

Orkney College UHI

Evaluative Report and Enhancement Plan

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Orkney College UHI – Evaluative Report and Enhancement Plan

1. Context Statement

Orkney College UHI is one of the few colleges in Scotland not incorporated under the Further and Higher Education (Scotland) Act 1992. The college is governed through Orkney Islands Council who are responsible for the provision of Further Education (FE) in Orkney. The college's Higher Education (HE) provision is delivered through its membership, as an academic partner, of the University of the Highlands and Islands (UHI). The College Management Council is a sub-committee of the Education, Leisure and Housing Committee (ELH) of Orkney Islands Council (OIC). There are 5 elected members and 8 non-elected (4 business and 4 community / third sector). The College Management Council Sub-committee is currently chaired by an elected Councillor who is also vice chair of ELH.

The College provides opportunities for learners across all 12 of the SCQF levels in Scotland, and for the past three years has featured as one of the highest performing Colleges across Scotland. This report focuses on the further education aspects of the College, covering all aspects of the learner experience from SCQF Level 1 to Level 6. The college was last externally reviewed by Education Scotland in March 2014. The report showed the college had in place effective arrangements to maintain and enhance the quality of its provision, and outcomes for learners and other stakeholders.

At the heart of our vision for Orkney College UHI is our commitment to the highest quality of learning and teaching in order that all of our learners can achieve their potential.

Locally we have a major role to play in delivering the 'Orkney Offer' and ensuring the local agenda for "Developing the Young Workforce" is fully embraced. [Note: *The 'Orkney Offer' is the Education Service's commitment to help ensure that all young learners in the County are able to access an educational pathway that improves their life chances and helps them in to sustainable employment / further study.*] These dual roles reflect the emphasis from the Skills Investment Plan for Orkney (2017), to ensure all of our young people have in place effective pathways for learning, progression and employment. The local labour market intelligence provides us with direction in ensuring our key curriculum areas of Agriculture, Art & Design, Business, Construction, Computer Science, Early Education, Engineering, Hairdressing, Health, Hospitality, Inclusive Practice, Maritime and Social Care, continue to meet sector needs in Orkney. Although with unemployment now well below the national average, key matching to employment opportunities remains essential.

Partnership working is key to the success of the College in securing the best possible outcomes for all our learners. Our close working with both secondary schools and all three junior high schools to provide complimentary senior phase learning opportunities is a significant strength in our local education provision. The partnership working with Skills Development Scotland and employers through our advisory groups continues to ensure we are meeting the aspirations of employers, young people and their parents. The advent of a

new “Developing the Young Workforce Orkney Regional Board” will enhance even further the partnership working between the community and the College, and is timeous as the College continues to increase the number of Modern of Apprenticeships and burgeoning development of Foundation Apprenticeships.

This report seeks to evaluate how good the College is in providing further education in Orkney, but should be viewed also in the context of the Highlands and Islands Region.

The University of the Highlands and Islands partnership is the main provider of post-compulsory education provision in the Highlands and Islands region, and delivers in excess of 113,168 further education fundable credits annually, as contracted through the Regional Outcome Agreement negotiated with the Scottish Funding Council. Regional activity targets comprise core and ESIF funded activity, the latter spanning the Highlands and Islands and Lowlands and Uplands regions (for Perth and Kinross). In addition, the region has developed an extensive apprenticeship offer that provides work-based learning pathways from Foundation Apprenticeships offered in the senior phase through to Graduate Apprenticeships funded through Skills Development Scotland, as well as working directly with employers to deliver bespoke training on a commercial basis.

For the past eight years, the region has routinely exceeded student activity targets and surpasses many sector benchmarks of performance. The region’s student success rate for learners on full-time FE programmes in 2017-18 is 70.4%, against the latest published national benchmark of 65.3%. Full-time success rates are higher than the latest sector levels in 14 out of 17 Education Scotland subject areas. The success rates for learners on part-time FE programmes is also above latest published sector levels, at 81.7%.

In the context of this regional high performance, partner’s evaluative reports and enhancement plans are written from an enhancement perspective, underpinned by ambition for each of our students and a regional commitment to offering parity of experience across the partnership.

As the Regional Strategic Body for further education, the university is accountable for the delivery of the Regional Outcome Agreement and supports the infrastructure through which a strategic approach to delivery of regional targets is achieved. During the past year, regionalisation of further education has matured and the partnership has begun to develop a strategic, collaborative approach to addressing the challenges the region faces. This work includes:

- Agreement to develop a single policy environment for further education;
- The harmonisation of approaches to quality enhancement;
- The development of regional strategies to raise levels of student attainment and to enhance work experience opportunities;
- Development of tertiary curriculum maps;
- The development of a Student Data Management Framework for Further Education.

The regional strategies reflect the intensification of the regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region. The EREP for Orkney College UHI 2017-18 is set within this regional context.

2. Methodology

The College has in place a detailed calendar of self-evaluation events, situated within a reporting cycle which takes place throughout the academic year. However, these are supplemented by the professional dialogues of Curriculum and support teams and their constant drive to reflect and action change, in order to create the most effective opportunities for their learners.

The introduction by the Highlands Islands Student Association of a deputy president, situated in each of the academic partners with a clear mandate to span both Further and Higher education has had, and continues to have a significant impact on improving student engagement and therefore influencing the life and work of College. Their role, along with class representation from each class group has contributed significantly to the evaluation of the College.

Evaluation of the College is undertaken using a variety of methods (see Appendix 1 Evidence base) and triangulated from the perspectives of learners, employers and staff. Learners provide highly effective means of feedback on their experiences of learning, teaching and support. Staff self-evaluation is based on both learners and employer feedback and crucially on their professional dialogues within their Curriculum teams and robust analysis of relevant data.

The methodologies currently used in the evaluation process include, annual student surveys of early experience, on course experience and end of course experience, these are supplemented by student curriculum review, student contribution to course review meetings and their verbal feedback at the end of each class. Staff also use other highly effective techniques of biannual evaluation including “stop, start, and continue”. This method seeks to identify and feedback to learners what is working well and what needs to be improved within each semester of the class.

Staff produce annual course reports, which provide detailed evidence of how their course is performing, each annual course report carries an action plan for improvement, and these are shared with learners. Curriculum teams can access in real time these reports which exist in a shared on line space and are available for all staff to add evaluative comments in real time. The reports require detailed analysis of course key performance indicators which they currently benchmark against national data, these benchmarks include the analysis of three year trend data. Curriculum Leaders collate course reports in an annual department self-evaluation report, which ultimately details the action plan for improvement at department level. These self-evaluation plans receive feedback from the College Management team congratulating teams on areas of success and highlighting areas for further development.

Curriculum teams operate across departments and this interdepartmental engagement is key to the level of professional dialogue and reflection which results in improvement for learners. Staff and students also engage in the “Practice and Pedagogy” sessions which are open to all. These sessions explore approaches to learning and teaching which are deemed to be innovative practice within the College and worthy of exploration by all. Coupled with staff from all departments taking an active role in cross College Committees and engaging in peer observation of learning and teaching then the College ethos of continuous self-improvement is a natural aspect of the daily operation of the College, for all its staff and learners.

