Edinburgh College

For the future you want

Evaluative Report 2017/2018

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Section 1: Edinburgh College Operating Context

Edinburgh College is one of the largest in Scotland, with 26,644 enrolments and 23,961 unique students in 2017/18. The area served includes the City of Edinburgh, along with Midlothian and East Lothian regions. A significant number of learners travel to the College from Fife, the Scottish Borders and other parts of the country, in order to access the specialist provision available; the current offer includes a wide range of programmes for speakers of other languages, young people attending school and work-based learners.

The curriculum offer includes over 700 fulltime and short fulltime courses, delivered across four faculties: Creative Industries; Engineering & Built Environment; Health, Wellbeing & Social Sciences; Hospitality, Tourism & Business, with programmes ranging from SCQF Levels 2 to 10 in a wide range of subject areas. Degree provision is offered in partnership with universities across several subject areas.

Edinburgh City, East Lothian and Midlothian have a combined population of 680,920, with 21% of the population aged between 16 to 29 years old; 92% of school leavers within Edinburgh, East Lothian and Midlothian progress to a positive destination, in line with the national average. The region has 6% of the population from the 10% most deprived areas nationally, although East Lothian has one of the lowest percentages nationwide (0.6%).

Health, financial services, professional, scientific, technical and retail are the largest employment sectors in the region; future growth is expected to be driven by construction, financial services, health and social care and digital technology (most notably, data-driven innovation). Overall, 7% job growth is expected by 2024, but skills and qualification gaps could prohibit growth and career progression. In line with this analysis, the College has previously developed a STEM Manifesto and new Curriculum Strategy, increasing the number of students within Science, Technology, Engineering and Maths (STEM), Health and Social Care, Construction and Built Environment and Business, Legal and Financial Services subject areas.

The College has a partnership agreement with Edinburgh College Students' Association (ECSA), which establishes it as an autonomous organisation. ECSA play a key role as a strategic partner, is part of the Board of Management and informs quality enhancement, in the context of the student experience. The College continues to be involved in Community Planning Partnerships with each of the Local Authorities, engaging with a variety of groups that include Developing the Young Workforce, Edinburgh Partnership, Capital City Partnership, City Region Deal, Getting it right for every child (GIRFEC) and Children and Young Persons Services.

Key Messages 2017/18

Edinburgh College exceeded the Regional Outcome Agreement credit target of 187,742 for the 2017/18 session by 5150, delivering a total of 192,982 credits. This is particularly significant in the context of the 'inclusive growth' strategy, which has resulted in increased credit delivery for students with a known disability, BME learners and those with care experience.

This outcome was due in part to an overall increase in enrolments, most notably in respect of part-time courses. As a consequence, the number of MD10 students enrolled rose by 233, to

a total of 1969. The number of fulltime Care-Experienced students rose by 188 to 302 and the number of credits delivered to students with a known disability, increased by 4,786, to 37,067 (17.2% to 19.2% of all credits).

The College 'Completed Successfully' outcome total rose by 2.37%, to 75.03%.

Section 2: Methodology used to evaluate the quality of provision and services

Edinburgh College has arrangements in place to reflect on performance across all aspects of its operations. The main mechanisms for doing so are:

1. Scottish Funding Council and Education Scotland Engagement
2. Business Transformation Plan (BTP) – 2017/18 Monitoring Mechanisms
3. The Updated College Self-Evaluation Process
4. Operational Planning Processes
5. Performance Review Processes
6. Stakeholder Consultation
7. Internal and External Audits
8. Governance and Regional Boards

1. Scottish Funding Council and Education Scotland Engagement

The regular tripartite meetings with the SFC and Education Scotland have supported the effective evaluation of areas of positive practice and areas for development. The College HMIe made a significant contribution to the in-session enhancement plan for 2017/18, across a number of subject areas. The College Executive Team meet on a monthly basis with our Outcome Agreement Manager and managers from SFC, in order to evaluate progress towards meeting the objectives of the Regional Outcome Agreement and progress of the Business Transformation Plan, which concluded in August 2018.

2. Business Transformation Plan (BTP) – Monitoring Mechanisms

The Edinburgh College Business Transformation Plan was established in order to see the College through a challenging period of transformation. The plan has been implemented in agreement with and monitored by, the Scottish Funding Council. This focused on:

- Financial Sustainability
- Reshaping the Curriculum
- Student Recruitment and Retention
- Workforce Development

The BTP concluded in August 2018, having incorporated a project management approach, with all projects and programmes evaluated against set milestones, governed by the Board of Management. The execution of the plan was considered at all stages in terms of milestones and transformation triggers achieved, associated risk and compliance. The programmes and projects

within the Business Transformation Plan were driven and overseen by four programme boards and at executive level, by the Strategic Programme Board.

The process provided an additional means of measuring performance and improvement throughout session 201718. Through the BTP, the College remained on track in terms of meeting its agreed financial objectives with the Scottish Funding Council.

Recruitment has once again improved, most notably in terms of part-time further education, exceeding overall recruitment targets for 2017/18.

3. Self-Evaluation Process

There were further revisions made to the self-evaluation process during 2017/18, in order to ensure that the process involves the entire learning community and those services supporting its success. A wealth of data and information affords each curriculum area the opportunity to reflect upon their performance throughout the year, in a bid to make timely changes to areas for development and identify areas of good practice to be disseminated across the provision. Self-evaluation in this context continues to be a dynamic, systematic process, placing students at the centre of everything we do.

The process requires both curriculum and support teams to meet regularly, formally reflect, carry out self-evaluation and subsequently produce appropriate action plans, accordingly. This is supported and informed by Report Pathway active data packs, comprising Performance Indicators, Student Satisfaction Survey outcomes, Wellbeing, Equality and Inclusion information, along with student destination data relevant to specific teams. The outcomes of this process form a key aspect of the evidence base used to inform this report.

