

Perth College UHI Enhancement Plan Summary 2017-18



Action Number	Planned Actions 2017-18	By Whom	2017-18 Progress /Impact of Actions
1.1	Board of Management to take forward identified actions in respect of internal and external stakeholders engagement.	Lead: Chair of BoM, BoM Secretary	<p>The Board Effectiveness Review identified a number of key actions in respect of strengthening internal and external stakeholder engagement;</p> <ul style="list-style-type: none"> New Board membership appointments in 2017 have strengthened the skills mix further and improved gender balance. (working towards the government aspiration of 50/50 by 2020). This enables the Board to provide robust challenge to the management team with focus on ensuring improvements are planned and delivered The Vice Principal (External Engagement) is enhancing our approach to develop/foster partner/stakeholder relations involving the Board, strengthening Perth College links with the business community and seeking feedback from business to influencing our offer and alignment with business needs The Board and the Senior Management Team (SMT) have attended bi annual strategy days and development evenings to facilitate scenario planning, development of the college strategy and to, ensure cognisance of regional and national priorities and current and future College challenges A Board skills matrix has been developed (In keeping with good governance) to ensure the correct balance of skills/gender are represented on the Board of Management The Board are represented on key committees ensuring connectivity across the college. This informs and promotes shared decision making whilst maintaining engagement with learners and their experience. (The Academic Affairs Committee, The Engagement Committee, The Health and safety committee, Audit committee, Financial and General Purposes committee) The Board of Management has two student association (HISA) members. The student representatives also attend the Board/SMT strategy days and development evenings, contributing fully to the discussions and informing the decision-making process Student priorities for 2018-19 are discussed at the Engagement Committee and presented to the Board fostering an Improved understanding of student business and priorities <p>UHI Engagement</p> <ul style="list-style-type: none"> Chair of the Board sits on the Regional Strategic Body The Principal of the College attends Partnership Council Chair of Perth College Audit Committee attends an annual meeting of the Chairs of Academic Partners' Audit Committees The Board Chair was invited to take part in the Academic Partners' integration discussions Board Chair, Vice-Chair and Principal will take part if the Assembly meeting on 26 September 2018

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1.4	<p>With respect to the Access and Inclusion Strategy Implementation, Outcome 2.</p> <p>a. Develop new models of delivery for identified services to further enhance effectiveness and efficiency in integrated student-centred support to improve student outcomes. Information gathering, IT mapping, JISC baseline</p>	Lead: Head of Student Services	<ul style="list-style-type: none"> Introduction of a One Stop Shop model: - offering a single access point for all customers and visitors with more basic queries being managed and dealt with at the front of house desk. Offering a more student focused timely and efficient experience A Mental Health and Well-Being Hub, offering a range of discrete services and support to a wide range of emotional behavioural issues and conditions. This Hub is also being used to host student and staff sessions on a variety of needs and cases A differentiated service model for Mental Health and Well-Being support. Health Body and Mind award (3 stars award) Mental Health Agreement with HISA and NHS (since 2016-17) Annual reports from all Student Support Service teams include comparative annual data, highlights new areas of demand, training needs and changes to demand, good practice and areas of concern Support staff working closer with Academic teams, to offer targeted support where most appropriate Use of BRAG system to identify in advance (potentially) our most vulnerable students and to monitor live for early intervention Transitions model - early intervention, transition plans for specific school pupils, partnership working, record numbers of pupils in transitions. Range of interventions e.g. - GRFC pre-induction course. Big rise in complex cases. Active working multi-agency partnerships for Care Experienced students, Carers (especially Young carers) Care experienced update report completed May 2018. This is the first of reports that are required on a three yearly basis New improving processes for Safeguarding and in supporting applicants with convictions. (new Perth team, admissions disclosure, increasing factors and cross referencing with class make up, UHI Policy and practitioner group) Funding- lots of adjustments and change to processes to help most vulnerable groups College Nursery - new 4 day model (USP) prioritising Full-time students. Mental Health Training- train the trainer courses - are planned for 2018-19 then rolled out targeting PATS and other key roles BSL plan (UHI) and Perth - plans to include sign posting of general and specific support and how to apply to college information. (BSL signed versions planned for 2018-19) Measuring impact- most student services teams are focused on this, and this includes highlighting this in annual reports, but also introducing more effective ways of measuring impact within elements their own services and provision

