



Evaluative Report

2017-18



Opening Doors | Fair Access for All

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About West Lothian College

West Lothian College is a regional college based in Livingston serving individuals, local communities and the regional economy with a vision to develop a highly skilled and enterprising workforce. The population of West Lothian is over 180,000 and projected to increase by 11,000 by 2035. The region has one of the youngest and fastest growing populations in Scotland.

In 2017-18 a total of 8,095 students attended the college, 28% on full time courses and 72% part time. Reflecting demographic and economic demand, the number of students attending the college has grown each year and the college has consistently delivered above the target credit activity agreed with the Scottish Funding Council.

The college is a major employer in the region with 360 staff who mainly work at the campus in Livingston, delivering a broad range of vocational courses through seven curriculum centres and a centre for workforce development. Fifteen specialist staff are dedicated to delivering the national training contract for 3,000 Children's Hearing Service panel members.

To upskill staff working in over 600 businesses in West Lothian and across Scotland, the college delivers a broad range of Scottish Vocational Qualifications, primarily in Social Care and Childhood Practice. In 2017, the college achieved STEM Assured reaccreditation and established a Regional STEM Hub in 2018, building on its former successful STEM Advisory Group.

Collaborative working is a particular strength of the college and it works in close partnership with West Lothian Council, West Lothian Community Planning Partnership and employers to deliver a curriculum offering that is relevant to industry and provides students with the best possible learning pathways to achieve success in a competitive jobs market. The college is a partner in the Edinburgh and South East Scotland City Region Deal, seeking to maximise skills and employment opportunities for the people of West Lothian. A range of well-established international partnerships offers students and staff exciting opportunities to enhance their learning through educational exchanges.

Based on a well-established school/college partnership agreement, the college works with all eleven secondary schools in the region and, each year, provides over 400 senior phase school pupils with access to vocational qualifications, Highers and Foundation Apprenticeships. The college was an early adopter of Foundation Apprenticeships and delivered 80 starts in the period 2017-18, with an ambitious target to deliver 194 in 2019-21.

The college's *Regional Outcome Agreement for 2018-21* sets out the key objectives for the next three years.

Evaluation Methodology

Evaluation activities throughout the year were based on Education Scotland's quality evaluation framework, *How good is our college?* Evaluation activities have been well supported by Education Scotland and have included Board of Governor and college management evaluation, individual curriculum and service team evaluations, whole college evaluation, and student evaluation feedback gathered through the Student Association SPARKLE evaluation tool and engagement with the SPARQS Student Engagement evaluation framework for Scotland.

The Evaluative Report and Enhancement Plan is based on analysis of college wide evaluation reports prepared over the year by curriculum and service managers and staff teams. At course team level, trend analysis of key performance indicators for student retention and attainment rates over three years was used to provide quantitative evidence for evaluation along with additional data reports on student retention and success by equalities characteristics and student destination analysis reports.

At college level, performance indicator data was evaluated to show trends over a three year period and in comparison with high benchmarks from published sector averages.

Students are involved at all stages of evaluation and class ambassadors gather feedback at course level from every class which is fed into the Student Association. The Student Association produces SPARKLE evaluation reports from this data which are then used by staff to inform improvements to learning and teaching practice and general service delivery.

Employer and stakeholder engagement plays an important part in evaluation, and proactive relationships are critical to the success of students in areas such as childcare, construction and health and social care. Strategic discussions with all head teachers across the region and the local authority are important in reviewing and agreeing school-college provision.

Evaluation statements in this report are quantified using the Education Scotland criteria noted in the table below:

Almost all	Over 90%
Most	75-90%
Majority	50-74%
Less than half	15-49%
Few	Up to 15%

This report is validated by a range of evidence listed in Annex C.

The Student Voice

The college listens to and acts on feedback from our students. The Student Association works in partnership with the college to operate a systematic annual evaluation of learning and teaching and service delivery through their SPARKLE model. The model sits as a separate and additional layer of student-led evaluation, adding to the college-led student on-course evaluation survey and the Scottish Funding Council Student Satisfaction and Engagement Survey.