4. Operational Planning Process

Operational Plans are internal documents, intended to set out the operational objectives and targets relating to the overarching Strategic Plan 2017 – 2022. These documents summarise the extensive planning that takes place in advance of the forthcoming academic year. Detailed departmental analyses provide important operational context, aims and measures for both curriculum and support areas.

The College Strategic and Operational Plans, together with the Board of Management Annual Report and external review reportage from Education Scotland, inform the key planning and review processes. This suite of documents represents the planning cycle of the College, directly linking operational target-setting, outcome achievement and key strategic aims.

Overarching objectives, both strategically and operationally, are to:

- Deliver in line with the needs and demand of learners, communities and business organisations served by Edinburgh College
- Deliver the national priorities of the Scottish Government, in particular governance and reform of the Further Education Sector
- Ensure financial viability and sustainability

These objectives are informed by the Regional Outcome Agreement.

5. The Performance Review Process

Regular Performance Reviews are carried out at six-weekly intervals, across all curriculum areas; teams are tasked with a review of performance data and the identification of actions to inform and effect improvement. Performance Review data is utilised to effectively inform both qualitative and quantitative evaluation of academic and support provision, which includes all associated services. Reviews are led by members of the College Executive and this collegiate dialogue aims to promote a culture of open communication, discussion most importantly, help find positive solutions regarding areas for development that may exist. The process is aimed at challenging performance in a positive manner and providing motivational support, whilst facilitating team understanding of and commitment to, all aspects of the College business.

6. Consultation with Stakeholders

Consultation takes place with a variety of internal stakeholders (staff, Edinburgh College Student Association, College Board of Management) and external partners, including Community Planning Partners, DYW stakeholders, STEM employers, university and school leaders, Scottish Funding Council, Education Scotland and Skills Development Scotland. By embracing this approach, the College has sought the development and shaping of future curriculum and services to particular communities; a clear acknowledgement of the need to involve stakeholders in service development, review and policy making. The College Business Transformation Plan, Strategic Plan 2017 – 2022 and Blueprint for Delivery 2017 – 2022, have been subject to wide consultation with stakeholders.

7. Internal/External Audits

The College has a robust on-going programme of internal audit. Risk management and compliance monitoring investigations are carried out by the Senior Management Team and the College Board of Management, following audit activity.

8. Governance & Regional Board

The College Board of Management, via a robust system of sub-committee activity, oversee all aspects of governance, through regular scrutiny and challenge of associated processes and performance. The Academic Council provides guidance on curriculum development and performance, along with factors pertaining to the student experience.

Outcomes and Impact:

3.1 Wellbeing, Equality and

Inclusion

Areas of Positive Practice

Edinburgh College works closely with a range of key stakeholders, including its Community Planning Partners, in order to meet the changing needs of learners and support delivery of our Widening Access aims and Equality and Diversity duties.

- A three-year trend of growth in STEM courses demonstrates the positive impact of our bespoke manifesto, with these programmes now accounting for 26% of all credits delivered, which is above sector average; the volume increased from 46,700 to 50,225 (target 44,640) in 2017/18.

- The College Gender Action Plan has had a positive impact upon a number of key areas; the Engineering Team, for example, were 2018 finalists at the Herald Global Game Changers Award for their Developing the Young Workforce/Widening Access work with local primary and secondary schools. This initiative was designed to encourage pupils from under-represented groups to access STEM provision. Other subject-specific projects to encourage more males into Tourism and Childcare and more women into Art and Design have been trialed and will continue to be developed.

- The introduction of The Student Wellbeing Team has had a very positive impact on the retention and attainment of those students accessing its services during 2017/18; this included a very successful pilot of cross-campus Counselling Services. The College continues to work with NHS Lothian, local universities and mental health agencies such as CAMHS and SAMH, in a bid to help support and improve the mental health and wellbeing of our students.

- In order to increase the positive impact of the College Corporate Parenting Plan, a number of training events took place for staff during 2017/18; these included work with external agencies and an increased whole-College focus, facilitated by the Health and Wellbeing Day in June 2018.

Inclusive Growth Outcomes	2015/16	2016/17	2017/18
Volume of Credits delivered to BME learners	14,489	16,307	**17,173**
Proportion of Credits delivered to BME learners	8.00%	8.70%	**8.90%**
Volume of Credits delivered to students with a known disability	26,034	32,281	**37,067**
Proportion of Credits delivered to students with a known disability	14.50%	17.20%	**19.20%**
Volume of Credits delivered to students with care experience	3,156	2,580	**4,064**
Proportion of Credits delivered to students with care experience	1.80%	1.40%	**2.10%**
Volume of Credits delivered to SIMD10 learners	14,463	15,997	**17,012**

Proportion of Credits delivered to SIMD10 learners	8.1%	8.6%	**8.8%**

- As part of the strategy for its BSL Plan, the College collaborated with local councils, NHS Lothian, other education bodies, public bodies and third sector agencies, at a local consultation event. This afforded colleagues the opportunity to gain valuable feedback from the local Deaf Community, in order to ensure Edinburgh College services are fully inclusive and students are provided with the best opportunities to achieve successful outcomes.

- The implementation of a new ESOL project across Local Council areas has seen Languages and ESOL FE and HE provision become the highest performing curriculum area in terms of Completely Successful outcomes; for 2017/18, these were 82.8% and 90.6% respectively.

- The College holds many events aimed at raising awareness and promoting a culture of inclusion.

  Edinburgh College Students' Association (ECSA) and Equalities Team worked together on a number of events, including an Anti-Bullying/Anti-Hate Crime Awareness campaign covering all protected characteristic groups, along with campus events celebrating LGBT History Month. Addressing issues that are of such significance to students, ensures that their voices are heard.