In this Evaluative Report the SFC requested colleges to focus on a limited number of the quality indicators. In practice the College quality and enhancement procedures cover all of the quality indicators and themes. A broad range of evidence is collected and evaluative processes undertaken. These are listed in Appendix 1 to this report.

3. Outcome Agreement National Measures

A set of national measures of performance have been identified by the Scottish Funding Council and are included in the ‘Outcome Agreement’ for each college. The following shows a summary of the achievement of Orkney College UHI further education students compared with the Scotland average. The full set of national measures is included as Appendix 2 to this report.

Data sources:

- 2014-15 to 2016-17: Scottish Funding Council
- 2017-18: Internal data from the Highlands and Islands region

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 students.

Full-Time Further Education

	Orkney College UHI					Scotland
	2014-15	2015-16	2016-17	2017-18		2016-17
Learner Group	% Success	% Success	% Success	Total enrolled	% Success	% Success
All Learners	71.4%	74.3%	78.7%	74	75%	65.3%
Under 16	-	-	-	-	-	52.2%
16-19	71.2%	76.4%	78.4%	41	73%	62.4%
20-24	78.6%	69.6%	87.5%	16	69%	65.4%

25 and over	50.0%	76.9%	70.8%	17	88%	71.9%
Male	73.7%	76.9%	90.6%	29	90%	65.4%
Female	69.2%	70.5%	69.1%	45	67%	65.2%
SIMD10	-	-	-	-	-	62.0%
Disabled	73.3%	71.9%	80.0%	30	80%	64.3%
BME	-	-	-	-	-	66.4%
Care experienced	-	100.0%	66.7%	-	-	52.5%
Price Group 5	78.6%	86.7%	76.9%	5	100%	76.7%

Part-Time Further Education

	Orkney College UHI					Scotland
	2014-15	2015-16	2016-17	2017-18		2016-17
Learner Group	% Success	% Success	% Success	Total enrolled	% Success	% Success
All Learners	95.9%	95.1%	95.0%	1,873	94%	65.3%
Under 16	93.5%	84.2%	93.1%	95	87%	52.2%
16-19	85.4%	83.5%	81.6%	270	79%	62.4%
20-24	95.4%	96.2%	92.6%	175	92%	65.4%
25 and over	98.1%	98.0%	97.7%	1333	98%	71.9%
Male	96.1%	96.4%	96.2%	1,147	97%	65.4%
Female	95.7%	93.5%	93.2%	723	90%	65.2%
SIMD10	-	-	-	-	-	62.0%
Disabled	93.8%	90.7%	89.2%	233	88%	64.3%
BME	76.0%	95.7%	70.8%	21	100%	66.4%
Care experienced	-	-	-	-	-	52.5%
Price Group 5	-	-	100.0%	-	-	76.7%

4. Outcomes and Impact

How good are we at ensuring the best outcomes for all our learners?

Quality Indicator 3.1 - Wellbeing, equality and inclusion

Areas of positive practice

- The College Gender Action plan and Equalities report is comprehensive and detailed.
- The College has strong partnership working with a number of counselling services and health promotion services including the CALMHS team and these services are made freely available to all learners.
- Learner mental health awareness is a key action for Orkney as a whole, and the College has been proactive in ensuring awareness raising and appropriate responses are in place.
- The College continues to work closely with OIC Social Work department including its day service provision to ensure all service users can access a curriculum suited to their stages of development and their learning needs.
- In 2017/18 80% of full-time learners with a disability attained their qualification compared with 64.3% nationally. 88% of part-time learners with a disability attained their qualification compared with 71.5% nationally. Both of these attainment levels have been significantly above the national average for the last three years.
- The College reviews annually its programmes aimed at students who have previously found education challenging for whatever reason and whilst dealing with small numbers modifies the delivery of the curriculum to best meet needs.
- In 2017/18 100% of full-time learners on Price Group 5 programmes achieved a recognised qualification compared with 76.7% nationally. [Note there were insufficient numbers of part-time students on Price Group 5 programmes to draw any meaningful conclusion].
- In 2017/18 73% of full-time care experienced learners attained their qualification, compared with 62.4% nationally. Total numbers are quite small but the College has achieved over 70% success in each of the last 4 years (78.4% in 2016/17).
- Dealing with small student numbers means that there can be quite notable fluctuations in attainment levels from year to year, however these have been consistently high over a number of years.
- The College has been particularly successful in two areas, increasing the numbers of men into care career pathways and providing social enterprise designed learning for young adults with more complex needs.
- The fortnightly College newsletter actively promotes opportunities to celebrate diversity and this has led to whole College and department events.
- The College has actively supported the housing of Syrian refugees in Orkney, providing dedicated ESOL support to the families.
- The development of curriculum to support learners with more complex needs has been innovative in its design, taking learners on a two year pathway through an access course, progressing on to a designed programme featuring their own day care service under the auspices of Skills for Social Enterprise which has now resulted in a group of learners undertaking a Scottish Vocational Qualification in Hospitality

Services with offers of supported employment from private individuals and NHS Orkney.

Areas for development

- Further raise student awareness of support available to those experiencing mental health issues.
- Accommodation for young people from the outer isles wishing to attend College during the week is a challenge.

Quality Indicator 3.2 - Equity, attainment and achievement for all learners

Areas of positive practice

- The College continues to perform above the National Sector KPI data in terms of successful retention, achievement, and attainment for almost all part time and full time FE provision. In 2016/17, 78.7% and in 2017/18, 76% of all fulltime FE enrolments completed successfully, compared to the Scottish average of 65.3% in 2016/17. This pattern of FE attainment has been maintained at or around this level since 2011.
- The college KPI data places the College near the top of the upper quartile nationally and this has been the case for the past three consecutive years.
- A report by Audit Scotland entitled “Scotland’s Colleges 2018” indicated that students on full-time further education courses at Orkney College had the
 - Highest Attainment;
 - Highest Retention;
 - Highest Satisfaction; and
 - Highest positive destination.
- All curriculum teams engage learners in evaluating the College provision, creating detailed self-evaluation course reports and summary departmental evaluations.
- Essential Skills form an integral part of further education courses and the attainment levels are commensurate with the overall attainment rates on these courses
- The College Gender Action Plan is comprehensive and is well supported by the College Equalities report
- The implementation of PREVENT and WRAP training for all staff, and increased training on Corporate Parenting has led to, collectively, all staff being fully aware of their responsibilities.
- The holistic approach adopted by both academic and support staff in ensuring all learners academic needs are met, but also their support needs beyond that of financial and hardship needs, to include mental health and wellbeing.
- The care department has been proactive in securing funding to undertake research in “Men into Care”, as a result they have witnessed an increase in male numbers, particularly in relation to Health & Social Care.
- Providing access to Senior Phase curriculum for learners from the most remote isles in Orkney to access curriculum through close partnership working with Kirkwall Grammar School, their own local Junior High schools, the College and the provision

of overnight accommodation has enabled a number of learners to access otherwise inaccessible curriculum, including the Foundation Apprenticeship in Business Skills.

- With regard to the senior phase offering in schools, the alignment of the school's curriculum planning, meshed with the College curriculum planning, allows for cohesive information to be shared with young people and their parents in timeous manner.
- The Men into Care, couple with the development of the 'generic worker' role at NHS Orkney has resulted in a highly successful course recruiting Modern apprentices into the NHS.