Using SPARKLE, every class group is able to contribute to an evaluative discussion twice in the academic year. The evaluative feedback from each class group is collated and analysed by the Student Association and presented to the Student Engagement Committee and to course teams through the Quality Compliance and Learner Services Committee. Feedback is used at all levels to inform evaluation and quality improvement.

Positively, the SPARKLE model has enabled the Student Association to gather more feedback from students than in previous years. In 2017-18, the Student Association found that engaging class representatives in a monthly evaluation event of this scale was overly ambitious and led to inconsistencies in reporting where some representatives did not gather data from classes. The college and the Student Association are working together to reduce the volume of work involved and to support classes with dedicated time to participate in SPARKLE for 2018-19.

Grade Outcomes

High Level Principle	Proposed Grade
Outcomes and Impact	Good
Delivery of learning and services to support learning	Good
Leadership and Quality Culture	Good

Outcomes and Impact

3.1 Wellbeing, Equality and Inclusion

Areas of Positive Practice

Statutory Duties

- The college meets its duties under the general and specific duties of the Equality Act and effectively promotes consideration of protected characteristic groups in all aspects of college life and work through a range of staff and student developments.
- The college meets its legislative reporting requirements through review of the *Equalities Mainstreaming and Gender Pay Gap Report*.
- The Equalities Committee monitors and reports on progress of the *Equalities Action Plan* to the Board of Governors.
- The college monitors and reports on the staff experience through HR representation on the Equalities Committee and a staff survey conducted in 2017-18 highlighted high levels of staff satisfaction and engagement.
- An effective process of Equalities Impact Assessment is used to promote consideration of the impact of college practices on individuals or groups with one or more protected characteristics.
- The *Gender Action Plan* is monitored and reported on at monthly meetings of the Equalities Committee.
- The college contributes positively to tackling inequalities at a regional level through shared priorities of the West Lothian Community Planning Partnership and the Developing the Young Workforce (DYW) regional group.
- The college meets its duties as a corporate parent through a robust *Corporate Parenting Plan* and effective engagement with external partners.
- The Safeguarding team is an effective cross-college team that is well promoted to students and staff. Staff on the Safeguarding team are qualified and trained to properly address identified safeguarding concerns.

Inclusion and Equality

- The college consistently promotes a positive culture of fairness and respect for all.
- Student diversity and success is recognised widely across the college and celebrated through events including the graduation ceremony, Student of the Month curriculum centre awards, Equalities Week, the Student Association LGBTi Club, and hosting the annual West Lothian PRIDE march and rally.
- The application process was reviewed in 2017 by Equate Scotland to remove barriers for potential students with a protected characteristic.
- The college has a robust process to assess and support the individual needs of students with a protected characteristic. Student feedback describes the college environment as welcoming and inclusive.
- All students are encouraged to declare additional or support needs at enrolment so that required support can be put in place at the earliest possible point in the

learner journey. Increasingly, applicants are invited to declare needs prior to enrolment.

- In almost all cases, the College responds efficiently and effectively to requests for additional support, ensuring that barriers to learning are removed through the provision of appropriate and reasonable adjustments.
- Sustained and effective efforts are made to identify students who are care experienced or young carers to ensure that appropriate support is provided. There were 61 declared care experienced students in 2017-18. Successful outcomes for this group of students were 69% for FEFT and 67% for HEFT (just 3 students were enrolled on HEFT courses). Given that the SFC National Ambition targets for care experienced students by 2018-19 are 66% success for FEFT and 71% success for HEFT, the college is making good progress on successful outcomes for FEFT students.
- The college delivered 8.1% of credits to students living in SIMD10 areas, exceeding our target of 6%. Successful outcomes for these students were considerably higher than the college average for FEFT, FEPT and HEPT. Most SIMD10 students were enrolled on FTFE courses and 80% achieved success, significantly higher than the college average of 65.1%. Success on HEFT courses, which had the smallest number of enrolments from SIMD10 students, was 66%.
- Student success is celebrated consistently throughout the year at a range of ceremonies, through the publication of case studies and dissemination on a variety of digital and social media platforms, resulting in positive impact on the wider community.
- Flexible modes of study supported the vibrant West Lothian ESOL community, and 330 students enrolled on ESOL courses in 2017-18, with a success rate of 74%.
- The Student Association achieved 4 Stars for the Healthy Body, Healthy Mind Award in 2017-18, reflecting the college's high level of commitment to students' health and wellbeing.
- Staff and students maintain a respectful and inclusive culture through a partnership approach to promote awareness and understanding of LGBTI, mental health, period poverty and gender based violence.