  A key highlight of session 2017-18 was our Cabaret Diversity event, where students and staff from different curriculum areas came together with community partners to celebrate diversity in the Year of Young People. Pupils from the Schools' Academy (Events and Hospitality) Programme researched, organised and managed the event, which included musical elements from our Performing Arts students. The pupils received very positive evaluative feedback for inclusion in their course portfolios. Collaborative work of this nature helps to create and sustain a culture of inclusion; although it is acknowledged that participation rates require improvement, this assertion is supported by student satisfaction survey outcomes, where those students choosing to participate, reported:

I feel welcome and respected at Edinburgh College	**93%**
My lecturers treat us all fairly and equally	**89%**
I am confident I would be supported by the College if I complained of discriminatory treatment.	**91%**

- These responses are consistent across a range of students with protected characteristics participating in the survey process, who responded positively to the statement *'I feel welcome and respected at the College':*

	Declared Disability	Mental Health Ind	BME Students	LGB Students	Identifies as Transgender	Care Leavers	Carers	Aged 16 - 19
2017/18	94%	93%	95%	94%	91%	96%	97%	96%
2016/17	93%	91%	93%	91%	87%	97%	93%	93%

- ECSA has had a very positive impact on our LGBT community and as a result, were awarded LGBT Youth Scotland's Bronze Charter Mark for its work in promoting LGBT rights at the College; ECSA are currently the only Scottish Students' Association to achieve this. ECSA also were awarded two stars for their Health Body, Healthy Mind Programme; both recognise the positive impact that their initiatives are having on those students involved.

Areas for Development

- Additional interventions to be identified that support those with protected characteristics (including carers, LGB, Trans and students with mental health issues), in order to achieve mental wellbeing, improve retention and achieve increasingly successful outcomes for these student cohorts.
- The 'inclusive growth' strategy has proved successful in terms of increasing credit delivery for students with a known disability, BME learners, those with care experience and those resident in the most deprived areas. However, these students do not yet perform as well as their peers across all areas of provision; additional intervention strategies are required.
- Increase the number of students participating in the Student Satisfaction Surveys to a minimum of 50% across all areas of the provision.
- 2017/18 saw a significant increase in the number of SIMD10 and Care-Experienced FTFE students both enrolled and achieving a recognised qualification, in line with the inclusion strategy. However, on courses of 160+ hours, the key groups often perform less well than their peers, in terms of the sector average.

Key Group Completed Successful Outcomes (160+ Hours)	2017/18	National Sector PIs
10% Most Deprived Postcode Areas (SIMD10)	64.2%	66.1%
20% Most Deprived Postcode Areas (SIMD20)	63.8%	66.2%
Ethnic Minority	73.1%	71.3%
Declared Disability	61.7%	66.5%
Care-Experienced	49.5%	57.2%

No. SIMD10 Enrolments / Outcomes	2015/16	2016/17	2017/18
Enrolments	605	512	771
Achieving a Recognised Qualification	373	291	384
No. CE Enrolments / Outcomes	**2015/16**	**2016/17**	**2017/18**
Enrolments	139	94	245
Achieving a Recognised Qualification	67	44	101

Whilst the number of care-experienced students enrolled on fulltime FE programmes continues to grow (178 in 2016/7, 245 in 2017/18) and the number of students achieving a recognised qualification following their fulltime HE or FE programme of study rose (71 in 2016/17, 138 in 2017/18) and the percentage of those achieving their HE qualification rose by 8.2% to 64.9%, the same was not the case for those on FE programmes; 41.2% achieved their qualification in 2017/18, which saw a decline from 46.8% in 2016/17. The College provides well-planned support for all care-experienced learners, as outlined in the Corporate Parenting Plan; transitions are supported through the regional Care Hub. Further work is underway to provide mentoring support with MCR Pathways.

3.2 Equity, Attainment and Achievement for all Learners

Areas of Positive Practice

- 2017/18 saw a significant increase in the number of part-time FE enrolments, coupled with a 10.62% increase in attainment for this student cohort. This reflects the proactive approach taken to ensure that *every* potential student making an application to join the College, was afforded the opportunity to undertake a suitable programme of study, regardless of prior attainment.

Enrolment Totals (All Courses)	2015/16	2016/17	2017/18
FTFE	6,834	6,799	**7,109**
PTFE	9,019	8,621	**13,996**
FTHE	3,711	3,909	**3,779**
PTHE	1,858	2,264	**1,760**

Complete Success Totals (All Courses)	2015/16 %	2016/17 %	2017/18 %	NRQ Sector PIs
FTFE	65.0	62.9	**62.0**	65.3%
PTFE	75.5	71.9	**82.9**	77.1%

FTHE	73.7	73.1	**71.1**	71.6%
PTHE	73.8	82.1	**82.6**	78.6%

- College strategies aimed at reducing the number of learners achieving partial success (incorporating the self-evaluation process), have resulted in a 3% reduction over the last three years. There has been a corresponding increase in the overall number of learners who have successfully completed their programme.

Retention / Attainment (All Courses)	WD %	CPS %	CS %
National Sector PIs (NRQs 16/17)	**18.70**	**11.90**	**69.40**
2017/2018	**13.50**	**10.66**	**75.03**
2016/2017	**13.12**	**13.89**	**72.15**
2015/2016	**13.78**	**13.86**	**72.70**

- Languages and ESOL (82.8%; NSP 78.8%), Construction (73.7%; NSP 73.2%) and Science (69.3%; NSP 56.1%) were the highest performers in terms of FE provision for 2017/18, with Languages and ESOL, Art and Design (85.2%; NSP 78.0%), along with Education and Training (84.5%; NSP 72.1%), the top three performing areas for HE provision. Good practice in terms of positive impact on student outcomes will be shared with other areas of provision during 2018/19 and a sustained focus on learning, teaching and assessment strategies will continue to inform improved attainment across all areas of provision.