Area for development

- Work with other UHI partners to deliver the Regional strategy for enhancement of further education attainment (See Appendix 3.)

5. Delivery of learning and services to support learning

How good is the quality of the provision and services we deliver?

Quality Indicator 2.2 – Curriculum

Areas of positive practice

- Staff and learners work closely with labour market information, employers and stakeholders in order to provide the required curriculum.
- For its size, the College offers a wide curriculum which currently matches very closely to key economic drivers in Orkney.
- Curriculum Areas hold advisory group meetings to which employers are invited to discuss curriculum offering and industry needs. Employers support the College in a number of ways, offering work placements and sponsoring prizes at the annual graduation and awards ceremony.
- The further education curriculum is changing as more Modern apprenticeships are created and the introduction of Foundation Apprenticeships becomes familiar.
- Curriculum planning for the senior phase offering (embraced within the 'Orkney Offer') is jointly reviewed and planned in conjunction with curriculum teams and senior managers in all secondary schools.
- A high proportion of FE students undertake vocational courses including modern apprenticeships, dedicated employability programmes and employability skills are incorporated in to programme design, including for example Pathways to Progression students engaging annually in the 'Young Enterprise' programme.
- An increasing number of students on full-time programmes undertake work experience and the College, working with DYW is leading on the management of work experience opportunities available across secondary and tertiary sectors in Orkney.
- Curriculum teams have a good understanding of their programme portfolios and issues which impact on learner retention, attainment and achievement.

- The Orkney Islands Skills Investment Plan was published in January 2017. Currently Orkney has a population of 21,670, with 9.5% aged between 16-24, and an unemployment rate of 0.8 %. This plan is key to ensuring the needs of employers in Orkney are being met and is a key document in relation to College curriculum planning.
- Curriculum teams working with industry partners in new areas of new development have been sector leading e.g. the Maritime Studies department developed recognised hydrogen training for all those employees working on internal ferries, in response to the development of hydrogen from wind farm production. The hydrogen will be used to power new ferries, but initially used to generate electricity to reduce harbour running costs.

Areas for development

- To increase the percentage of students undertaking STEM courses, within the limits of Credit funding made available. Expand the range of engineering courses available, building on the Skills for Work Programme in this area
- Work collaboratively with schools, DYW Orkney and employers to increase the number of students undertaking Foundation Apprenticeships.
- Ensure the embedding of 'career management skills' and 'work placement standards for colleges' within programmes for full-time students

Quality Indicator 2.3 - Learning, teaching and assessment

Areas of positive practice

- The College continues to perform above the National Sector KPI data in terms of successful retention, achievement, and attainment for almost all part-time (94% in 2017-18) and full time (76% in 2017/18) FE provision. [Scotland part-time attainment 77.1% in 2017/18 and full-time attainment 65.3% in 2016-17]
- These Orkney College performance levels have been consistently above the National KPI's for the past three years.
- College staff are committed to reflect and improve all their classroom activities, this is well evidenced, through their reflective dialogues, self-evaluation activities and student engagement.
- The College makes an important contribution towards the 'Orkney Offer' working closely with the senior secondary schools and junior high schools. In 2017/18, 80% of Senior Phase enrolled students achieved a recognised qualification compared with 63.1% for Scotland as a whole in 2016/17.
- Curriculum teams analyse their data carefully and implement strategies for improvement in-year.
- Through strengthening of the students' association, HISA, and training of Course Reps, students are empowered to work with staff to become more involved in effectively planning their learning, supported well by curriculum teams.
- Feedback from learners on their learning experiences is evaluative and constructive.
- The open door nature of the College reinforces the quality of teaching and learning, evidenced through peer observation and team teaching.

- Staff use a range of methods in supporting learners, but feedback and feedforward are prominent.
- Staff make good use of digital technologies to support learning.
- The student progression record requires input from learners, staff and employers; this acts as a catalyst for self-improvement.
- All learners are prepared well for summative assessment with formative assessment and peer review being well embedded.
- The integration of subject teachers from within local schools into advisory boards, working with student teachers and ultimately school staff seeking opportunities to learn within the College e.g. Technological Education staff working on lathes , band saws etc. are key to the close partnership working which exists.

Area for development

- Further develop the observation of learning and teaching as a means of developing reflective practice. Engage with and support the emerging UHI model of classroom observation.

Quality Indicator 2.4 - Services to support learning

Areas of positive practice

- The College has well developed coherent services to support all learners, including those who require additional support, hardship funds etc. the close working of the support staff and the academic staff is a significant strength to ensuring all learners access the relevant support services.
- Front line staff, including lecturers, all provide learner guidance, this ethos of 'we are all responsible' prevails throughout the College, resulting in a nurturing, caring environment.
- The student engagement officer is proactive in organising social media news feeds, planning public events, and working closely with the student association has been key to increasing the public awareness of the College in the community.
- The student progress report, which is discussed individually with all learners three times per year, assists learners to plan goals and to identify their way forward.
- Staff make effective use of Skills Develop Scotland careers advisors to ensure all learners have clear pathways for progression whether into employment or further and/or higher education.
- College staff are acutely aware of the current environment in Orkney as regards to issues surrounding Mental Health and Young people. The front line guidance provided by staff is key to ensuring the best possible outcomes for all our learners.
- The self-evaluation process of the College engages all learners in contributing to the College agenda for improvement.
- The sustained drive for improvement by the Inclusive practice Curriculum leader has had a significant impact in ensuring all learners are fully aware of all the support within the College which is readily available.

- The College liaises closely with secondary schools and junior high schools ahead of student transitions each year to ensure that support needs are identified and arrangements put in place from the outset of time in College.
- All student applications are monitored for declarations of any support needs and students choosing to declare that they are care experienced are offered contact by a senior manager who ensures that corporate parenting arrangements are available. In 2017/18, 73% of care experienced students achieved a recognised qualification, compared with 62.4% in Scotland as a whole in 2016/17. The attainment rate for care experienced students in Orkney in 2016/17 was 78.4%, but the drop in 2017/18 is not regarded as statistically significant because of the relatively small numbers of students involved.
- Where an issue of great concern regarding a young person's wellbeing has been raised then, Educational Psychologists, medical professionals, parents and guidance staff in schools working together and sharing information with College staff to ensure all young people, regardless of which education institution they are aligned to, have appropriate support in place, has been significantly successful.

6. Leadership and quality culture

How good is our leadership and approach to improvement?

Quality Indicator 1.1 - Governance and leadership of change

Areas of positive practice

- The College Management Council is engaged in the strategic planning of the College, and staff at all levels are engaged in the operational planning of the College.
- The Executive Director of Education, Leisure and Housing within Orkney Islands Council adopts a very proactive stance in relation to the College and its role within the Community.
- The College Senior Management team have effective engagement with senior staff across the College ensuring they are included in both operational and relevant strategic planning.
- The Principal attends all class representation meetings, ensuring the student voice is heard and acted upon.
- The College Management Council were closely involved in the review and rewriting of the College Strategic Plan for the period 2018 – 2021.
- Through two workshop sessions the College Management Council completed a self-evaluation of their effectiveness in 2017/18 which attracted a high level of engagement by members. This resulted in an action plan for development in the coming year.
- Whilst the College has performed consistently well in terms of student attainment regular review of performance at individual course level helps to reduce the risk of complacency. Course teams and line managers review attainment against benchmarks and previous year performance and where necessary seek to identify the cause of any reduced enrolment numbers, retention or achievement. This then informs actions for improvement.