Areas for development

- While the *Gender Action Plan* promotes activity across all curriculum and service areas, further action is required at course level to address gender imbalance on traditionally male/female dominated courses.
- There is an increased demand for support for the mental health problems faced by students, placing considerable strain on both support and curriculum staff.
- The college has not yet developed, in collaboration with students, an Equally Safe strategic framework to prevent gender based violence on campus.

3.2 Equity, Attainment and Achievement for all Learners

Areas of positive practice

Learner Success over time

- In 2017-18, the college implemented a focused strategy to improve retention and attainment for FE full time students which has had a positive impact in reversing the previous downward trend.
- Staff are knowledgeable about their students and understand the factors that contribute to withdrawal and partial success.
- Three year trends in performance are positive for all KPIs and summarised in the table below:

West Lothian College	2015-16 (SFC published figures)	2016-17 (SFC published figures)	2017-18 (College figures)	Change on year	Change over 3 years
FE full time (FEFT)	64.1%	61.9%	65.1%	+3.2%	+1.0%
HE full time (HEFT)	66.3%	72.5%	70.1%	-2.4%	+3.8%
FE part time (FEPT)	70.6%	77.7%	77.5%	-0.2%	+6.9%
HE part time (HEPT)	65.5%	74.6%	80.6%	+6.0%	+15.1%

- There has been improvement over three years in all four indicators. In FEFT courses, this was a result of reducing partial success by 1.8% and improving retention by 1.4%. In FEPT, withdrawals reduced from 8.9% to 7.4%. For HEPT students, partial success reduced from 16.1% to 8.2% over the year. Conversely, the contributory factors in declining successful outcomes for HEFT students were increases over the year in partial success and withdrawals.
- The focus on improving FEFT attainment over the year led to an increase of 3.2% over the year. Based on 2016-17 sector figures, it is likely that the college will be close to or just above the sector average for FEFT.
- While there has been good improvement in HEFT over three years (up by 3.8%) there was a decline over the year of -2.4%. It is likely, based on sector figures for each of the last six years that the college might be below the sector average for HEFT.
- Success for part time FE and HE students increased over the year, despite significant increases in the volume of students: from 2,657 to 2,900 FEPT enrolments; and from 781 to 1,212 HEPT enrolments. FEPT success improved by 6.9% over three years and HEPT success increased by 15.1% over three years. Sector averages for FEPT and HEPT for 2016-17 were 77.1% and 78.6% respectively, compared with West Lothian's 2017-18 performance of 77.5% and 80.6%.
- The Support for Learning team worked proactively with 147 students with declared learning and guidance needs. These students achieved 67% completed success in 2017-18, an increase of 10% on the previous year.
- Just over half (51%) of full time students in 2017-18 were aged 16-19 and 17% were 20-24 years old. This was markedly different for part time students, 68% of whom were over the age of 25, reflecting the large volume of SVQs delivered to employees in their workplace. Seventy per cent of full time FE and HE students

were under the age of 25, while 57% of FE part time and 85% of HE part time enrolments were over the age of 25.

- 41% of all students were aged 16-24 and had an overall success rate of 70%, an increase of 3% on the previous year. Successful outcomes for full time FE students aged 16-19 rose from 54% to 72% over the year.
- In 2017-18, the college focused on reversing the downward trend in FE full time student outcomes and, in particular, on improving the results of young male students. Quality improvement plans were deployed effectively with the positive impact of improving attainment by 3.1% for FEFT students. Successful outcomes for FEFT 16-19 year old male students increased by 9% over the year.
- Positive destinations for college leavers in 2016-17 was 97.3%, above the national average of 95.0% and above almost all other college regions. Of these, 72.9% of students went on to further and higher level study, and 24.3% gained employment.
- In 2017-18, the college started a greatly increased number of modern apprenticeships, including 77 contracted directly with SDS, and 138 sub-contracted by industry bodies such as CITB and SECTT. Working in partnership with SECTT and employers, the college offers a pre-apprentice course, where successful full-time FE students move onto the 3 year apprenticeship.
- In Carpentry and Joinery in 2017-18, 26 modern apprenticeships were delivered with a 100% complete success rate, evidencing effective learning and teaching. The increase in apprenticeship delivery has been a motivating factor for students, and has impacted on FEFT success over the year, particularly amongst young male students.