  The continued success of the Art and Design provision can be attributed to the very high aspirations and systematic, sustained focus on learner progress and achievement, by the team. Each student is afforded the opportunity to exhibit their work both internally and externally; the team engage in longstanding collaborations with National Galleries, National Museums Scotland and other partners across the city. The regular flow of competitions (Kelpies Design Prize, for example), industry visits, specialist induction programme, contemporary art projects, innovative 'Artist in Residence' initiative and robust progression routes to partner art schools and universities, clearly contribute to the drive, ambition and success of their learners.

  Edinburgh College has a blended learning model across the Modern Languages provision that is unique in Scotland; from a field of 774 candidates in 2017/18, one of our students achieved the top Advanced Higher French final examination result.

  Recent improvements to the Science provision have seen the area improve significantly; in response to feedback received from Education Scotland, the team continue to share best practice, forge stronger links with science festivals and industry partners, along with fine-tuning direct entry articulation routes.

  Work-integrated learning and employment is the key to the success of the Construction provision. Elements of this highly effective practice model will be adapted and adopted by those areas of the curriculum not yet engaging effectively with industry partners and employers.

- The College Access and Continuing Education team were shortlisted in the 'Diversity through Education' category at the Herald and GenAnalytics Diversity Awards 2018 for their work in removing barriers to education and employment for people with additional support needs.

- As a result of the Gender Action Plan, published in July 2017, there continues to be a successful balance in terms recruitment and delivery by gender, with a positive trend in the increase of non-binary learners. However, it is clear that female students on HE programmes perform significantly better in terms of outcomes than their peers.

	2015/16	2016/17	2017/18
Proportion of Credits Delivered to Male Learners	50.2%	51.1%	50.9%
Proportion of Credits Delivered to Female Learners	49.7%	48.7%	48.6%
Proportion of Credits Delivered to Non-Binary Learners	0.1%	0.2%	0.5%

Gender and Level: Courses 160+ Hours	2017/18	National Sector PIs
FE Females	64.1%	66.3%
FE Males	63.2%	69.6%
HE Females	76.0%	74.8%
HE Males	70.5%	70.8%

- There has been a measured increase of 35% in the number of learners on recognised DYW courses; the proportion of credits delivered to learners at S3 and above has increased by 2.1%, to 4.6%.

Areas for Development

- Phased implementation of a Single Central Record (SCR) will continue, in order to support improvements in retention and attainment for all students, in terms of systematically tracking progress and further improving the timeliness of targeted interventions.

- The number of senior phase PT FE students achieving a recognised qualification is unacceptably low at 43%. The SCP offer is to be reviewed and revised, in order to maximise student access, successful outcomes and ensure highly effective resource allocation. Challenges to address include: inconsistent promotion of SCP offer, where SCP is not understood as a credible alternative column choice below S6; transport difficulties; increasingly flexible timetabling approaches.

A fragmented landscape has emerged in 18/19, with schools developing their own vocational provision to meet career education standards, however the College is ready to support all regional collaborate initiatives. This would include additional individual school partnerships, with in-school delivery as a potential model, where appropriate.

- Lessons learned from continued participation in the Scottish Government Retention Project will be actioned, in order to address the high withdrawal rate of those learners aged under 18. Whilst there was a significant increase in the numbers of FTFE students aged 16-19 enrolled at the College and a decrease in the number of Partial Success outcomes due to the priority given to addressing this, a continued focus is required, in order to also increase the Complete Successful outcomes for these student cohorts, which saw a decline of 2.6% in 2017/18.

	2015/16	2016/17	2017/18
FT FE enrolled students aged 16-19 achieving a recognised qualification	**1,636**	**1,570**	**1,844**
The total number of FT FE enrolled students aged 16-19	**2,654**	**2,730**	**3,356**
Percentage of FT FE students aged 16-19 achieving a recognised qualification	**61.6%**	**57.5%**	**54.9%**

- Whilst the 25-40 and 41+ age groups continue to perform most successfully on courses lasting 160 hours or more, with Complete Success rates at 73.8% and 73.7% respectively, those under 18 perform the least successfully (53.3% Complete Success; 19.6% Partial Success) and have the highest withdrawal rate (27.2%).

- Although there have been improvements recorded across all Essential Skills qualifications, there is still much room for improvement; given the on-going development of the Curriculum Leader role and planned Blueprint Project (2.4), this positive trend is expected to continue in line with the predicted impact of the Future Proof 2025 project, to be rolled out in a vocational context, across all areas of provision. The declining figure recorded for 'Work Placement Experience' will be actively addressed during 2018/19, in terms of planning, recording and reporting of Work Integrated Learning activity.

- Lessons learned from continued participation in the Scottish Government Retention Project will be actioned, in order to address the low attainment rates on FTFE programmes across the provision; these are currently 62.0% (all courses) and 60.7% (Nationally Recognised Qualifications).

Attainment: **Essential Skills**	**2015/16** **%**	**2016/17** **%**	**2017/18** **%**	**Difference** **+/-**
Communication	**54.71**	**52.26**	**55.01**	**+ 2.75%**
Numeracy	**55.68**	**56.94**	**59.13**	**+ 2.19%**
ICT	**56.70**	**55.95**	**59.29**	**+ 3.34%**
Working with Others	**77.47**	**66.13**	**66.21**	**+ 0.08%**

Problem Solving	**78.92**	**65.32**	**67.46**	**+ 2.14%**
Work Placement Experience	**15.90**	**16.40**	**11.30**	**- 5.10%**

- Sharing of good practice between the highest and lowest performing areas of provision, will continue, with the three lowest performing curriculum areas during 2017/18 given priority.