- The College hosts DYW Orkney and there is widespread support within the College, Education Authority and business community to improving the work readiness of students attending college. The College's strategic and operational plans reflect the priorities set by DYW.
- The College recognises the relatively small percentage of students enrolled on STEM courses. Within the limits of the Credit funding available new programmes in engineering are being developed to help redress the balance.
- College Management Council members demonstrated a high level of engagement in the self-evaluation process. This resulted in an action plan for development in the coming year.
- DYW Orkney is hosted by the College. DYW Orkney has rapidly developed over the last year to provide a strong interface between learners in Orkney and employers. The DYW Board has a diverse employer lead membership and is working well to improve work experience opportunities, support the development of employability skills and enhance careers education.

Areas for development

- Work to ensure that students are able to become full voting members of the College Management Council in line with the 'Code for Good Governance of Scotland's Colleges'.
- Increase the number of college opportunities for students to study STEM subjects.

Quality Indicator 1.4 - Leadership of evaluation leading to improvement

Areas of positive practice

- The College continues to perform above the National Sector Key Performance Indicator (KPI) data in terms of successful retention, achievement, and attainment for almost all part time and full time FE provision.
- Curriculum teams have a good understanding of their programme portfolios and issues which impact on learner retention, attainment and achievement.
- Curriculum teams and learners engage in course evaluation and department self-evaluation, which result in clear action plans for improvement.
- Learners and staff are fully engaged in a variety of methodologies which are applied and analysed in real time, rather than at the end of a course.
- Curriculum teams engage in professional dialogue within and across curricular areas in order to enhance practice and create stimulating learning.
- Learners were instrumental in the further contextualisation of the essential skills within their chosen subject areas.
- The Student class representatives were highly successful in engaging staff in improving the outcomes for all learners by further developing the whole College ethos of inclusion, this was evident by the increased number of joint events held throughout the year.
- All departments can provide examples of where the student voice has had a positive impact on curriculum delivery or approaches to assessment e.g. in care department

students worked with staff to redesign the tracking of the mandatory units within the Care higher.

- An example of learners leading their own learning in Hospitality stems from the learners at the start of their academic year planning the sequence of their professional cookery and hospitality service to match Curriculum for Excellence outcomes. This also involves decision making in terms of restaurant service, projects, planned visits etc.
- A subsequent example from Construction where learners supported the restoration of HMS Tern, a WW2 airfield, by planning, constructing and fitting the windows and doors of the existing WW2 fire station.
- Another example from Business Studies where the office Administration students plan their entire curriculum around the creation and operation of an enterprise company. This requires cross curriculum close working involving staff from a number of departments to support the creative and innovative approaches required to sustain this.
- Managers work very closely with school head teachers and the Education Authority to promote the 'Orkney Offer', which is challenging the conventional choices made by learners in the senior phase to consider more vocationally focussed study for at least part of their option choices

Areas for development

- Improve the rigour at individual subject area of some self-evaluation reporting and action planning.
- In April 2018 a long standing Assistant Principal retired and in December 2018 the Principal is due to retire. Plans have been put in place to manage these transitions with a new Assistant principal started in October and principal designate appointed in August. Work is ongoing to manage this succession planning.

7. Capacity for Improvement

The College has the capacity to improve during 2018/19 due to the internal processes it currently has in place. Learners are achieving well, staff are highly motivated and are fully engaged in the agenda for improvement. Learners are also fully engaged in the agenda for improvement and staff pro-actively seek their feedback and act upon it. The three year attainment trend data suggests there is a high degree of security of performance and consistency in terms of how the College operates.

The College has yet to formalise a 'challenge' board, and although not a requirement the college recognises the value of having rigorous robust discussions in relation to its self-evaluation. The EREP has been reviewed by the College Management Council Quality Group and it will be reviewed through the UHI Quality Forum. The College will align its future monitoring and challenge arrangements in keeping with the regional view of this. Others within the Community, from schools and the university could be co-opted for the purpose of the, "Challenge board", locally their extensive experience both with the public and private

sector of quality standards and their application, would provide the necessary rigour in the determination of how well the College is continuing to performing.

Externally the challenges around funding continue to be the greatest risk to sustained improvement. Small class sizes due to the current population of the islands, and the possible increase in costs may cause significant financial risk going forwards, this would inevitably impact on the curriculum on offer.

The appointment of a new Assistant Principal in October 2018 and new Principal due to start in January 2019 provide new opportunities for the College to develop further.

8. Grades

Key principle	Grade
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners? · 3.1 Wellbeing, equality and inclusion · 3.2 Equity, attainment and achievement for all learners	Very Good
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? · 2.2 Curriculum · 2.3 Learning, teaching and assessment · 2.4 Services to support learning	Very Good
Leadership and quality culture: How good is our leadership and approach to improvement? · 1.1 Governance and leadership of change · 1.4 Evaluation leading to improvement	Very Good

9. Orkney College UHI Enhancement Plan.

This section details actions for Improvement arising from the College Evaluative Report. For each identified area of development in section four to six of this report, one or more priority actions to achieve improvement have been identified. The action plan is a three year rolling plan for the period 2018/19 to 20220/21 and will be updated annually. An update on the actions arising from the 2017 Evaluative Report and Enhancement Plan is attached as **Appendix 4**. The majority of these actions were completed, but where not they have been carried over to the 2018/19 Enhancement Plan.

The main areas for development arising from the 2017/18 Evaluative Report are as follows.

Rolling action Plan for priority developments 2018/19 to 2020/21

Outstanding actions from 2017			
Action	Timescale	Responsibility	Intended Outcome
• Introduction of Foundation Apprenticeships	August 2017	Assistant Principals & CLs	Agree and promote seven new FA's for 2018/19
• Increase ownership of learning	Aug 2018/Mar 2019	All teaching staff	Feedback from staff on examples of enhanced practice
• Embedding of Career Standards in taught programmes	August 2018	All teaching staff	Staff development undertaken and evidence of CS in taught programmes
• Observation of teaching practice, using cross departmental observation to be further embedded	August 2018	Curriculum Leaders	Enhanced formative learning and teaching observations

