



For the future you want

# Edinburgh College Enhancement Plan 2018 – 2021


| Area for Improvement     | Action Point<br>(What will be done?)  | Proposed Outcome<br>(What will happen?)  | Responsibilities<br>(Who will lead this?)   | Sources of Evidence /<br>KPI/s  | Targets / Progress  |
|--------------------------|---|--|---|---|---|
| Retention and Attainment | Phased Implementation of a Single Central Record. The four-year plan will be implemented to plan, track, monitor, record and review individual student progress, incorporating pastoral, curriculum and work-integrated learning records. | The SCR will support improvements in retention and attainment for all students, further improving the timeliness of targeted support. Students will ultimately have access to their individual records, in a bid to increase ownership of learning and aspirational goals. | Head of Curriculum Planning & Performance (Curriculum)<br><br>Head of Student Experience (Pastoral) | Central Promonitor Tracking Reports<br><br>Quality Compliance Reporting<br><br>Student Satisfaction Survey Ratings<br><br>Retention and Attainment Outcomes | Phase 1: 2018/19 – Introduction of ‘Assessment Schedules’ and ‘Promonitor Markbook Tracking’<br><br>Phase 2: 2019/20 - ‘Student View’ available<br><br>Phase 3: 2020/21 - ‘Assessment Feedback Tool’ becomes fully operational<br><br>Phase 4: 2021/22 - Automatic ‘Credit and Qualification Resulting’ |
|                          | Lessons learned in the successful ScotGov Retention Project will be used to inform cross-College interventions.   | Operational Planning will incorporate actions aimed at reducing levels of further withdrawal and partial success.  | Head of Curriculum Planning & Performance<br><br>Heads of Faculty<br><br>Head of Student Experience | Retention and Attainment Outcomes   | Six operational plans with individual targets: Faculties; Curriculum Planning & Performance; Student Experience<br><br>Minimum Complete Success Attainment Targets for 2019/20: FTFE 73.2%; PTFE 79.0%; FTHE 77.0%; PTHE 83.0%  |
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| <b>Retention and Attainment</b>                       | Every student will be provided with a named support contact within the Learning Development Tutor (LDT) Team.  | This additional support mechanism will assist in the improvement of retention, attainment and student satisfaction.   | Head of Student Experience  | Student Satisfaction Survey Ratings<br><br>Retention and Attainment Outcomes  |  |
| <b>Supporting Students: Protected Characteristics</b> | Additional support interventions will be identified and actioned by both College teams and ECSA.   | Students will achieve increased mental wellbeing, be further supported to remain on their chosen study programmes and achieve increasingly successful outcomes.                   | Assistant Principal<br>Head of Student Experience<br>ECSA President   | Student Satisfaction Survey Ratings<br><br>Retention and Attainment Outcomes  | Minimum target of 95.0% on all related Student Satisfaction survey outcomes<br><br>Minimum Completed Successful outcome of 70.0% for all modes of delivery, for students across all key groups |
|   | QE Team to incorporate robust Equality, Diversity & Inclusion considerations into the self-evaluation model. Action plans will reflect the importance of considering these.<br><br>ECSA will introduce a role, concentrating on 'Representation and Impact'. | Curriculum Teams will implement these changes, in order to further support retention and attainment<br><br>Levels of student satisfaction, retention and attainment will improve. | Head of Curriculum Planning & Performance<br><br>Heads of Faculty<br><br>Head of Student Experience<br>ECSA President | Self-Evaluation Documentation and Action-Planning<br><br>Student Satisfaction Survey Ratings<br><br>Retention and Attainment Outcomes |  |
| <b>Area for Improvement</b>                           | <b>Action Point</b><br><b>(What will be done?)</b>   | <b>Proposed Outcome</b><br><b>(What will happen?)</b>   | <b>Responsibilities</b><br><b>(Who will lead this?)</b>   | <b>Sources of Evidence /</b><br><b>KPI/s</b>  | <b>Targets / Progress</b>  |
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| <b>Engagement in Student Satisfaction Surveys</b> | Review and development of survey mechanisms, in order to ensure that the Student Voice becomes a more significant feature of the self-evaluation process, with wider participation occurring across all areas of provision. | There will be a significant increase in terms of student engagement.  | Heads of Faculty<br>Head of Curriculum Planning & Performance<br>Head of Student Experience | Student Satisfaction Survey Outcomes   | Minimum of 50.0% engagement across all areas of provision in 2018/19 and 60.0% in 2019/20<br><br>Increase target audience to include all students for 2018/19 onwards             |
| <b>Work-Integrated Learning Engagement</b>        | Improved access to and utilisation of LMI data and information.   | Curriculum Leaders will have increased access to timely LMI information, in order to strengthen links with employers for planning and execution of substantial WIL (currently 11.3% for FT students). | Head of Corporate Development<br>Heads of Faculty   | CRM Analysis<br>MIS Work-Integrated Learning Reports   | Proportion of FT learners with substantial Work-Integrated Learning hours<br><br>Minimum of 17.0% for 2018/19<br><br>Minimum of 18.5% by 2019/20<br><br>Minimum of 20% by 2020/21 |
|   | A review of the delivery model pertaining to Work-Integrated Learning.  | A whole-College approach to focus on increasing student engagement, will be developed and rolled out.   | Heads of Faculty<br>Head of Curriculum Planning & Performance                               | Planning, Review and Implementation Information<br><br>Self-Evaluation and Action-Planning Documentation |   |
| <b>Area for Improvement</b>                       | <b>Action Point</b><br><b>(What will be done?)</b>  | <b>Proposed Outcome</b><br><b>(What will happen?)</b>   | <b>Responsibilities</b><br><b>(Who will lead this?)</b>                                     | <b>Sources of Evidence /</b><br><b>KPI/s</b>   | <b>Targets / Progress</b>   |
|   | Additional staff seminars, training and Quality Enhancement engagement will   | Implementation of new approaches will increase the  | Head of Curriculum Planning & Performance   | Student Satisfaction Survey Ratings  |   |