Delivery of Learning and Services to Support Learning

2.2 Curriculum

Areas of Positive Practice

- The Strategic Plan, launched in 2017, identifies a number of key objectives which will underpin the development of an excellent curriculum going forward, these include:
  - Addressing skills gaps and shortages in the economy
  - Reducing regional unemployment, with a particular focus on the 16-24 age group
  - Supporting self-employment and entrepreneurship
  - Improving engagement with employers in the curriculum offer
  - Widening access to learning, especially from our wider geographic and demographic communities with a particular emphasis on poverty

- The curriculum offer has excellent depth and breadth of courses ranging from introductory courses at SCQF Level 2, to advanced courses at SCQF Level 10, however the College will work towards an overall increase in FE provision to support the aims of Developing Scotland's Young Workforce and to increase cross-curricular STEM activity.

- Learners benefit from pathways that meet their needs, abilities and aspirations, due to informed planning of suitable entry and exit points.

- Edinburgh College has been recognised for its award-winning practice in terms of sustainability in the curriculum and the positive impact the strategy has had on both the student and staff population at each of the campuses.

- **The Schools College Partnership Curriculum**: This has been developed in areas of predicted job growth in response to Regional Skills Assessments and informed by strategic reviews carried out with three local authorities. Over 60 courses are offered across the four campuses, with over 1200 pupils attending SCP courses in 2017-18.

The SCP curriculum is designed to deliver progressive work-based learning opportunities. Eight Foundation Apprenticeship courses were offered in 2017/18, providing quality work placement opportunities for 160 pupils.

All pupils from Edinburgh, East Lothian and Midlothian are guaranteed a place on an SCP course and all SCP courses offer progression to fulltime College courses.

- **Enterprise:** The College works with a variety of entrepreneurial agencies to support activity within the College at all levels. These include Scottish Institute of Enterprise (SIE), Business Gateway, Cultural Enterprise Office, Bridge 2 Business and Transmit. There is focus within the College to include entrepreneurship activity within the tutorial process and throughout HND Graded Units, and the aforementioned organisations have regular engagement with staff and students. For example, the Creative Industries Faculty has a clear commitment to embedding entrepreneurship through its employability day and builds on this with further targeted activity.

  This enterprise activity and excellence includes:

  The College Daydream Believers programme, with student ambassadors reaching out to develop enterprise and creative thinking in schools http://enterprisingschools.scot/partners-2/

  The College is planning to further extend this programme across all schools in the region with a train the trainer model with employers. We aim to make a clear link for this activity into the STEM action plan for P7-S3 as well as making clear to schools the links with DYW. We are currently partnering with a number of employers, such as Skyscanner, Whitespace and Realise to extend the project. Data Visualisation and Data Driven Innovation is connected to this initiative, key drivers for the regional economy.

  Communications lecturer Madeleine Brown was congratulated in Scottish Parliament by Lothian MSP Gordon Lindhurst, for her award-winning work in supporting student entrepreneurs. Madeleine was named enterprise educator of the year by Young Enterprise Scotland for her work in developing Entrepreneurship in the Creative industries.

  The Fresh Ideas competition runs monthly from October to January and the college regularly participates in this. Edinburgh College, HND Beauty Therapy student, Aimee Ritchie was a winner in the October round of the Scottish Institute for Enterprise (SIE) Fresh Ideas competition with a new design for a healthy reusable water bottle alternative to avoid 15 million plastic bottles added to landfill every day.

- **STEM Learning:** Over 50 employers, stakeholders, partners and S2 pupils from six secondary schools attended the launch of the College STEM Manifesto.

  Throughout 2017/18, in excess of 2,400 P7 pupils from 50 schools attended STEM experience days hosted by the Faculty of Engineering; an S1 programme has been piloted to allow pupils to continue their STEM learning journey into High School. The STEM Inspiration Experience, which involves primary pupils from across the city taking part in STEM workshops, was subject to an award from the George Pettigrew Trust at the Scottish Motor Trade Industry annual dinner.

Our STEM Schools' Programme supports the College aim of delivering an innovative, cross-curricular provision that reflects validated demand in areas of economic growth and prepares our students for successful and rewarding careers.

In recent years Edinburgh College has supported modern apprenticeship provision across ten different delivery areas, with around 381 MAs on the college direct contract.

Modern Apprenticeships	2015/16	2016/17	2017/18
Indirect Apprenticeships	2017	1793	2000
Direct Apprentices (Starts)	61	54	85
Foundation Apprentices (starts)	16	16	57*

*There are currently 74 active FA students; 57 of these were recruited in 2017/18.

- The first Granton Community Day took place in May 2018 and welcomed over 200 visitors to the campus; a comprehensive range of workshops, activities and exhibitors were made available to those attending. This event is set to become a regular feature of the College calendar and has led to new partnerships such as first steps into education with the local Social Bite Village and Cyrenians

- Edinburgh College led the Third Sector Conference and associated workshops during 2017/18, aimed at assisting those wishing to access employment. This has led to more employment and work experience opportunities for Health, Wellbeing and Social Sciences students, in line with other faculty areas operating similar workshop events. This is leading to improved consistency of experience for our students.

- 31 local P6 school pupils have learned about the skills required to work in the care sector and have gained valuable work experience, thanks to the new Careers in Care programme. Pupils attended College one day each week and were given the opportunity at the end of the course, to use the skills they had learned during a one-day placement at a local nursery.

- More than 200 pupils from Ross High School benefited from a three-week programme delivered by the College Professional Cookery team; the aim of this was to ignite an interest in culinary arts, kitchen skills and highlight the importance of a balanced diet.

Areas for Development

- Work placement and work-related experience across the curriculum will continue to be developed, along with LMI and programme links aimed at meeting the needs of employers.