New Actions for 2018/19 to 2020/21 Rolling action Plan			
3.1a Further raise student awareness of support available to those experiencing mental health issues.			
Action	Timescale	Responsibly	Intended Outcome
Promote to all students services available to support mental health	August 2019	Assistant Principal	All students are made aware of college and external support services for mental health concerns.
3.1b Accommodation for young people from the outer islands wishing to attend College during the week is a challenge..			
Action	Timescale	Responsibly	Intended Outcome
Explore further opportunities regarding	August 2019 August 2020	Principal	Enhanced accommodation opportunities for students from the outer isles

accommodation for students from the outer islands attending college in Kirkwall / Stromness			
3.2a Work with other UHI partners to deliver the Regional strategy for enhancement of further education attainment (See Appendix 2)			
Action	Timescale	Responsibly	Intended Outcome
Work with other UHI academic partners to deliver the Regional Strategy for Enhancement of Further Education Attainment	Aug 2019 to Aug 2012	Principal and CMT	To engage proactively in the Regional strategy for enhancement of attainment. N.B. where OC attainment already exceeds the Regional target then minimum target for OC will be to maintain position but with aim of at least 1% increase. N.B. Small numbers of students at OC inevitably mean fluctuations from year to year so 3 year trend data will be scrutinised.
2.2a To increase the percentage of students undertaking STEM courses, within the limits of Credit funding made available. Expand the range of engineering courses available, building on the Skills for Work Programme in this area			
Action	Timescale	Responsibly	Intended Outcome
Incrementally and in consultation with employers introduce a wider range of engineering courses	Aug 2019 Aug 2020 Aug 2021	Assistant principal and Curriculum Leader in Maritime Studies and Engineering	Increased STEM activity in engineering subjects relevant to local employment opportunities and HE progression. i.e. Marine, Renewables – Hydrogen
2.2b Work collaboratively with schools, DYW Orkney and employers to increase the number of students undertaking Foundation Apprenticeships			
Action	Timescale	Responsibly	Intended Outcome
Distribute widely videos produced by the College / DYW promoting Foundation and Modern Apprenticeships	Dec 2018	Student Engagement Officer	DYW and the College have developed a number of video clips to promote Foundation and Modern Apprenticeships using Orkney case studies – Aim is to make these available widely through schools and social media.
Develop a publicity / engagement plan to raise profile of Foundation Apprenticeships	Dec 2018	Assistant Principal	Plan of action to promote Foundation Apprenticeships further especially to parents/carers who are least well informed of the benefits / opportunities
Increase the number of Foundation	August 2019 (increase	Assistant Principals and	Increased take up of Foundation Apprenticeship places as part of the

Apprenticeships provided to five, with a target of 20 students	target by 10 for 2020)	Curriculum Leaders	Orkney Offer / Senior Phase.
2.2c Ensure the embedding of 'career management skills' and 'work placement standards for colleges' within programmes for full-time students			
Action	Timescale	Responsibly	Intended Outcome
Expand the development of career management skills all students on full-time FE courses, through sharing of good practice by those already delivering this	August 2019	Assistant Principals and Curriculum Leaders	Career management skills development is embedded in all full-time FE courses.
Work with DYW Orkney to ensure that the 'Work Placement Standards for Colleges' are adopted for all FE students undertaking work placements	December 2020	Assistant Principals and Curriculum Leaders	Students undertaking work experience undertake these within the framework of work placement standards for colleges.
2.3a Further develop the observation of learning and teaching as a means of developing reflective practice. Engage with and support the emerging UHI model of classroom observation.			
Action	Timescale	Responsibly	Intended Outcome
Build on peer observation of learning and teaching by establishing a college and UHI wide approach	Phased introduction Aug 2019 and Aug 2020	Assistant Principal, Learning & Teaching	The UHI Quality Group is working on the development of a partner wide approach to formative observation of learning and teaching. OC is committed to being part of this project.
1.1a Work to ensure that students are able to become full voting members of the College Management Council in line with the 'Code for Good Governance of Scotland's Colleges'.			
Action	Timescale	Responsibly	Intended Outcome
Committee report to Orkney Islands Council proposing amendment to College Management Council constitution	College Management Council Nov 2018 Policy & Resources Committee Feb 2019	Principal	Students should be full voting members of the College Management council. By taking this through the Council committees noted it is expected that this can be achieved early in 2019

1.1b Increase the number of college opportunities for students to study STEM subjects.			
Action	Timescale	Responsibly	Intended Outcome
Incrementally and in consultation with employers introduce a wider range of engineering courses	Aug 2019 Aug 2020 Aug 2021	Assistant principal and Curriculum Leader in Maritime Studies and Engineering	Increased STEM activity in engineering subjects relevant to local employment opportunities and HE progression. i.e. Marine, Renewables – Hydrogen
1.4a Improve the rigour at individual subject area of some self-evaluation reporting and action planning.			
Action	Timescale	Responsibly	Intended Outcome
Use new SFC course level PI tool to make benchmarking data available to all course teams. (Staff development in use of tool for CLs)	Aug 2019	Principal and Curriculum Leaders	SFC PI analysis tool allows improved benchmarking and analysis (only downside at present is the delay after the year end before this information is made available). Improved trend analysis by course teams and enhanced monitoring by managers.
Further staff development to achieve consistent standard of reflection and evaluation across all curriculum areas	Aug 2019 and Aug 2020	Principal	Most staff engage reflectively in course evaluation and work well to engage students in planning learning. There is still capacity however to achieve a higher level of consistency and effectiveness through focussed staff development.
1.4b In April 2018 a long standing Assistant Principal retired and in December 2018 the Principal is due to retire. Plans have been put in place to manage these transitions with a new Assistant principal started in October and principal designate appointed in August. Work is ongoing to manage this succession planning.			
Action	Timescale	Responsibly	Intended Outcome
Review responsibilities of the new senior management team	Dec 2018	Principal, Principal designate and CMT	Ensure that best use is made of the experience and skills of the existing and new senior staff to ensure a smooth transition and enhanced effectiveness going forward.
Organise transition events for new senior staff	Oct 2018 Nov 2018 Dec 2018 Jan 2019	Principal and Principal designate	Transition events taking place with new and existing staff between Oct 2018 and Jan 2019 to ensure smooth handover of roles. New Principal to take on Quality lead to ensure this remains at the heart of the workings of the College.

10. Arrangements for monitoring implementation of Enhancement Plan.

- The report and its planned actions will be presented to the College Management Council Sub-committee (CMC) who will require an annual update on the progress made toward achieving any planned action.
- The report and resulting actions will also be a standing item on the College Management Team (CMT) agenda and will be monitored biannually.
- The Orkney College UHI Learning Teaching Quality Committee (LTQC) will review this report on a biannual basis in order to monitor the progress being achieved.
- The report and its planned actions will be monitored by the Senior Staff Further Education Committee.
- Progress against local enhancement actions and the Regional Strategy for Enhancement of Further Education Attainment will be monitored by the UHI Senior Managers Curriculum Team (SMCT) and reported to the Further Education Regional board (FERB).

Appendix 1

Evidence Base

In this Evaluative Report the SFC requested colleges to focus on a limited number of the quality indicators. In practice the College quality and enhancement procedures cover all of the quality indicators and themes. A broad range of evidence is collected and evaluative processes undertaken. These are listed below.