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1.4	<p>With respect to the Access and Inclusion Strategy Implementation, Outcome 2.</p> <p>b. Review and Plan PLSP for dyslexia next steps</p>	Lead: Head of Student Services	<p>Initial discussions were held with key staff regarding decreasing PLSPs for dyslexia. around 50% of our PLSPs are for dyslexia related conditions; which in turn affect literacy and hence college attainment levels (data from annual reports- 2013 2017 – highlight an increasing volume of PLSPs over the last 6 years- dyslexia remains at around 50% of annual figure.)</p> <p>The SFC as part of their review of student support 2015-16, identified a need to broaden formal support available to students. They acknowledged a large percentage of students receiving support were students without a diagnosed condition, which is required historically to receive formal support. This suggested change was widely recognised as positive overall by colleges, but not so much the SFC solution to use the existing pot of money to support this change, giving no additional funds to do this and expecting significant change by 2020.</p> <p>The view of the SFC being that if colleges begin to develop and implement their Access & Inclusion strategies there will be less need for individual PLSPs, which in future will only be required for the more complex cases of support. They will also cease being part of quality audits as they will not be the main link to accessing student funding.</p> <p>The changes the SFC wished to see to support a broader range of students in future were to be incorporated and implemented through a College Access and Inclusion strategy. The proposed college deficit model: meaning the colleges have a deficit and need to change to be more inclusive and accessible to meet the needs of most students through mainstreaming inclusivity and accessibility.</p> <p>There is also a risk in organisations perceiving dyslexia as an ‘easy, one dimensional condition’, that with the introduction of simple IT solutions and assistive technology (like my study bar etc.) will provide the solution to the problem in one systematic approach.</p> <p>We discussed a model to decrease the number of dyslexia based PLSPs year on year, by a planned introduction of various interventions, changes and technological resources. (As part of the A & I strategic approach)</p> <p>However, there is a key factor at play, in that, while the SFC wants a reduction in the volume of PLSPs over time to co-inside with the introduction of an Access & inclusion strategic approach.</p> <p>The SQA on the other hand, and at the same time, are seeking and requesting more and more detailed knowledge (evidence) on each student candidate that requires additional support for assessments and external exams. Hence, PLSPs are an increasingly valuable resource as they are accepted as evidence to validate any reasonable adjustments requested and support required by the SQA.</p> <p>So were seem to be at the centre of a dilemma here, we cannot decrease PLSPs whilst using them in increasing numbers as evidence to satisfy external validation bodies.</p> <p>This difficultly and has been raised directly to both the SFC and the SQA.</p>

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1.4	<p>With respect to the Access and Inclusion Strategy Implementation, Outcome 2.</p> <p>b.Consider progression boards outcomes and planning to ensure equitable consideration of access and inclusion</p>	Lead: Head of Quality	<p>The consultation with relevant Managers aimed to introduce a more consistent approach to decision making by progression boards to ensure equitable consideration of student attainment.</p> <p>The outcome of the consultation was that.by more formally linking BRAG to track student attainment and success, in particular key learner groups such as care experience, SIMD10, and those with additional support needs, combined with the use the regulatory powers of the progression boards (i.e. – consistent use of exceptional 3rd's, mitigating circumstances etc.),that this would inform the progression board's decision making process, particularly around support measures to help students struggling with their studies to succeed.</p> <p>The consultation used example scenario questions which led to consensus agreement on a consistent approach for decision making and use of exceptional 3rd attempts and mitigating circumstances. BRAG was to be referred to and updated after the PB's with respect to student achievements, particularly where students had failed units and required guidance and support on progression. Particular notice was also to be given to any issues or concerns with key learner groups.</p> <p>Guidance based on discussions made at the consultation meetings was issued to sector managers and subject leaders to ensure clarity of process and consistency of decision making</p> <p>A meeting of Chairs will be held to discuss consistency of practice and decision making in September 2018, after any Chair's actions had been completed and full KPI's known.</p> <p>Regional Strategy Groups were set up to develop strategy for implantation in 18/19 the key areas identified under the intensification agenda of the regional outcome agreement i.e. care experienced, SIMD10, overall attainment.</p>

