of the planning and evaluation processes	AP Quality and Academic Partnerships	Feb 2019	Jun 2019
4.2.17	Planning and monitoring (t)	See action 4.3.9			
4.2.18	Planning and monitoring (u)	Review and analyse the impact of staff CLPL on the learner experience and performance indicators	Director: HR and OD	Feb 2019	Dec 2019

4.3 Leadership and Quality Culture

Action Ref. No.	Areas for Development	Planned Actions	Responsibility	Review Date	Completion Date
4.3.1	Internal systems and infrastructure (a)	Design and implement contextualised dashboards showing PI and benchmark data for academic support and academic staff	Chief Information Officer & Director: Planning and Performance	Feb 2019	July 2019
4.3.2	Internal systems and infrastructure (b)	Develop a bespoke quality review process to capture all stakeholder feedback for SCP programmes that supplements and adds value to the current evaluation system	AP Quality and Academic Partnerships	Dec 2018	May 2019

4.3.3	Internal systems and infrastructure (a),(c)	Create CLPL programme of awareness and enhanced quality culture that creates openness and ownership of performance and improvement	Director: HR and OD	Dec 2018	July 2019
4.3.4	Internal systems and infrastructure (c)	Design and deliver CPD programme for all staff that encourages a whole college ethos & understanding of the learner journey and how the data can inform what we do to improve learner satisfaction and outcomes (ROA measure 9) △	Director: HR and OD	Dec 2018	July 2019
4.3.5	Internal systems and infrastructure (d)	Develop online SPARQS training modules for class representatives that facilitate access on a flexible basis whilst improving student representation and feedback	Director: Student Engagement and Experience	Mar 2019	Oct 2019
4.3.6	Internal systems and infrastructure (e)	Prepare 3-year funding bid aligned to funding provider requirements	AP Quality and Academic Partnerships	Dec 2018	June 2019
4.3.7	Internal systems and infrastructure (f)	Review and implement new academic structure to meet the future needs of the curriculum	VP Academic Strategy	Jan 2019	Aug 2019
4.3.8	Communication and sharing of good practice (g)	Develop an enhanced engagement programme with regional schools, SDS and employers, including an integrated SCP planning, feedback and review process for alignment of curriculum centred on the young person to advance transition from school to college programmes and employment (ROA measures 1, 2 and 4) △	AP Quality and Academic Partnerships	Jan 2019	Oct 2019
4.3.9	Communication and sharing of good practice (h), (i)	Further review current processes and introduce enhancements where appropriate to ensure clarity for clear channels of communication to facilitate top down, lateral and bottom up communication △	Director: HR and OD	Dec 2018	Apr 2019
4.3.10	Communication and sharing of good practice (j)	Review current dashboard and reporting delivery to provide corporate data and reporting with improved accessibility △	Chief Information Officer & Director: Planning and Performance	Feb 2019	July 2019

4.3.11	Communication and sharing of good practice (k)	Design and roll out PI data and learner experience CLPL programme for professional services staff	AP Quality and Academic Partnerships and Director: HR and OD	Jan 2019	Aug 2019
4.3.12	Communication and sharing of good practice (l)	Create effective channels for sharing of good practice that is impacting positively on the learner experience and PI performance	AP Quality and Academic Partnerships and Director: HR and OD	Jan 2019	Dec 2019
4.3.13	Communication and sharing of good practice (m)	Increase engagement and promotion/marketing of pathways to the wider group of stakeholders	AP Quality and Academic Partnerships	Jan 2019	Dec 2019
4.3.14	Planning and monitoring (n)	Finalise Employer Engagement Strategy, and implement working with faculties to ensure valid, employer engagement to reflect on, evaluate and influence curriculum design.	Director: Business Development & VP Academic Strategy	Dec 2018	May 2019
4.3.15	Planning and monitoring (o)	Design and implement enhanced PDR process aligned to input from Curriculum Planning and evaluation processes △	Director: HR and OD	Mar 2018	Jun 2019
4.3.16	Planning and monitoring (p)	Create and implement an in-year performance review process to address low performing courses with a proactive approach to seek improvement	AP Quality and Academic Partnerships	Dec 2018	Mar 2019
4.3.17	Planning and monitoring (q)	See action 4.1.12 and 4.1.13			
4.3.18	Planning and monitoring (r)	Review and plan activities to promote and gain learner feedback through increased participation in learner surveys	AP Quality and Academic Partnerships	Jan 2019	May 2019

5. Update on Actions for Improvement 2016/17

The forty actions detailed in the Enhancement Plan 2016/17 were monitored with the action owner at three review points throughout the calendar year. At the end of the session the following was noted:

- 22 actions were satisfactorily completed and closed off
- 15 actions were progressed and agreement was made that there was still room for improvement resulting in the actions not being closed off
- 3 actions were delayed and not progressed due to operational and resource factors.