- The College recognises the need to refocus its current MA contract in order to grow it again, using MA performance data to highlight high income areas and forecast the curriculum resources and facilities required to support growth in these areas. In line with this we acknowledge the need to stabilise and grow our provision in automotive and engineering organically but, focus increases in security, life sciences and IT & digital, and look at increasing provision in, areas such as hospitality and creative industries. Additionally, the college will consider further development in new areas (for example the legal and accountancy sector).

- Roll-out of the Future Proof 2025 Project. This aims to embed a culture of enterprise, project working, data literacy and creative thinking, particularly throughout the FTFE curriculum, raising attainment and work readiness.

- Preparedness for the delivery of SDS MA targets are to be systematically addressed using the updated collaborative action plans.

- Work is ongoing to build the regional STEM hub, in order to develop stakeholder engagement

2.3 Learning, Teaching and Assessment

Areas of Positive Practice

- Across each of the four faculties, most curriculum teams work very effectively with industry, in order to ensure that course content is relevant and current; this is also achieved where part-time staff are simultaneously working in industry. Staff make use of their industry expertise in planning, learning, teaching and assessment of vocational subjects. This is particularly prominent across Creative Industries, Dentistry, Engineering and Construction and the Built Environment. In a growing number of curriculum areas, employer engagement and work-integrated learning form a significant part of the learning, teaching and assessment strategy. Students host exhibitions of their completed work, or participate in community-based projects, for example.

- Almost all students are very satisfied with their course overall (91% in the Student Satisfaction Survey) and with the development of their knowledge and skills (94%).

- Almost all students are satisfied with the learning and teaching on their courses and feel very motivated to take part in lessons (88%), stating that the way they are taught helps them to learn.

- The majority of students surveyed feel comfortable asking their lecturers for help and further explanation; it is evident that learning and teaching environments are supportive and equitable, with students having access to good quality in-class support, as required.

- Almost all students make good use of a variety of high-quality resources at the College, which helps them to develop the skills they need to progress their learning.

- Relationships with staff remain positive and productive, with success rates for FTFE aged 16-19 reporting an increase from 1,570 to 1,843 (against a target of 1,638), SIMD10 student success increasing from 291 to 449 (target 384), success rates for care experienced students FTFE increasing from 44 to 101 and FTHE from 17 to 37.

- Best practice is shared across College with the assistance of the Quality Enhancement Team, the positive impact of which is evident in many of the bespoke action plan updates and self-evaluation reporting. The Reflective Practice Network has been further developed, with 52 staff members actively engaged, the majority of which also enrolled on the L&D10 'Reflect on, develop and maintain own skills and practice in learning and development' unit. Others in attendance play a significant role in sharing ideas with their colleagues during team meetings and events.

- The vast majority of staff proactively engage with the Quality Enhancement and Quality Assurance Teams to ensure that their planning, learning, teaching and assessment strategies fully meet and often exceed, the requirements of the awarding organisation. Where there are individual areas for development, robust action plans are put in place and monitored closely, with full ongoing support, as required.

- Lecturers are engaging with Learning Technologists in order to develop their skills in using learning technology to enhance the learning experience. 70% of teaching staff now use Moodle regularly as part of the programme delivery, which is a significant increase on the previous session, thus creating additional blended learning opportunities for students across many areas of provision.

- Face-to-face and e-learning staff development mechanisms continue to develop, with monthly additions available via the staff intranet to ensure that training is accessible to all staff, regardless of location or teaching commitment.

Areas for Development

- Student feedback needs to further inform reflect practice and subsequently lead to improvement in learning, teaching and student achievement. In a few areas, learners need to receive more detailed feedback on their performance, in order to meet their aspirational goals in a timely manner.

- Implementation of additional teaching approaches in a minority of areas, including the effective use of technology to engage learners and enhance the learning experience. Some lessons remain overly lecture-led and include an over-reliance on exposition. Two faculty areas have restructured their functional leadership this year (18/19) (Business,

Finance and the area of Health and Social Care), to assist the direction of curriculum delivery and develop new learning and teaching approaches. Other important areas of the College such as Computing are building employer engagement and project based delivery approaches into the 18/19 curriculum.

- Individual action plans for areas requiring improvement, in light of Education Scotland and Quality Enhancement Team feedback, need to be fulfilled in a timelier manner.

- Develop a programme of Career Long Professional Learning (CLPL) in order to keep staff skills up to date and in line with current research findings and technological change.

2.4 Services to Support Learning

Areas of Positive Practice

- An integrated approach across support and curriculum teams, designed to achieve a smooth entry to College, has resulted in students reporting very positively on their early experiences, with 91.5% stating that they felt that they were studying at the right level and 92.5% that they were on the right course. 92.6% agreed that they had a good introduction to the subjects on the course and 91.8% rated the teaching on the course as being 'good'.

- Changes to the bursary provision arrangements have had a significant impact upon both application and payment turnaround times (24 days in 2017/18, from an average of 36 days in 2016/17; early applications were often completed within seven days). Most notably, develops have included: new childcare remittance software; combined childcare costing and start forms; the introduction of a 'Caseload Project' involving Student Advisors.

- Students reported that tutorials with their Learning Development Tutors (LDT) helped them to settle into College (87.5%).

- Early identification of additional student needs is effectively achieved through the application process, so that students with ASNs can benefit from summer drop-ins and engage with support services, prior to the commencement of their course. There was an18% increase in service use from 2016/17 to 2017/18, with significant increases in mental health, autism and hearing impairment support needs.

- The Student Experience Team have developed productive working relationships with a range of external agencies, who can be called on to supplement the services provided internally and help students overcome often significant barriers to learning. Mechanisms to share student information with external agencies have been greatly enhanced; additional support arrangements are now in place much earlier. This

collaborative practice includes: SDS staff working for a day a week on each campus, in order to provide career information and support for Edinburgh College students; Who Cares Scotland? provide training for Edinburgh College staff, which has subsequently informed the Corporate Parenting Plan.

