



SRUC Enhancement Plan 2018 - 2021

Section 1 – Actions for Improvement

QI	Area for Development	Action	Target date
1.1	SRUC will continue to develop and embed the new strategic direction and supporting infrastructure over the period of the next four years with a view to achieving University status by 2021 and growing revenue to £100 million by 2023.	Implement the Workforce Transformation Project in an incremental manner based on rolling service reviews across the institution. Completion of stage 1 relating to Academic Leadership will be achieved by December 2018. This project will support the greater integration of the divisions and aim to achieve a 10% reduction in staff costs.	April 2020
		Progress the full business case for the South West faculty in the first instance with a view to completing the planned integration of education and research on Barony site by 2022.	July 2022
		Continue to consult on the faculty structure for the Central and Northern regions and develop associated outline business cases to achieve consistent integration of education and research across the institution.	July 2019
1.1	Engagement between the SRUC Board and the wider staff and student body continues to be limited. In 2018 – 19, the structure of the Academic Board will be reviewed to enable SRUC to meet the requirements of the Higher Education Governance (Scotland) Act 2016 in this academic year i.e. ahead of the 2020 deadline.	In 2018-19 there will be two student representatives and two elected staff members on the SRUC Board. The implementation of the new Academic Board structure will significantly increase the number of staff involved in Academic Governance and decision making. Staff engagement will be measured by the SRUC staff “pulse” survey.	July 2019
1.1	Review and evaluation of Student Support Services currently based outwith the Education Division.	At institutional level SRUC should consider how the student support services which are based outwith the Education Division are included within both the annual monitoring process and the six year cycle of Institution-led Review. This action is continuing in 2018-19 as it is dependent on the ongoing review of services.	July 2019
1.3	The current structure of student support services (both within and outwith the Education Division) need to be reviewed to provide clarity for students and improve the parity of support for all learners.	At institutional level there should be reflection on the structure for student support as a means of increasing clarity of provision for students. This action is continuing and will become part of the Workforce Transformation Project.	July 2019

1.3	The effective use of analytics, including metrics such as Key Performance Indicators, targets and benchmarking, to provide an evidence base for decisions regarding the provision and management of student support services needs to be further developed.	The Student Support Services team needs to identify appropriate analytics, including metrics such as Key Performance Indicators, targets and benchmarking, to provide an evidence base for decisions regarding the provision and management of student support services. This should feed into the wider business intelligence project.	July 2019
And 2.4	Access to collated institutional data relating to the level and nature of student support e.g. mental health is limited and would benefit from a more formalised approach to recording and analysis.	Senior Tutors in association with the learner engagement team have been tasked with developing a more thorough mechanism for recording student interactions in order to create clear metrics identifying trends in specific student support needs e.g. mental health. This and the action above are continuing in 2018-19 and will be part of the ongoing development of easy to access metrics and the potential introduction of a portal for staff and students.	July 2019
1.4	Managers who work across multiple sites are not always provided with performance data about their students in a timely manner, which can result in over reliance on staff feedback and insufficient focus on improving programmes in which student outcomes are below benchmark. Revised area for development from 17/18 is as follows: Access to live performance data via an easy to use “dashboard” system would be beneficial to managers and programme leaders in order to enhance the cyclical nature of monitoring.	SRUC has set up a business intelligence project to address the availability of accurate and timely data. Priority data sets have been agreed and IS will work with managers to provide KPI data as appropriate. This action is ongoing during 2018-19. Significant progress has been made in the generation of reports highlighting key data sets. The next step is to produce an easy to access “dashboard approach” to improve accessibility of the data for all staff.	July 2019
1.4	All delivery should be included in the annual monitoring reports, however some programme areas have not included the schools provision.	Programme Leaders and Heads of Department will be expected to include a review of all schools provision in their area in the 2018-19 annual monitoring reports.	Sept 2019
2.2	Availability and utilisation of Labour Market Intelligence (LMI) for the land based sector.	SRUC to work with Skills Development Scotland (SDS) to look at how SRUC can further enhance the capture and use of labour market intelligence, which can be obtained through the Regional Skills Assessment exercises.	Sept 2019