The 18 actions that were not closed off have been reviewed and all have been carried forward and included, with revisions where appropriate, into the Enhancement Plan 2017/18 (section 4 of this report) and flagged with a △.

The new college Evaluation 4 Enhancement (e4e) system is showing a move in staff now bringing forward issues and offering solutions with the sharing of actions for improvement. The discussion around performance indicators and the effects on these are increasing at all levels and widening across professional services teams.

EREP Quality Indicators mapped to ROA

QI 3.1

Measure 1C – Credit delivery to MD10

Measure 1D – Gender, Ethnicity, Disability, Care Experience

Measure 4B – MD10 Success

Measure 4D – Care Experience Success

QI 3.2

Measure 1Bi – Credit Delivery to 16-19 and 20-24

Measure 1C – Credit delivery to MD10

Measure 1D – Gender, Ethnicity, Disability, Care Experience

Measure 4A – Enrolled Students successfully achieving a recognised qualification (FT/PT, FE/HE)

Measure 4B – MD10 Success

Measure 4C – Senior Phase Success

Measure 4D – Care Experience Success

Measure 4E – 16-19 Success

QI2.2

Measure 5 – Apprenticeships

Measure 6 – Work Placement Experience – No of FT learners

QI2.3

Measure 4A – Enrolled Students successfully achieving a recognised qualification (FT/PT, FE/HE)

Measure 4B – MD10 Success

Measure 4C – Senior Phase Success

Measure 4D – Care Experience Success

Measure 4E – 16-19 Success

QI2.4

Measure 4A – Enrolled Students successfully achieving a recognised qualification (FT/PT, FE/HE)

Measure 4B – MD10 Success

Measure 4C – Senior Phase Success

Measure 4D – Care Experience Success

Measure 4E – 16-19 Success

QI1.1

Measure 1A – Credits Delivered

Measure 1Bi – Credit Delivery to 16-19 and 20-24

Measure 1C – Credit delivery to MD10

Measure 1D – Gender, Ethnicity, Disability, Care Experience

Measure 2A – Number of Senior Phase pupils studying vocational qualification

Measure 2B – Credits delivered to Senior Phase Pupils studying vocational qualification

Measure 2C – Credits delivered to S3 and above as part of School College Provision

Measure 2D – Credits delivered to SHEP

Measure 3 – Credits delivered to STEM

QI1.4

Measure 4A – Enrolled Students successfully achieving a recognised qualification (FT/PT, FE/HE)

Measure 4B – MD10 Success

Measure 4C – Senior Phase Success

Measure 4D – Care Experience Success

Measure 4E – 16-19 Success

SFC Outcome Agreement - Performance Measures⁶

OA National Measure	SFC 2016-17	Target 2017-18	FES 2017-18
1(a)* The volume of Credits delivered			
The volume of Credits delivered (core)	130,299	129,760	129,898
Core Credits target (region)	129,760	129,760	129,760
% towards core Credits target (region)	100.4%	100.0%	100.1%
Childcare Credits target	0	0	0
The volume of Credits delivered (ESF)	3,005	3,005	3,932
The volume of Credits delivered (core + ESF)	133,304	132,765	133,830
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24			
Volume of Credits delivered to learners aged 16-19	59,952	63,727	58,257
Proportion of Credits delivered to learners aged 16-19	44.97%	48.00%	43.53%
Volume of Credits delivered to learners aged 20-24	26,574	23,898	25,347
Proportion of Credits delivered to learners aged 20-24	19.93%	18.00%	18.94%
1(b)(ii) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24			
Volume of Credits delivered to full-time learners	94,274	96,000	91,536
Volume of Credits delivered to full-time learners aged 16-19	48,142	49,920	46,549
Proportion of Credits delivered to full-time learners aged 16-19	51.07%	52.00%	50.85%
Volume of Credits delivered to full-time learners aged 20-24	19,520	16,800	18,312
Proportion of Credits delivered to full-time learners aged 20-24	20.71%	17.50%	20.01%
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas			
Volume of Credits delivered to learners in the most deprived 10% postcode areas	11,486	11,949	14,494
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	8.62%	9.00%	10.83%
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced			
Gender -			
Volume of Credits delivered to Male learners	64,317	64,391	64,651
Proportion of Credits delivered to Male learners	48.25%	48.50%	48.31%
Volume of Credits delivered to Female learners	68,884	68,374	69,101
Proportion of Credits delivered to Female learners	51.67%	51.50%	51.63%
Volume of Credits delivered to Other learners	103	66	58
Proportion of Credits delivered to Other learners	0.08%	0.05%	0.04%
Ethnicity -			
Volume of Credits delivered to BME learners	3,192	3,054	2,926
Proportion of Credits delivered to BME learners	2.39%	2.30%	2.19%
Disability -			

⁶ Please note the Outcome Agreement Performance Measure figures differ from the published SFC PI data due to differences in the criteria as published in the SFC Technical Guidance.