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| <b>Learning, Teaching and Assessment Strategies</b> | <p>take place, in order to support teams in the development and sharing of good practice.</p> <p>Continued utilisation of Education Scotland action plans, in order to support, monitor and develop individual teams.</p> <p>Develop a programme of Career Long Professional Learning (CLPL), in line with current research findings and technological change.</p> | <p>effective use of technology, further engage learners and enhance learning experiences. Tutor exposition will decrease.</p> <p>Feedback from learners will increasingly inform reflective practice, with students receiving more detailed feedback, aimed at achieving their aspirational goals.</p> | <p>Heads of Faculty</p>   | <p>Retention and Attainment Outcomes</p> <p>External Quality Assurance Reporting</p> | <p>Minimum target of 95.0% on all related Student Satisfaction survey outcomes</p> <p>Minimum Target CPS attainment:</p> <p>FTFE (62.0%) / FTHE (71.1%)<br/>2018/19 – 67.5% / 74.0%<br/>2019/20 – 73.2% / 77.0%</p> <p>PTFE (82.9%) / PTHE (82.6%)<br/>2018 – 2021 minimum 79.0% / 83.5%<br/>Aspirational Target – 88.0%</p> |
| <b>Developing the Young Workforce Offer</b>         | <p>Further review of the College curriculum offer will be carried out.</p> <p>Increased partnership working with local authorities will be actioned.</p>   | <p>Additional opportunities to achieve recognised qualifications will be available.</p> <p>There will be an increase in the number of learners enrolled on DYW programmes of study.</p>  | <p>Assistant Principals</p> <p>Heads of Faculty</p> <p>Head of Student Experience</p> | <p>Enrolment and engagement KPIs</p>   | <p>Target recruitment figure of 450 students for 2019/20</p>   |
| <b>Area for Improvement</b>                         | <b>Action Point</b><br>(What will be done?)  | <b>Proposed Outcome</b><br>(What will happen?)   | <b>Responsibilities</b><br>(Who will lead this?)                                      | <b>Sources of Evidence / KPI/s</b>   | <b>Targets / Progress</b>  |
| <b>SCP Recruitment</b>                              | <p>The SCP offer will be subject to a comprehensive review and revised accordingly for the 2019/20 intake, in order to maximise access for all students.</p>   | <p>Schools/student participation and attainment levels will increase.</p>  | <p>Assistant Principals</p> <p>Heads of Faculty</p>                                   | <p>SCP Enrolment, Retention and Attainment KPIs</p>                                  | <p>Total Senior Phase Recruitment Target by 2019/2020 – 1320 students; 1383 for 2020/21 (338 in 2017/18)</p>   |