Quality Indicator	Themes	Evidence
1.1 Governance and leadership of change	<ul style="list-style-type: none"> • Governance and leadership • Developing a shared vision, values and aims • Planning for continuous improvement 	<ul style="list-style-type: none"> • Strategic and Operational planning • Minutes of CMC • Minutes of CMC Quality Group • Minutes of LTQC • Dept. action plans for improvement • Dept. & Course SED's
1.2 Leadership of learning and teaching	<ul style="list-style-type: none"> • Leadership for learning and teaching • Leadership of staff • Career Long Professional Learning (CLPL) • Learners leading learning 	<ul style="list-style-type: none"> • Practice & pedagogy • Staff development strategy • 90% lecturing staff hold teaching qualification • Professional dialogues • PDR system • Stop Start Continue • Learning & Teaching Strategy • CPD Strategy • PDR system linked to L& T strategy • 98% of staff teaching further education have achieved relevant teaching qualifications.
1.3 Leadership of services to support learning	<ul style="list-style-type: none"> • Leadership of staff • Account of current and projected needs of learners • Internal arrangements for delivery of services to support learning • Career Long Professional Learning (CLPL) • Partnerships with 	<ul style="list-style-type: none"> • Partnership working with SDS • Opportunities for All group • Support staff self-evaluations • Learning Support procedures • CPD strategy • Planning and delivery of legislative training jointly with OIC

	other agencies	
1.4 Evaluation leading to improvement	<ul style="list-style-type: none"> • Analysis and evaluation • Collaborative approaches to evaluation and data sharing • Impact on learners success and achievements 	<ul style="list-style-type: none"> • Course reports • Departmental self-evaluation • Stop Start Continue • Curriculum evaluation • MIS staff included in committees • Support staff self-evaluation
2.1 Safeguarding	<ul style="list-style-type: none"> • Arrangements for safe-guarding 	<ul style="list-style-type: none"> • All policies in place • Records kept systematically • Majority of current Staff undertaken Corporate parenting , PREVENT & WRAP
2.2 Curriculum	<ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 	<ul style="list-style-type: none"> • Learners with work experience • Learners progressions to work, training, or learning • Embedding of Skills for LLW • Clear progression routes • Joint Curriculum planning • Local Skills Investment Plan
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Use of assessment • Evaluation of the learner experience 	<ul style="list-style-type: none"> • Peer observation • Learners engaged in the QE process through Stop Start Continue & committee/ course members • Learner evaluations • Learner progress reports • Curriculum evaluations • Practice & Pedagogy sessions • Course team minutes • EV Reports
2.4 Services to Support Learning	<ul style="list-style-type: none"> • Management of services to support learning • Services which contribute towards attainment, achievement and progression • Services which contribute to 	<ul style="list-style-type: none"> • HISA • Student reps • KPI data • Front line guidance • Learner support plans • Evidence of hardship, child care funding etc. • Learner progress records • Self-evaluation of L& T and services • Student surveys

	<ul style="list-style-type: none"> • progression to a positive destination 	<ul style="list-style-type: none"> • Staff working with external agencies i.e Y People, OCAS, SDS & Job Centre+
2.5 Transitions	<ul style="list-style-type: none"> • Collaborative planning and delivery • Arrangements to support learners 	<ul style="list-style-type: none"> • School /College Liaison • Orkney offer • Student support system • Working with SDS • Front line guidance
2.6 Partnerships	<ul style="list-style-type: none"> • Strategic links • Collaborative arrangements to support learning 	<ul style="list-style-type: none"> • CPP • Orkney Offer • Senior Phase • Advisory groups minutes • YES Strategy group OIC • Key stakeholder group meetings e.g. NHS, OCTG • Department minutes of employer engagement • DYW minutes • Orkney Offer minutes
3.1 Wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Minutes Access & Inclusion Committee • Attendance at legislative training records • College news items, relating to MH events • Equality Impact assessments
3.2 Equity, attainment and achievement for all learners	<ul style="list-style-type: none"> • Learner success over time • Essential skills including skills for life and work • Equity for all learners 	<ul style="list-style-type: none"> • KPI data • Essential skills data • College news items

Appendix 2.

Full Outcome Agreement Data

A set of national measures of performance have been identified by the Scottish Funding Council and are included in the 'Outcome Agreement' for each college. The following shows the detailed achievement of Orkney College UHI further education students compared with the Scotland average. The full set of national measures is included as Appendix 2 to this report.

Outcome Agreement Data sources:

- 2014-15 to 2016-17: Scottish Funding Council
- 2017-18: Internal data from the Highlands and Islands region

SFC reporting guidelines are that proportions for cohorts of fewer than 25 students are not counted, however as Orkney College UHI is a very small college this would result in many blank entries. In some cases small cohort data is included but comes with the health warning that undertaking trend analysis can be difficult due to statistical fluctuations.

Relevant SFC Outcome Measure	Orkney College				Scotland
	2014-15	2015-16	2016-17	2017-18	2016-17
1(a) The volume of Credits delivered					
The volume of Credits delivered (core)	See Note 1	3,914	3,707	3,448	1,699,760
Core Credits target (college)	See Note 1	3,622	3,675	3,622	1,691,359
% towards core Credits target (college)	See Note 1	108.1%	100.9%	95%	100.5%
The volume of Credits delivered (ESF)	0	0	337	155	62,272
The volume of Credits delivered (core + ESF)	3,984	3,914	4,044	3,603	1,762,032
The proportion of Credits delivered to full-time learners					
Proportion of Credits delivered to full-time learners	31.6%	45.7%	48.2%	32.64%	73.3%
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24					
Proportion of Credits delivered to learners aged 16-19	43.5%	44.9%	40.7%	41.8%	46.6%
Proportion of Credits delivered to learners aged 20-24	16.1%	16.9%	14.2%	14.1%	21.5%
Proportion of Credits delivered to full-time learners aged 16-19	76.9%	67.8%	60.7%	59.7%	51.6%
Proportion of Credits delivered to full-time learners aged 20-24	18.9%	20.3%	20.0%	20.2%	22.7%
1(c) Proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Proportion of Credits delivered to learners in the most deprived 10%	0.0%	0.0%	0.0%	0.03%	17.2%

postcode areas					
1(d) Proportion of Credits relating to learners from different protected characteristic groups and care leavers	2014-15	2015-16	2016-17	2017-18	2016-17
Gender -					
Proportion of Credits delivered to Male learners	50.6%	51.7%	43.6%	50.7%	48.6%
Proportion of Credits delivered to Female learners	49.4%	48.3%	56.0%	49.2%	51.3%
Proportion of Credits delivered to Other learners	0.00%	0.00%	0.40%	0.00%	0.08%
Ethnicity -					
Proportion of Credits delivered to BME learners	0.9%	1.2%	0.9%	0.9%	6.4%
Disability -					
Proportion of Credits delivered to students with a known disability	19.4%	20.1%	24.1%	24.2%	17.1%
Care Experience -					
Proportion of Credits delivered to students with Care Experience	0.15%	0.82%	1.53%	0.98%	1.57%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2014-15	2015-16	2016-17	2017-18	2016-17
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.0%	0.0%	3.3%	4.6%	1.4%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2014-15	2015-16	2016-17	2017-18	2016-17
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	10.5%	8.8%	14.1%	18.6%	5.0%
3. Proportion of Credits delivered to learners enrolled on STEM courses	2014-15	2015-16	2016-17	2017-18	2016-17
Proportion of Credits delivered to learners enrolled on STEM courses	11.2%	12.3%	8.7%	13.6%	24.8%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	2014-15	2015-16	2016-17	2017-18	2016-17
The percentage of FT FE enrolled students achieving a recognised qualification	71.4%	74.3%	78.7%	76%	65.3%
The percentage of PT FE enrolled students achieving a recognised	95.9%	95.1%	95.0%	94%	77.1%

qualification					
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	-	-	-	-	62.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	100.0%	100.0%	-	100%	73.8%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	73.3%	71.9%	80.0%	80%	64.3%
The percentage of Disabled PT FE enrolled students achieving a recognised qualification	93.8%	90.7%	89.2%	88%	71.5%
The percentage of BME FT FE enrolled students achieving a recognised qualification	100%	50%	50%	-	66.4%
The percentage of BME PT FE enrolled students achieving a recognised qualification	76%	95.7%	70.8%	100%	78.8%
The percentage of Price Group 5 FT FE enrolled students achieving a recognised qualification	78.6%	86.7%	76.9%	100%	76.7%
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	-	100%	100%	-	78.0%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	2014-15	2015-16	2016-17	2017-18	2016-17
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	-	-	-	-	56.8%
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	-	-	83.1%	80%	63.1%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification	2014-15	2015-16	2016-17	2017-18	2016-17
The percentage of CE FT FE enrolled students achieving a recognised qualification	-	100.0%	66.7%	-	52.5%
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	71.2%	76.4%	78.4%	73%	62.4%
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	2014-15	2015-16	2016-17	2017-18	2016-17