Volume of Credits delivered to students with a known disability	23,379	26,553	26,307
Proportion of Credits delivered to students with a known disability	17.54%	20.00%	19.66%
Care Experience -			
Volume of Credits delivered to students with Care Experience	36	106	1,256
Proportion of Credits delivered to students with Care Experience	0.03%	0.08%	0.94%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	183	300	142
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges			
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1,189	1,460	1,048
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.89%	1.10%	0.78%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision			
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	6,771	6,638	6,972
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.08%	5.00%	5.21%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)			
Volume of Credits delivered at HE level	39,507	43,000	39,957
Volume of Credits delivered at HE level to learners from SHEP schools	3,017	5,590	6,522
Proportion of Credits delivered at HE level to learners from SHEP schools	7.64%	13.00%	16.32%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses			
Volume of Credits delivered to learners enrolled on STEM courses	38,840	38,502	43,203
Proportion of Credits delivered to learners enrolled on STEM courses	29.14%	29.00%	32.28%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification			
The number of FT FE enrolled students achieving a recognised qualification	2,168	2,518	2,002
The total number of FT FE enrolled students	3,774	3,845	3,539
The percentage of FT FE enrolled students achieving a recognised qualification	57.45%	65.50%	56.57%
The number of PT FE enrolled students achieving a recognised qualification	3,030	7,853	4,177
The total number of PT FE enrolled students	4,359	10,612	5,547
The percentage of PT FE enrolled students achieving a recognised qualification	69.50%	74.00%	75.30%
The number of FT HE enrolled students achieving a recognised qualification	1,555	1,937	1,563
The total number of FT HE enrolled students	2,275	2,672	2,380
The percentage of FT HE enrolled students achieving a recognised qualification	68.35%	72.50%	65.67%
The number of PT HE enrolled students achieving a recognised qualification	714	1,383	1,165
The total number of PT HE enrolled students	1,057	1,618	1,474
The percentage of PT HE enrolled students achieving a recognised qualification	67.55%	85.50%	79.04%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification			
The number of MD10 FT FE enrolled students achieving a recognised qualification	196	238	253
The total number of MD10 FT FE enrolled students	382	410	473
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	51.30%	58.00%	53.49%
The number of MD10 PT FE enrolled students achieving a recognised qualification	250	264	283

The total number of MD10 PT FE enrolled students	373	350	444
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	67.00%	75.30%	63.75%
The number of MD10 FT HE enrolled students achieving a recognised qualification	117	102	139
The total number of MD10 FT HE enrolled students	167	155	243
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	70.10%	66.00%	57.20%
The number of MD10 PT HE enrolled students achieving a recognised qualification	48	108	73
The total number of MD10 PT HE enrolled students	74	132	91
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	64.90%	82.00%	80.22%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges			
The number of senior phase FT FE pupils achieving a vocational qualification	18	2	19
The total number of senior phase FT FE pupils	36	2	44
The percentage of senior phase FT FE pupils achieving a vocational qualification	50.00%	100.00%	43.18%
The number of senior phase PT FE pupils achieving a vocational qualification	88	510	48
The total number of senior phase PT FE pupils	133	850	82
The percentage of senior phase PT FE pupils achieving a vocational qualification	66.20%	60.00%	58.54%
The number of senior phase FT HE pupils achieving a vocational qualification	0	0	0
The total number of senior phase FT HE pupils	0	0	0
The percentage of senior phase FT HE pupils achieving a vocational qualification	0.00%	0.00%	0.00%
The number of senior phase PT HE pupils achieving a vocational qualification	0	150	2
The total number of senior phase PT HE pupils	11	150	14
The percentage of senior phase PT HE pupils achieving a vocational qualification	0.00%	100.00%	14.29%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification			
The number of CE FT FE enrolled students achieving a recognised qualification	0	0	23
The total number of CE FT FE enrolled students	2	0	57
The percentage of CE FT FE enrolled students achieving a recognised qualification	0.00%	0.00%	40.35%
The number of CE FT HE enrolled students achieving a recognised qualification	0	0	8
The total number of CE FT HE enrolled students	0	0	13
The percentage of CE FT HE enrolled students achieving a recognised qualification	0.00%	0.00%	61.54%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification			
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,116	0	1,089
The total number of FT FE enrolled students aged 16-19	2,082	0	1,991
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	53.60%	0.00%	54.70%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	See Note 2	1,200	1,122
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study			
Total number of full-time learners	6,288	5,457	5,364
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,030	1,200	1,107

Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	16.38%	21.99%	20.64%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing			
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	-	300	-
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-	102	-
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	0.00%	34.00%	0.00%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying			
Response rate	-	-	-
The total number of full-time FE college qualifiers (confirmed destinations)	-	2,300	-
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	1,779	-
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.00%	77.35%	0.00%
The total number of full-time HE college qualifiers (confirmed destinations)	-	1,300	-
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	904	-
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.00%	69.51%	0.00%
9. The percentage of students overall, satisfied with their college experience (SSES survey)			
Response rate	N/A	0.00%	0.00%
Full-time	79.90%	0.00%	0.00%
Part-time	78.70%	0.00%	0.00%
Distance Learning	76.50%	0.00%	0.00%
10 Gross carbon footprint (tCO2e)	3,957	4,485	-

*** Key priority measure**

Note 1 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.

Note 2 - Data not available to SFC. Colleges to provide.

Note 3 - NAD not available

Appendix 3 – Essential Skills Unit Performance

Unit Code	Unit Title	2015/16			2016/17			2017/18			
		No Enrolled	% Successful	Sector Pass Rate	No Enrolled	% Successful	Sector Pass Rate	No Enrolled	% Successful	Sector Pass Rate	Sector Prev. Year
F3GB08	Communication	0	N/A	N/A	16	81%	93%	20	90%	Not Available	93%
F3GB09	Communication	17	100%	71%	30	87%	75%	51	69%	Not Available	75%
F3GB10	Communication	408	73%	67%	392	68%	69%	431	78%	Not Available	69%
F3GB11	Communication	1290	75%	71%	968	74%	71%	740	72%	Not Available	71%
F3GB12	Communication	677	80%	78%	678	74%	76%	642	81%	Not Available	76%
	Average		82%	72%		77%	77%		78%		77%
F3GC08	ICT	15	80%	87%	16	88%	87%	20	75%	Not Available	87%
F3GC09	ICT	11	91%	73%	50	84%	75%	50	74%	Not Available	75%
F3GC10	ICT	493	79%	72%	486	72%	73%	487	78%	Not Available	73%
F3GC11	ICT	1010	81%	73%	697	77%	72%	518	80%	Not Available	72%
F3GC12	ICT	404	85%	77%	518	71%	73%	570	84%	Not Available	73%
	Average		83%	76%		78%	76%		78%		76%
F3GD10	Problem Solving	104	87%	76%	104	65%	72%	76	74%	Not Available	72%
F3GD11	Problem Solving	277	62%	72%	180	83%	73%	173	65%	Not Available	73%
F3GD12	Problem Solving	14	86%	68%	97	87%	75%	58	81%	Not Available	75%
	Average		78%	72%		78%	73%		73%		73%
F3GE09	Working with Others	17	100%	89%	66	80%	91%	23	91%	Not Available	91%
F3GE10	Working with Others	82	77%	71%	73	55%	73%	77	70%	Not Available	73%
F3GE11	Working with Others	199	49%	70%	139	80%	74%	149	71%	Not Available	74%
	Average		75%	77%		72%	79%		77%		79%
F3GF08	Numeracy	9	78%	81%	21	86%	84%	43	84%	Not Available	84%
F3GF09	Numeracy	19	79%	69%	29	90%	73%	41	95%	Not Available	73%
F3GF10	Numeracy	621	74%	68%	567	69%	68%	452	80%	Not Available	68%
F3GF11	Numeracy	694	78%	71%	877	76%	73%	656	75%	Not Available	73%
F3GF12	Numeracy	52	85%	74%	88	68%	78%	137	83%	Not Available	78%
	Average		79%	73%		78%	75%		83%		75%
	TOTAL	6413	80%	74%	6092	77%	76%	5414	78%		76%