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2.2	<p>We will review the current Personal Development Planning unit in 2017-18 for continued suitability and currency for employability and career management. Review current content and delivery of FE PDP to ensure alignment of student led, support and academic staff led and stakeholder led activity to best structure employability and career management support. PAT role and support.</p>	Lead: Head of Learning and Teaching Enhancement	<p>The PDP unit has been reviewed to ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.</p> <p>The review includes;</p> <ul style="list-style-type: none"> • The review of and rebranding and widening of the Skills for Life, Learning and Work frameworks and policy. This work was started in 17-18 and is going out to staff for general consultation in academic year 2018-2019 • Closer working with external partners on Career Information, Advice and Guidance has been initiated This has led to a partnership agreement with SDS being drafted and closer working will be initiated in academic year 2018-2019 • A holistic internal approach to developing and enhancing student employability/ career management skills and behaviours, has been planned and is currently being developed where skills and attributes for employability are measured outputs rather than notional input • This redevelopment will ensure that students develop employability and career management skills for progression into positive destinations and that they are empowered and enabled to make the most appropriate careers choices

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2.3	In consideration of evaluation of learning and teaching, student engagement and cross college targeted support, identify and implement appropriate CPLD and sharing of good practice to support all staff working with younger and vulnerable learners to enhance engagement and outcomes.	Lead: Head of Learning and Teaching Enhancement	<p>Key areas include;</p> <ul style="list-style-type: none"> • Formulation of plans to upskill staff to optimise use of digital technologies to build/enhance digital capacity, digital resilience and digital confidence in our staff/ student's whatever subject they are studying/teaching • The need to develop staffs skills in differentiation within learning and teaching approaches to ensure the College meet individual learning needs has been identified and a cross-college group to develop and implement training on this is being assembled • Establishment of a series of Community of Practice events to develop a more consistent and systematic approach towards sharing best practice has been planned for delivery in academic year 2018-19 • The need of an Advanced Learning and Teaching programme for those who have obtained their TQFE and have significant post qualification experience has been identified and development of this programme is currently underway • Continuous training and enhancement linked to, and co-created via, the annual professional review process ensuring training is appropriate and supportive to the individual staff member • A Cross College focus group to identify training a training requirements to support younger and vulnerable groups was held at the November staff conference day and the identified training will be implement in academic year 2018-2019

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2.4	Consult with school's strategy and school's operation groups prior to 18/19 recruitment cycle to identify enhancements.	Lead: Sector Development Director (JTY)	<p>The School Operational group convened in November to consider the curriculum offer for 2018/19. In January, they met to confirm the curriculum and in April to discuss applications and gaps.</p> <p>The analysis of gaps; -curriculum development or removal was based on response and aligned with RSA's/SIPs</p> <p>The new areas suggested by the operational group were clarified and considered. Taster courses have been updated to better reflect options in senior phase</p> <p>Other key changes;</p> <ul style="list-style-type: none"> • There is now an on-line application system for School/College courses providing a much more efficient service for our learners. • The college has appointed an FA coordinator. This gives the college visibility within the schools (including parent evenings) and through direct contact with the pupils, helps them understand their options and to make more informed choices • The Schools/college area of the main college website has been updated to help parents, teachers and pupils access information • The introduction of the new GDPR regulations have hindered data sharing between college and schools for school leavers A second impact is that we are unable to share student destination data with schools for 16 + agenda • A new career management and school college partnership strategy is in development between PS's, HS's, DYW, LA and the College