Total number of full-time learners	78	109	122	74	86,793
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	0	16	23	12	15,932
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	0.0%	14.7%	18.9%	16.2%	18.4%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	2014-15	2015-16	2016-17	2017-18	2016-17
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	45	57	0		
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.7%	98.3%	-	%	
9. The percentage of students overall, satisfied with their college experience (SSES survey)	2014-15	2015-16	2016-17	2017-18	2016-17
Full-time FE	-	92.7%	97.7%	100%	
Part-time FE	-	95.0%	100.0%	%	
Distance/ flexible FE	-	-	-	-	

Note 1: Credits targets introduced in 2015-16

Appendix 3.

Regional Strategy for Enhancement of Further Education Attainment

Orkney College UHI is an assigned college to the University of the Highlands and Islands and as such the academic partners are collaborating to take forward improved student attainment and further enhancement of provision across the Highlands and Islands. Through the UHI Quality Forum the partnership has developed the following strategy to implement across UHI. In some cases attainment levels at Orkney College UHI may already exceed the targets set within this strategy. In those case the local target will be to at least match that target and where possible improve performance over the previous years. It should be noted however that with relatively small student number cohorts in Orkney there can be fluctuations in attainment level from year to year that the product of statistical fluctuations rather than trends.

Context Statement

This strategy aims to drive improvement in levels of attainment in further education across the UHI partnership. It has been developed in response to a regional and national focus on a need for equity in access to post-compulsory education opportunities, improved attainment for all and improved life chances for disadvantaged groups.

The Scottish Government has made education and improved educational outcomes a key priority and central measure of success, highlighting the links between these and economic development, social challenge and to issues of equity, fairness and morality. In this context, the National Improvement Framework for Scottish Education¹ heralds a step change for schools, empowering school leaders but also establishing mechanisms for greater collaboration in both raising attainment overall and closing the attainment gap that persists between mainstream students and those with protected characteristics.

In the April 2018 Ministerial Letter of Guidance to the Chair of the Scottish Funding Council², The Minister for Further Education, Higher Education and Science established the expectation that the 'intensification' of ambition within colleges' and universities' outcome agreements would continue providing a 'clearer line of sight between Scottish Government investment and the delivery of desired outcomes'. Within this communication, the Minister specifies the need for colleges and universities to focus on equity, responding to the recommendation of the commission on widening access and addressing the needs of disadvantaged groups.

In line with this Government agenda, the Scottish Funding Council employs a range of national measures to assess progress at a regional and national level. UHI's performance

¹ 2018 National Improvement Framework and Improvement Plan, Scottish Government, <http://www.gov.scot/Publications/2017/12/2207/2>

² 2018 Scottish Funding Council – Letter of Guidance 2018-19 file:///C:/Users/EO04dr/AppData/Local/Microsoft/Windows/INetCache/IE/2EG7BOKE/SFC_letter_of_guidance_2018-19.pdf

against these further education national measures is strong overall. The region, for instance, exceeds national benchmarks for attainment, such as successful completion rates for further education full-time and part-time students. This overall, regional level of success however masks local variation in performance.

The region has a track record of success in recruiting students from disadvantaged groups, such as care experienced young people. However, national performance measures highlight the attainment gap between disadvantaged groups and mainstream students and regionally, students residing in the 10% most deprived postcode (SIMD 10) zones as well as care experienced young people, tend to be less successful than mainstream students, with an attainment gap that is greater than the national average.

The University of the Highlands and Islands partnership has committed to work collaboratively to enhance attainment in further education, drawing on the strengths of each academic partner to inform practice across the region.

This strategy has three key aims:

- To improve student attainment rates overall, in academic partner colleges and in specific subject areas where student success is below the regional and national benchmarks;
- To improve student attainment rates for care experienced young people;
- To improve student attainment rates for students residing in SIMD10 post code zones.

Strategic Aim One

To raise attainment for students on full-time further education programmes to a minimum of 70% overall, with attainment at academic partner and subject level exceeding national benchmarks and demonstrating continued improvement thereafter.

Objectives

1a. To implement a regional annual quality review process of key quality performance indicators including:

- National and regional attainment benchmarks and priorities
- Subject/programme overall and partial attainment rates
- Retention, early withdrawal and withdrawal rates
- Attainment rates for specific learner groups
- Student satisfaction

1b. To analyse available trend data over a rolling period of three years to identify subject areas and programmes for development, focussing on subject areas with the greatest percentage of overall enrolments (and therefore credits) and/or priority industry sectors, and within these categories:

- Subject areas with attainment below 70% or subject benchmark

- Programmes with attainment below 70% or subject benchmark

1c. To provide targeted regional and local support and intervention to effect impactful action planning to raise attainment through:

- Identification and transfer of good practice from within and beyond the region
- Deployment of regional skills and expertise (including Associate Assessors, Quality Managers, Curriculum Managers, Delivery Teams)
- Development of agreed frameworks for improvement
- Local and regional monitoring of progress against agreed milestones

Strategic Aim Two

To reduce the attainment gap between care-experienced students and the overall student body to improve the life-chances of this disadvantaged group.

Objectives

2a. To create a learning environment in which care experienced young people can thrive by:

- Ensuring that all staff within the partnership understand their responsibilities in supporting care-experienced young people
- Engaging staff in development opportunities that build on the mandatory corporate parenting training
- Developing effective relationships between all academic partners and statutory and non-statutory bodies that provide support for young people in care and care leavers
- Establishing accessible referral services for care experienced learners

2b. To provide effective support to help care-experienced young people to transition onto the right course at the right level at the right time by:

- Working with external agencies and partner organisations to encourage pre-entry declaration of care-experienced status
- Effectively publicising the support each academic partner provides to care-experienced young people
- Providing clear and informative information regarding course content and progression routes, student financial support and other support services available
- Identifying a designated member of staff to act as a key point of contact and advocate for care experienced students during the period of transition and beyond

2c. To enable care experienced students to succeed by:

- Providing repeated opportunities to confidentially declare care experienced status at:
 - Application
 - Enrolment
 - Induction

- On-course guidance meetings
- Providing appropriate and necessary flexibility in arrangements for learning, teaching and assessment
- Monitoring the attendance and progress of care experienced students, providing additional intervention and support as required
- Working with care experienced students to support progression to further study and/or relevant employment and career development

Strategic Aim Three

To reduce the attainment gap for students residing in SIMD 10 post-code zones to improve the life-chances of this disadvantaged group.