Appendix 4 – Performance Indicator Data – 3-year comparison

PI Data 2017/18														ENR - Enrolments		
														EW - Early Withdrawal		
														FW - Further Withdrawal		
														TW - Total Withdrawal		
														PS - Partial Success		
														CS - Completed Successfully		
ALL	ENR	EW	FW	TW	PS	CS										
2015/16	12338	6.2	14.8	21.0	8.6	70.4										
2016/17	11465	6.5	13.6	20.1	14.8	65.1										
2017/18	12344	5.8	11.2	17.0	13.8	69.2										
Yr on Yr Diff	879	-0.7	-2.4	-3.1	1.0	4.1										
3 Yr Diff	6	-0.4	-3.6	-4.0	-5.2	-1.2										
FE	ENR	EW	FW	TW	PS	CS	HE	ENR	EW	FW	TW	PS	CS			
2015/16	8632	7.0	15.4	22.4	9.4	68.2	2015/16	3706	4.3	13.3	17.6	6.8	75.6			
2016/17	8133	7.3	14.4	21.7	14.4	63.9	2016/17	3332	4.5	11.8	16.3	15.6	68.1			
2017/18	8419	6.7	11.5	18.2	13.3	68.5	2017/18	3925	3.7	10.5	14.2	15.0	70.8			
Yr on Yr Diff	286	-0.6	-2.9	-3.5	1.1	4.6	Yr on Yr Diff	593	-0.8	-1.3	-2.1	0.6	2.7			
3 Yr Diff	-213	-0.3	-3.9	-4.2	-3.9	0.3	3 Yr Diff	219	-0.6	-2.8	-3.4	-8.2	-4.8			
FT	ENR	EW	FW	TW	PS	CS	PT	ENR	EW	FW	TW	PS	CS			
2015/16	6484	7.7	20.0	27.7	7.4	64.9	2015/16	5854	4.4	9.1	13.5	10.0	76.5			
2016/17	6062	8.0	17.4	25.4	13.1	61.4	2016/17	5403	4.8	9.4	14.2	16.6	69.3			
2017/18	5863	7.7	16.4	24.1	13.6	62.2	2017/18	6481	4.4	6.8	11.2	14.6	74.1			
Yr on Yr Diff	-199	-0.3	-1.0	-1.3	-0.5	0.8	Yr on Yr Diff	1078	-0.4	-2.6	-3.0	2.0	4.8			
3 Yr Diff	-621	0.0	-3.6	-3.6	-6.2	-2.7	3 Yr Diff	627	0.0	-2.3	-2.3	-4.6	-2.4			
FTFE	ENR	EW	FW	TW	PS	CS	FTHE	ENR	EW	FW	TW	PS	CS			
2015/16	4059	9.3	21.5	30.8	7.3	62.0	2015/16	2425	5.2	17.4	22.6	7.6	69.8			
Sector 16/17	50086			25.1	9.6	65.3	Sector 16/17	33873			17.2	11.1	71.6			
2016/17	3778	9.8	19.4	29.2	13.3	57.4	2016/17	2284	5.0	14.1	19.1	12.8	68.1			
2017/18	3523	9.4	17.2	26.6	14.3	59.1	2017/18	2340	5.3	15.2	20.5	12.7	66.8			
Yr on Yr Diff	-255	-0.4	-2.2	-2.6	-1.0	1.7	Yr on Yr Diff	56	0.3	1.1	1.4	0.1	-1.3			
3 Yr Diff	-536	0.1	-4.3	-4.2	-7.0	-2.9	3 Yr Diff	-85	0.1	-2.2	-2.1	-5.1	-3.0			
Sector Diff	-	-	-	1.5	4.7	-6.2	Sector Diff	-	-	-	3.3	1.6	-4.8			
PTFE	ENR	EW	FW	TW	PS	CS	PTHE	ENR	EW	FW	TW	PS	CS			
2015/16	4573	4.9	10.1	15.0	11.3	73.7	2015/16	1281	2.7	5.5	8.2	5.2	86.7			
Sector 16/17	99958			10.0	12.9	77.1	Sector 16/17	12573			8.1	13.4	78.6			
2016/17	4355	5.1	10	15.1	15.4	69.6	2016/17	1048	3.3	6.9	10.2	21.7	68.1			
2017/18	4896	4.8	7.3	12.1	12.6	75.3	2017/18	1585	1.5	3.6	5.1	18.3	76.7			
Yr on Yr Diff	541	-0.3	-2.7	-3.0	2.8	5.7	Yr on Yr Diff	537	-1.8	-3.3	-5.1	3.4	8.6			
3 Yr Diff	323	-0.1	-2.8	-2.9	-1.3	1.6	3 Yr Diff	304	-1.2	-1.9	-3.1	-13.1	-10.0			
Sector Diff	-	-	-	2.1	-0.3	-1.8	Sector Diff	-	-	-	-3.0	4.9	-1.9			