1.4	Although there are multiple opportunities for learners to provide feedback, engagement with surveys continues to be poor. On discussion, almost all learners were unable to identify how their views are used to improve or develop future curriculum plans and apart from Class Representatives, learners are unaware of what happens with the feedback they provide.	Mechanisms for improving student representation of and engagement with students enrolled on work based programmes and distance learning programmes need to be developed and implemented. This action is continuing as part of the Student Partnership Agreement projects. The induction survey target audience includes all new to SRUC students and will capture these students and a more intensive social media campaign has been planned.	July 2019
	Engagement rates for the SFC Student Satisfaction and Engagement survey are poor so increasing participation to levels that that will provide statistically reliable information remains a priority in 2018-19.	The student support services team have agreed with SRUCSA as part of the student partnership agreement to undertake a joint project prioritising student engagement with both the start of year (post induction) and end of year surveys (including the SFC SSES) and then disseminate the outputs from these surveys to appropriate teams across the institution. This action is continuing in 2018-19 with plans in place to present a paper with revised approaches for conducting these surveys at the November meeting of the Student Support and Engagement committee.	July 2019
		Engagement with and utilisation of individual unit/module questionnaires requires development to enable all staff to systematically reflect on their learning and teaching approaches. This action is continuing, with a mid-module survey app. being piloted at the Edinburgh Campus in October.	July 2019
2.2	Access to Careers Advisers on each site is still variable.	Progress the appointment of staff to provide Careers support at Aberdeen and Edinburgh Campus.	Dec 2018
		Continue to engage with SDS during 2018/19 to train teaching staff to enable them to make use of its self-help careers support packages.	July 2019
2.3	Develop a blended learning strategy incorporating hard and software needs with teaching and learning and associated staff/ programme development.	Utilise the opportunity presented by the creation of a Learning and Teaching enhancement team to develop a new strategy that considers all aspects of teaching and learning. The strategy should enable the development of a three year plan for the purchase and installation of digital technologies at key campuses along with an associated staff development plan.	July 2020

2.4	Develop an institutional approach to address Gender Based Violence.	Actions to take account of the Scottish Government priority to address Gender Based Violence (GBV) are being developed and will be implemented in 2018-19. This will include an emphasis on respect through valuing diversity.	July 2019
2.4	Seek approval for the purchase and introduction of a portal, to act as a single access point for students (FE, HE and PGR) and staff to for key systems and data that support their day to day activities.	Make a business case to the Executive Leadership Team (ELT) for the purchase and implementation of a Portal for SRUC. Utilise the portal to improve communication with students and enhance their learning experience by providing a single access point to relevant information. Further enhance programme management by utilising feedback provided by students through the portal in an effective manner. Focus resource on key areas identified within the portal e.g. careers, student support or finances.	July 2019
2.4	Learners on some programmes e.g. work-based and distance learning, do not all have the same opportunities to access guidance and support as full time FE students.	The student support services team should consider measures that further enable all students, including those on work placements, work-based learners and distance learners, to access guidance and support. Actions have been implemented in 2017-18 but further progress with this is linked to the development of a portal.	July 2019
3.1	Review the data and experience of "Care Experienced" students.	Student Support Service team and Education Business Support to analyse the data available relating to numbers of Care Experienced students and the high withdrawal rate of these students in order to develop strategies for effective recording and early intervention.	July 2019
3.2	SRUC should develop proactive strategies to attract and support students from the SIMD10 post code areas.	Marketing, Admissions and Programme Teams should consider mechanisms for attracting students from the SIMD10 areas and develop early intervention strategies to retain and support these students. SRUC should aim to achieve the SIMD 10 targets described in the Outcome Agreement as a minimum.	July 2020
3.1 & 3.2	Address the deteriorating trend in achievement rates for FE FT students. Review Programme Areas with achievement rates which fall below national average.	HoDs and PLs to identify actions to promote retention and achievement in poorly performing programme areas. The minimum target for achievement should be 67% or above for 2018-19. Actions must be identified and recorded in annual monitoring reports for ongoing implementation and monitoring during the academic year.	July 2020
3.2	Develop and promote school/college partnerships.	HoDs should continue to develop and promote school/college partnerships across the regions with the intention of meeting and potentially exceeding the target credit delivery to S3 and Senior Phase pupils in 2018-19 and 2019-20.	July 2020

Acronyms/ Glossary

ELT	Executive Leadership Team	DQEC	Department Quality Enhancement Coordinator
HoDs	Heads of Department	PLs	Programme Leaders
ADT	Academic Development Team	HR	Human Resources
SRUCSA	SRUC Students' Association	EBS	Education Business Support
IDS	Information and Digital Support Team	BI	Business Intelligence
SFC	Scottish Funding Council	SSES	Student Satisfaction and Engagement Survey

Section 2: Arrangement for monitoring progress on actions for improvement.

This annual evaluative report and quality enhancement plan contributes to SRUC meeting its obligation for external reporting as required by Education Scotland and the Scottish Funding Council. It will also be used to inform the annual reports to the Validating Universities and the Enhancement-led Institutional Review process as required by the Quality Assurance Agency for Higher Education.

The enhancement plan will be managed by the Academic Development Team under the direction of the Assistant Principal HE, who is currently leading on quality assurance and enhancement within SRUC. This plan will be submitted to and approved by the Learning and Teaching Committee who will maintain oversight of progress on a trimonthly basis during the academic year.