Objectives

3a. To improve marketing of courses to schools and communities residing within SIMD 10 post-code zones by:

- Providing experiences for young people in early secondary years that develop an insight into post-compulsory education opportunities and an appetite to engage
- Working with community groups to remove real and perceived barriers to further and higher education opportunities
- Working with relevant school staff to raise awareness of locally available routes through further and higher education to rewarding careers
- Working with parents of young people in SIMD 10 post-code zones to develop further and higher education aspirations

3b. To improve transitions for young people from SIMD10 post-code zones, increasing conversion from application to enrolment and reducing early withdrawal rates by:

- Providing opportunities to blur the boundaries between school and further/higher education
- Providing taster experiences that give greater insight into course content, delivery methodology and the reality of future jobs and careers
- To provide early on-course support to address any unexpected academic or pastoral difficulties
- To simplify student support funding information and application processes

3c. To reduce withdrawal rates and enhance attainment rates for student residing in SIMD 10 post-code zones by:

- Providing opportunities to experience post course progression routes through work experience and interaction with more advanced classes
- Providing mentoring support from successful students who have overcome similar challenges
- Providing accessible and flexible support services

- Employing intervention actions informed by student engagement monitoring processes

Measuring Success

The impact of this strategy will be measured regionally and locally, making use of established structures and reporting mechanisms to do so. SMCT will provide regional oversight of strategy implementation, set annual targets and strategically deploy agreed regional resources.. Outcomes will be reported in the form of Regional Outcome Agreement Progress Reports to Partnership Council and FERB.

Locally, each academic partner will ensure that regionally-set targets are incorporated into local reporting, including but not restricted to the partner's Evaluative Report and Action Plan produced annually.

Regional Planning and Monitoring

The Quality forum will monitor regional actions and outcomes and will produce an annual report analysing performance indicator trend data. The analysis will identify subjects and programmes to be prioritised for improvement action planning. This annual report will provide recommendations to SMCT.

Subsequent to SMCT approval, development teams for each identified subject area will be formed, chaired by either a senior manager or quality manager from the partnership. These groups will include staff (e.g. programme leaders, lecturers and support staff) who will work with the Chair of the group to develop an improvement action plan.

Improvement planning in general will also be informed by a programme of cross curricula CPD events and the harmonisation of FE quality arrangements, including peer review, evaluation of learning and teaching, professional discussion opportunities, production of good practice registers and materials accessible by all partners and deployment of Associate Assessors as 'critical friends'.

Progress reports against agreed milestones will be developed by regional development teams on a quarterly basis to be considered by the Quality Forum and SMCT.

Appendix 4.

Actions relevant to priority developments 2017/18 – Update

The enhancement actions plan from the last EREP is reproduced below with an update on progress. Actions not completed of ‘in progress’ in 2017/18 have been carried over in to the rolling Enhancement Plan for 2018/19 to 2020/21 as detailed in Section 9 of this document.

Priority 1				
Action	Timescale	Responsibility	Intended Outcome	Update
<ul style="list-style-type: none"> Thursdays and Fridays as main days for school pupils to partake of college provision. 	August 2017	Assistant Principal	Agree and circulate new timetable for 2018/19	Implemented and operating well in 2018/19
<ul style="list-style-type: none"> Introduction of Foundation Apprenticeships 	August 2017	Assistant Principals & Curriculum Leaders	Agree and promote seven new FA's for 2018/19	Seven FAs promoted to schools but just two taken up by students in 2018/19. After consultation with schools revised offer of 4 FAs for 2019/20.
<ul style="list-style-type: none"> Attendance at all Senior Phase parents evenings and Career Fairs 	Aug 17- May 18	Student Engagement Officer	E K to attend all sessions, data to be collated	All SP parents' evenings attended & further promotion.
<ul style="list-style-type: none"> Data base on external partnerships , more fully developed and shared more widely 	August 2018	Assistant Principal	Task for new DYW admin team, circulate to schools, consider the SDS, CMR.	Database under development – contacting all partners to ensure compliant with GDPR.
<ul style="list-style-type: none"> Appoint DYW Officer & Admin MA 	Sept 2017	Principal & DYW Chair	Take up pose Dec 2017	Both staff appointed and working DYW Board developed momentum.
<ul style="list-style-type: none"> Promoting examples of good practice in inclusion and 	July 2018	Assistant Principal	Highlight in College News and on social media	Practice and Pedagogy sessions organised.

equality				
<ul style="list-style-type: none"> Further events to support students and staff mental health 	July 2018	Assistant Principal	Events planned throughout 2017/18	Ongoing monitoring of any mental health issues and support provided to individuals.
Priority 2				
Action	Timescale	Responsibly	Intended Outcome	Update
<ul style="list-style-type: none"> Increase student rep attendance 	Aug 2018/Mar 2019	Student Engagement Officer	Student rep meetings throughout 2017/18, data collected	Meetings taking place regularly, attended by senior staff.
<ul style="list-style-type: none"> Student engagement in College committees 	Aug 2018/Mar 2019	Student Engagement Officer	Student rep meetings throughout 2017/18, data collected	Meetings taking place regularly. 2 student members of CMC actively engaged, supported by Chair.
<ul style="list-style-type: none"> Increase ownership of learning 	Aug 2018/Mar 2019	All teaching staff	Feedback from staff on examples of enhanced practice	Anecdotal evidence this takes place but further work to monitor / gather evidence.
<ul style="list-style-type: none"> Implementation of SDS data hub 	August 2017	College Management Team	Feedback from CMT on outputs etc.	Staff providing and receiving data as required from SDS.
<ul style="list-style-type: none"> Embedding of Career Standards in taught programmes 	August 2018	All teaching staff	Staff development undertaken and evidence of CS in taught programmes	Some full-time classes using SDS resources of My World of Work but further work required to ensure Career Standards are embedded.
Priority 3				
Action	Timescale	Responsibly	Intended Outcome	Update
<ul style="list-style-type: none"> Observation of teaching practice, using cross 	August 2018	Curriculum Leaders	Feedback from CL's to SSFE	Peer observation taking place within subject

departmental observation to be further embedded				areas. Future work to be undertaken using new UHI model.
<ul style="list-style-type: none"> Implementation of the Skills Investment Plan for Orkney 	August 2018	Curriculum Leaders	CMT to assist local partnership planning in devising an OISIP action plan	Orkney Skills Investment Plan delivery being monitored by Strategic Community Learning Group
<ul style="list-style-type: none"> Self-evaluation of support services requires further enhancement 	August 2018	Assistant Principals & Support staff	Further evidence generated of self-evaluation exercises.	Ongoing self-evaluation of services.
<ul style="list-style-type: none"> Benchmarking of data in relation to organisations of a similar size 	August 2018	College Management Team	Benchmarking undertaken at Regional level	All UHI partners delivering FE working together on core data sets for outcome agreement and PI monitoring.
<ul style="list-style-type: none"> Self-evaluation of the board by the board (CMC) 	August 2018	College Management Council	Feedback from board, with resulting action plan.	Self-evaluation undertaken and action plan formed.