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|   |  |  | Head of Student Experience  |   | Achieving a recognised qualification<br>2019/20 minimum targets:<br>FTFE 73.3% (34.6% in 2017/18)<br>PTFE 61.0% (43.5% in 2017/18)   |
| <b>Foundation &amp; Modern Apprenticeship Provision</b> | The revised bespoke action plan for this aspect of the provision will be taken forward as a priority.  | There will be systematic evaluation, review and proactive action, in terms of SDS MA and FA targets and outcomes, in a bid to increase and improve these areas of provision. | Heads of Faculty<br><br>Head of Curriculum Planning & Performance | Recruitment, Retention & Attainment KPIs.<br><br>External Quality Assurance Outcomes    | New delivery of FAs for 2019/20:<br>Business Skills, Civil Engineering, Engineering, Financial Services, Information Technology, Accountancy, Creative and Digital Media, Scientific Technologies, Food & Drink Technology, Health & Social Care<br><br>Direct Contract Target: Rising to 2,024 by 2019/20 |
| <b>Student Access: Resulting</b>                        | Teaching teams will ensure that timely quality assurance processes for assessment and resulting are in place.<br><br>Implementation of the SCR.<br><br>The remediation process will be reviewed. | Students will have more timely access to remediation opportunities.  | Heads of Faculty<br><br>Head of Curriculum Planning & Performance | Student Satisfaction Survey Ratings<br><br>Attainment Outcomes<br><br>Complaint Records | Minimum target of 95.0% on all related Student Satisfaction survey outcomes<br><br>Promonitor phased implementation<br><br>No formal complaints submitted<br><br>Timely (in-session only) remediation  |
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| <p><b>Delivery of 'Future Proof 2025' (Core, Essential &amp; Digital Skills)</b></p> | <p>Development and roll-out of vocationally relevant Moodle-based projects, in line with Industry 4.0 initiatives.</p>  | <p>Working with Bridge2Business and other partners, vocational areas will develop contextually relevant projects, aimed at enhancing the data skills, technological literacy and work-readiness of students.</p> <p>Attainment rates for core and essential skills will show a marked improvement.</p>  | <p>Assistant Principal<br/>Head of Curriculum Planning &amp; Performance<br/>Heads of Faculty</p> | <p>Project Engagement<br/>Progression Data<br/>Skills Attainment Outcomes<br/>Student Feedback<br/>Moodle Analytics</p> | <p>May 2019: Project Development Strategy<br/>Aug 2019: Online Materials Complete<br/>Dec 2019: Initial Roll-Out Complete - FTFE Provision<br/>June 2020: Access for all students<br/>June 2021: Minimum 60% positive outcomes across the target skills set</p>  |
| <p><b>Self-Evaluation Processes</b></p>  | <p>Engagement with the new self-evaluation process will be seen across all areas of the College, in a bid to maximise the positive impact of strategic and operational planning.</p>                     | <p>Curriculum Leaders guide the process for their areas of provision, utilising performance data to inform actions aimed at improving student retention and attainment.</p> <p>Teams will utilise outcomes of the process to inform an increasingly effective student-centred delivery model.</p> <p>SMT will reflect on leadership and management approaches to meet ROA targets and further improve HGIOC outcomes.</p> | <p>Senior Management Team</p>   | <p>Self-Evaluation Documents<br/>Action-Planning<br/>KPIs<br/>Grading Outcomes</p>                                      | <p>Minimum target of 95.0% on all related Student Satisfaction survey outcomes</p> <p>Minimum Target CPS attainment:</p> <p>FTFE (62.0%) / FTHE (71.1%)<br/>2018/19 – 67.5% / 74.0%<br/>2019/20 – 73.2% / 77.0%</p> <p>PTFE (82.9%) / PTHE (82.6%)<br/>2018 – 2021 minimum 79.0% / 83.5%<br/>Aspirational Target – 88.0%</p> <p>Withdrawals – FE FT (29.4%)<br/>2018/19 – reduce by a minimum of 3%<br/>2019/20 – reduce by a further 4%<br/>2020/21 – Achieve 20.0%</p> |

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| BRAG PROGRESS KEY | COMPLETE | MAKING GOOD PROGRESS | SATISFACTORY PROGRESS | LITTLE OR NO PROGRESS / UNSATISFACTORY OUTCOME |
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