- Support and responsibilities: Hub for Success - Partnership between Edinburgh College and Edinburgh Universities to develop a mechanism for supporting and improving FE and HE outcomes for care-experienced young people; Police Scotland - regular meetings with MAPPA (Multi-Agency Public Protection Assessments) and development of Police Drop-Ins; work with a wide range of agencies to provide support to students with additional learning needs, including Home Tuition Scotland, Spotlight and Deaf Action.

- Effective arrangements are in place to support smooth transitions to further study and the workplace, supporting learners to achieve a positive destination. The most recent CLD results (16/17) show that 96% of known destinations for students were positive.

- The Marketing Team work collaboratively with curriculum areas to ensure that applicants have easy access to accurate and comprehensive information about our courses. The College website was rated highly by applicants, with 93.2% stating that it contained all the information needed about the choice of courses available.

- The team responded very promptly to issues with student funding arrangements identified through scrutiny of internal data and have put in place a range of actions to resolve these issues for session 18/19.

- 2017-18 represented a year of reflection and systematic self-evaluation for the Student Experience Team, which closely scrutinised the range of services it provides and reviewed internal data regarding their effectiveness. As a result, the team put in place a range of initiatives to improve and enhance the service it provides to students, further supporting successful outcomes.

- An intelligence-led model is being implemented, to ensure that services to support learning are reshaped and effectively focus resource where it is most required. A team leader post has been created for example, to provide specific support to those students with caring responsibilities and those who are care-experienced. The impact of this initiative is not yet measurable.

- Access and Inclusion Policy Impact: Establishment of a Mental Health and Wellbeing Team which includes a Wellbeing Advisor and Student Counsellors; development of Assistive Technologies; improved support for care-experienced students; development of a transitions passport for school leavers coming to College; development of the BSL

Action plan highlighted as good practice by the SFC.

Areas for Development

- Some students require timelier access to their results, in order to reduce completed partial successes and increase opportunities to undertake remediation, accordingly.

- Continued roll out and implementation of the agreed actions for Student Funding, School College Partnerships and Student Support.

- The implementation of new Alternative Assessment Arrangements and Promonitor development has improved team communication, however this is not yet consistently utilised across all faculty areas.

Leadership and Quality Culture

1.1 Governance and Leadership of Change

Areas of Positive Practice

- The Regional Chair, Board of Management and the Principal have provided clear direction for the continued development of the College. College leaders have once again driven improvement via The Business Transformation Plan (BTP), which concluded successfully in August 2018. Scrutiny and challenge measures by the Board of

  Management have supported the delivery of targets set for BTP projects, ensuring that the momentum for change and improvement was maintained.

- All departments have been involved in the delivery of the BTP; this included ECSA, who played a key role in leading the Retention Project.

- Staff awareness of the outputs and achievements of the Business Transformation Plan (BTP) are high; the College leadership team adopts a communication strategy that included regular campus briefings and progress updates.

- Restructure of the leadership team, including revised roles and responsibilities, continues to bring about clarity of leadership and accountability.

- The College leadership team has successfully brought about the stabilising of finances. Measures to ensure that credit targets are met and indeed exceeded, have been successfully implemented. These include development of the College Curriculum Strategy and improvements in College-wide operational planning; most notably this includes planning of student numbers within each of the curriculum areas.

- Reflection pertaining to quality assurance and associated improvement strategies, now also takes place in the context of the Curriculum Leader role; introduced in 2016, the impact of this initiative has grown increasingly positive.

- Managers and teams regularly engage with business intelligence data to plan and action change and performance improvement; formal collaborative horizon-scanning activity takes place and is used to inform future-proofing strategies.

- The College Leadership Team have improved planning and review processes, which have helped maintain a greater focus on performance and improvement. These include:

    - A revised self-evaluation process
    - Curriculum planning focused on improving the learner experience, owned and implemented at classroom and workroom level
    - A focus on reviewing performance
    - Stakeholder consultation
    - Greater analysis and correlation between internal and external audit

- The College Blueprint has been designed to ensure a smooth transition and continued focus on improvement, enhancement and on-going transformation. In addition, the new Curriculum Strategy and Learning Teaching and Assessment Strategy (LTAS) are currently being implemented.

    - The College leadership team has developed a strategy for working across partner local authorities to ensure that the offer is relevant and meets the aspirations of our Community Planning Partnership, the City Region Deal initiative and delivers key policy drivers such as Developing the Young Workforce. The curriculum has therefore been aligned with the Regional Skills Assessment, skills investment plans and DYW. Schools-College partnership groups have helped informed curriculum development to meet the needs of students and employers. The College supports the local authority partnerships at a strategic level, collaborating in initiatives such as GIRFEC (Getting it Right for Every Child).

    - The College leadership team has introduced guaranteed places for all eligible school leavers within the region. School leavers will be tracked and schools will have direct access to the tracking system, in order to enable them to monitor the status of each pupil and ensure that effective provision is put in place to support transitions.

- The College leadership team introduced a staff awards programme, where staff can be recognised by their peers for outstanding achievement; this was very well attended in June 2018.

- The LTAS highlighted the need to create a series of 'Connect' groups, which have now been introduced by the College leadership team. This has encouraged the development of communities of learning, new technologies for learning and will bring innovative uses of spaces. These groups comprise a cross-section of staff who are keen to explore a range of delivery models and methods.

- The College leadership team have maintained focus on the quality of learning and teaching through the opportunity to reflect on good practice sharing events / learning and teaching seminars, from 2017 onwards. The first learning and teaching seminar took place on 25 October 2017, with over 350 learning and teaching staff in attendance. Future events of this nature will take place in February and June 2019; these focus on improving retention, the student experience, successful outcomes and innovation in learning and teaching.