Essential Skills including skills for life and work

- Most courses include a substantial work placement or realistic work experience, and student feedback validates this as valuable preparation for employment. The college has very effective arrangements for increasing and enhancing employer engagement for this purpose.
- Volunteering opportunities are available to students in all curriculum areas through a strategic and targeted approach to our partnership with the West Lothian Volunteer Network. In 2017-18, 139 students were recognised for their positive work in volunteering.
- A pilot in two curriculum areas, Childhood Practice and Sport and Fitness, to implement an integrated, contextualised, project based approach to the delivery of essential skills in 2017-18 achieved improved results for Communication and ICT core skills units.

Equity for Learners

- All students on the *Women in STEM* course in 2017-18 achieved positive destinations.
- A dedicated team of staff support students with learning or mental health needs. In 2017-18, the college implemented a targeted guidance model of support for learning for students on eighteen high risk FEFT courses, which removed barriers to learning for vulnerable students and enabled staff to put early support

mechanisms in place. 147 students were supported, including 115 FE full time students, 67% of whom went on to achieve a successful outcome.

- Project Search students achieved 100% success for the second consecutive year and positive partnerships secured permanent, full time work for leavers.
- The Independent Living course was revised and achieved significantly improved success of 87%, an increase of 23% on the previous year. The New Directions course was revised with increased volunteering opportunities for students, with increasing success over two years.

Areas for development

- Successful outcomes for FEFT increased in most curriculum areas across the college, although there are a number of subject areas with success rates lower than the college average.
- While there has been good improvement in HEFT over three years (up 3.9%) there was a decline over the year of -2.3%. Some curriculum areas improved HEFT outcomes over the year, however, the majority experienced a decline in student success. In particular, there was a significant drop in successful outcomes for 16-24 year old female students.
- Gender imbalances remain on traditionally male/female dominated courses and there is insufficient evidence of gender actions being embedded at course team level.
- An integrated, contextualised model of essential skills delivery is not applied consistently across the college.

Delivery of Learning and Services to Support Learning

2.2 Curriculum

Rationale, design and development

- National priorities such as *Developing the Young Workforce* (DYW), STEM, and early years education are reflected in curriculum design and development.
- The college supports the DYW national agenda well and in 2017-18 delivered 4,592 credits to school pupils at S3 or above against a target of 3,153.
- The curriculum portfolio is reviewed annually for relevance using national and regional labour market intelligence including *Skills Investment Plans* and the *Regional Skills Assessment* to inform analysis and planning.
- Operationally, there is a well-developed process of curriculum planning to ensure the curriculum portfolio is informed by feedback from employers and schools.
- In almost all curriculum centres, staff evaluate course design effectively and take account of student feedback to make appropriate changes to course content, scheduling and approaches to learning and teaching.

Effectiveness and appropriateness of the curriculum

- The curriculum is well planned to ensure smooth transitions for students from school to college to employment or further and higher levels of study.
- Curriculum teams respond well to external drivers and, in almost all cases, adapt the curriculum offering successfully to meet emerging needs.
- Almost all curriculum centres have effective partnership arrangements with employers and use these well to provide work related opportunities and placements for students. More effective employer engagement in some curriculum centres has led to significant improvement in successful outcomes for students over the year.
- Students and external partners are consulted on curriculum design and content on the majority of courses. Feedback is used effectively to enhance the delivery of teaching, scheduling and work placements.
- 62% of all enrolments were female, largely reflecting the high volume of part time SVQs in health, social and childcare. There was a better balance of female/male students studying full time qualifications, with 53% of HEFT students being female and 47% male.

Skills for learning, life and work

- In most courses, there is effective provision for students to engage in a substantial placement or realistic work experience that supports knowledge and skills development.
- Award-winning international study exchanges for over 100 students build confidence and prepare students well to take up further opportunities for learning or employment.
- In the majority of courses, students are able to plan and personalise their own learning through flexible learning and project based study options.