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3.1	Continue tracking and use of data, BRAG etc. alongside implementation of enhanced planning and proactive support for access and inclusion.	Leads: CBED	<p>Key Updates</p> <p>We have introduced the joint use of new student profile data reports and continue;</p> <p>Tracking and BRAG,</p> <p>Monitoring of destinations, Course transfer timing,</p> <p>Use of new reports on student's admissions profile to plan joint working with student services staff to focus planning and support.</p> <p>Student Cycle:</p> <ul style="list-style-type: none"> • Admissions <p>Profile Report:</p> <p>In the lead, up to students commencing their studies, a profile report is produced and held in a secure area of our network where only designated individuals have access. Access is granted to both curriculum (PATs, SMs and SDDs) and professional staff (Student Support and Additional Support).</p> <p>The profile report provides:</p> <ul style="list-style-type: none"> • Historical information (if available) on student's previous course(s) and their outcome on the course(s). The report will also indicate if the student has ever been in receipt of extended learning support • Disability • Age Range <p>Because of the sheer volume for our Student Support and Additional Support Teams to scroll through, we have developed a simple spreadsheet where filters can be applied to see student disclosures (e.g. care experienced, age range, disability, ELS), these teams are then able to establish quickly where support may be best placed.</p> <p>The value of the profile report allows both curriculum and professional teams to gauge the potential support that may be required to ensure students are successful. It allows these teams to potentially plan their workload effectively and seek support if students are presenting themselves with various characteristics where academic staff may need support themselves on how to support the student</p> <p>Enhancements to the report would include an indicator for care experienced and SIMD20</p>

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3.1 (Cont.)	Continue tracking and use of data, BRAG etc. alongside implementation of enhanced planning and proactive support for access and inclusion.	Leads: CBED	<p>Enrolment</p> <p>Once all students are enrolled and classes confirmed, student data is imported into our BRAG Tracking and Monitoring Tool. The tool includes:</p> <ul style="list-style-type: none"> • Student reference number • Student Name • Indicators for the following: • Extended learning support • Care experienced • Disability • Age range • SIMD 20 • Resident in the Halls <p>The value of the BRAG tool is to provide early intervention for those students who are flagged as at risk (minimal or not) with regards to attendance and performance. Enhancements made over the years with regards to the indicators can be seen as those most at risk of dropping out or not performing as well as they should.</p> <p>Enhancements to the report would include an indicator for Xmas leavers and a comments section for Core Skills</p> <p>Destinations</p> <p>SFC work with SDS and SAAS to support the College Leavers Destination Survey (CLD) carried out by College 6 months after they have left College. SFC will provide Colleges with a file containing information about student destinations and where there are any unknowns, it is the responsibility of the College to source the destination information for these individuals.</p> <p>The College will make contact with students via telephone (the most successful method found by the College to date) and there is a pro-forma that we use to capture the data we require.</p> <p>Once all data has been collected, it is presented to Sector Areas by way of charts that contain historical destination data, can be as far back as 2010/11. Those students who are employed and have disclosed their employer details, we will share this information within the report. Those students who have gone on to further study elsewhere, we will share this information within the report.</p> <p>SFC also provide a sector wide CLD tool.</p> <p>Enhancements - we know that throughout the course some students will successfully gain employment, this in turn will results in a withdrawal from the course and impact on our KPIs, however we are able to report on those who do withdraw and go on to other successful destinations (e.g. employment, further study elsewhere, transfer). Those who have gain employment we have split further into employment related to their course of study or employment not related to their course of study.</p>

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3.2	<p>a. Complete all quality reviews and confirm initial evaluations, data and action plans at course and college level. Target to raise trend of past three years. Above actions will all contribute to this.</p> <p>b. Continue tracking and use of BRAG, early student focus group and appropriate follow-ups. See action above re focussed CPLD and cross college action learning</p>	Leads: Head of Learning and Teaching Enhancement	<p>The Quality review cycle has been completed and has identified areas of success and good practice as well as areas of weakness. It has generated actions to address these areas of weakness in order to improve student experience and raise attainment</p> <p>Student engagement activity has been vital to the process of identifying strengths and weaknesses in learning and teaching approaches</p> <p>A more focussed use of BRAG has allowed early intervention to support learners who are at risk of not achieving. Detailed analysis of BRAG and analysis from Quality Reviews reports has indicated that learners on level 5 programmes require increased and more personalised support than what is currently offered.</p> <p>There has been an increase in Fulltime FE day one achievement outcomes</p> <p>The increase in the range of learning and teaching approaches available to staff, through the development of specialist workshops to support staff delivering learning and teaching to younger and vulnerable groups, will greatly enhance their ability to meet individual learning needs.</p> <p>A Cross College Curriculum review is being planned to look at Curriculum content and design in order to ensure we meet the needs of learners, employers and wider stakeholders</p>