- Given the importance of STEM within the College curriculum, the leadership team has developed the STEM Manifesto and also gained STEM assured status, via the nationally recognised Institute of Knowledge Exchange. This helped to increase the curriculum offer to 26% STEM courses. Beyond these figures Textiles and Broadcast Media courses continue to grow in importance and delivery.

- All staff continue to engage with The College Values:

  - Student-Centred
  - Working Together
  - Responsible
  - Trustworthy
  - Respectful

Areas for Development

- Further attention to work-related experience and employer engagement is required, in order to increasingly improve alignment with the College aim of developing 'Work-Integrated Learning' across every area of provision.

1.4 Evaluation Leading to Improvement

Areas of Positive Practice

- The self-evaluation model was reviewed and refreshed during session 2017-18, to ensure that all teams (curriculum, support and management) take greater ownership of evaluating their own performance and carry out resulting actions in a timely manner. The timing and frequency of self-evaluation activities has been amended further for 2018/19, to facilitate increased engagement with both students and staff; the whole process has a clear focus on improving retention and attainment across all key groups, within every area of provision.

- In order to have a significant impact upon the retention and attainment outcomes of all student groups, Edinburgh College has embarked upon its planned learning analytics project, initially collaborating with JISC, which will ultimately provide the foundations for an innovative and predictive student support strategy. Operationally, the new strategy was still in its infancy during 2017/18, but will develop over the forthcoming years, growing in terms of scope, effective student support utilisation and significance to our future success.

- All staff now have individualised, open access to live recruitment, retention and achievement data (MyVision); this new tool has been developed to support timely interventions, thus improving outcomes for students.

- Student feedback processes are robust and the results of student satisfaction surveys are shared with teams on the Reports Pathway. An analysis of results is presented in a report and shared with staff to inform their self-evaluation; this process is now led by Curriculum Leaders.
- Corporate data is shared with staff on the Reports Pathway. Staff are directed to this data in order to support and inform both the Self-Evaluation and Performance Review processes.

- Systematic tracking and analysis of credit planning and achievement on the Reports Pathway ensured that the target was exceeded by a considerable margin.

- Most students understand and are engaged in the class representation arrangements. This has been supported by the use of video, created by ECSA, to promote the work that they do and highlight the importance of student involvement in the life and work of the College.

- Improved success rates for a range of learners have been achieved as a result of engagement with College evaluation processes:

    - SIMD10: increase of 291 to 449 (target 384)
    - S3 Learners: 1431 enrolments; CS - 79.7%
    - Care-Experienced: FTFE increase from 44 to 101; FTHE increase from 17 to 37

- FTFE aged 16-19; increase of 1,570 to 1,843 (target 1,638)

- ECSA developments have further strengthened the student voice and increased levels of student participation in the College Self-Evaluation process. The Class Rep system, recruiting and training of additional members has improved significantly, with quarterly Class Rep Conferences with the themes of Retention, Course Self-Evaluation, Mental Health and Success & Progression, having taken place throughout the academic session.

At October 1st	2016/17	2017/18	2018/19
Registered	315	310 (-5)	403 (+93)
Trained	172	184 (+12)	223 (+39)

- The work carried out by ECSA to increase student participation has been recognised at the NUS Scotland Annual Awards where they won College Students' Association of the Year for the second consecutive year, along with securing a winning entry in the Education Award category. In July 2018, the ECSA was also declared the 'Officer Team of the Year' at the NUS UK awards.

Areas for Development

- Firmly establish the new 'rolling' self-evaluation process, helping create increasingly effective action plans that have a positive impact on student retention and achievement; lessons learned from involvement in the Retention Project to be shared across the College.

- Levels of student satisfaction with ECSA representation, as recorded in the College Annual Student Satisfaction Surveys.

Capacity for Improvement

During session 2017-18, Edinburgh College has driven improvement via the Business Transformation Plan (BTP), which concluded successfully in August 2018.

As noted in the 2018 BTP closure report, management capacity has been strengthened with stronger leadership and more robust strategic planning and development. The work on the Strategic Plan and the Blueprint, which will take forward an ambitious and creative future for the College, was developed during the final year of the BTP to ensure a continuous improvement cycle and to avoid any delay in further improvement. The successes and lessons learned in delivering the BTP have been used to strengthen the programmes and projects in the Blueprint.

Edinburgh College is committed to maintaining a sustainable and financially viable organisation and through projects embedded in the College Blueprint, will deliver its commitment to continuously enhance the student experience, building on the positive student feedback that identifies the College as a place that motivates them to learn and supports them to develop their knowledge and skills. Students report feeling welcome and respected, across the full range of protected characteristics, including care experienced, from areas of multiple deprivation and in the 16-19 age group.

Actions taken during this academic session, including the on-going development of the Curriculum Leader role, have had a positive impact on achievement rates across the College, with levels of Completed with Partial Success falling and improved success rates across the suite of Essential Skills qualifications.

Two key improvement projects initiated in session 2017-18 (Promonitor and 'My Vision'), are designed to enhance the capacity of the College to improve retention by tackling early and further withdrawal, via the effective use of internal data and appropriate interventions.
Implementation of the 'Future Proof 2025' Blueprint Project starting in session 2018-19, is designed to build on this success and drive continuous improvement and enhancement of the Senior Phase entitlement, delivering relevant skills for learning, life and work.

The effective working relationship between Edinburgh College Students' Association and staff at all levels of the College, continues to empower our community and provide meaningful influence in respect of strategic and operational decisions made within the College.

Edinburgh College is confident that it has identified appropriate areas for improvement and enhancement and has put in place achievable action plans to realise them. Progress continues to be made and staff remain committed to providing chances for all of our students to succeed. With the ongoing quality enhancement support provided by Education Scotland most notably in terms of learning, teaching and assessment, the Edinburgh College capacity for improvement remains robust.

Summary of Grading Requirements

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**	**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**	**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**	**Good**