- Students are supported to develop employability and career management skills through *Personal Development Planning* units on FE full time courses, engagement with employers, campus sessions with Skills Development Scotland, and engagement with a Bridge2Business advisor.

Learning Pathways

- In almost all subject areas, learning pathways are planned in consultation with external partners including employers, schools and universities to provide students with a range of entry and exit points.
- The college has effective arrangements for articulation with university partners to enable students to articulate with advanced standing from identified courses. The learner journey is shortened for many HE students with direct entry into years two and three of degree study. For example, the third year of BA Business is delivered in the college to successful HND students.
- Improved student outcomes have been achieved in subjects such as Construction and Engineering where the learner journey has been planned to include transition to apprenticeships. This has proved to be an important motivating factor for full time FE students who are keen to progress to apprenticeships.

Areas for development

- While there is an established process of annual curriculum planning, a strategic approach to a longer term review of the curriculum - informed by feedback from employers, schools, the local authority and community planning partners - is required to inform the operational planning process and ensure the college is responding to the future skills needs of the region.
- The gender balance on FEFT courses was 58% female and 42% male, suggesting an imbalance in curriculum provision attractive to young male students.

2.3 Learning, Teaching and Assessment

Areas of positive practice

Learning and engagement

- Lesson observations involving almost all teaching staff demonstrated that most lecturers use a range of learning methodologies that enable students to personalise their learning and enhance engagement in coursework.
- Most staff engage well with Student Association. Class ambassadors work well with curriculum managers and staff to enhance the learning experience through student feedback.

Teaching

- All course teams conduct robust equality impact assessments on learning, teaching and assessment materials, ensuring approaches are fair and inclusive and provide opportunities for all students to succeed.
- The college has a robust process of teaching observations which evidence that lecturers plan lessons well and employ a range of effective learning and teaching approaches, which result in high levels of student engagement in the learning experience. In 2017-18, 91% of lecturing staff participated in an observation and there is a strong desire from staff to continue with these.
- The majority of teaching rooms are well resourced and meet industry standards, and the college estate is maintained through a planned rolling schedule of works.
- Staff are highly skilled, subject experts who bring industry experience to the learning experience. The college's Workforce Plan recognises the challenges of maintaining a highly skilled workforce and outlines steps to mitigate risks associated with staff recruitment.
- Staff use a range of teaching methodologies and contextualise learning to meet different learning needs in most lessons.
- There are effective processes to ensure that staff engage in career long professional development opportunities to update industry knowledge and skills. For example, staff in a range of curriculum areas participated in the CDN College Expo 2018.

Assessment

- Staff use a range of formative and summative assessment techniques to assess progress and help students improve performance. In almost all cases, staff use assessments effectively to promote learning and motivate students to attain.
- Summative assessment is robust and staff maintain quality standards well. In 2017-18, the college achieved 57 external verification reports of high confidence from a range of awarding bodies.

Evaluation of the learning experience

- A well-established quality enhancement process supports the evaluation of the learning experience on a college-wide basis and at team level.
- Course teams engage well with the evaluation process and are committed to quality improvement and enhancement of the overall learning experience. Staff store evidence on Moodle to share best practice.
- Progress on quality improvement plans is reviewed at course team meetings.
- Curriculum staff have good knowledge of individual students and potential issues that may impact on retention and overall attainment. They use course risk assessment to identify students at risk at an early stage and work collaboratively with support staff to put appropriate support in place.

Areas for development

- Curriculum staff carry out regular unit evaluations with individual classes to inform operational delivery and improvement, but there is inconsistent involvement of students in course team and evaluation meetings.
- A lack of digital skills is impacting on some lecturers' ability to make effective use of new learning and assessment tools. While pockets of good practice are evident, Moodle usage is inconsistent.
- While the evaluation process is robust and well understood, there is insufficient evidence of specific evaluation of learning and teaching approaches (pedagogy).
- Targets for student success are not set at curriculum centre and course level.

2.4 Services to Support Learning

Management of services to support learning

- All service teams work collaboratively with curriculum managers to ensure that problems such as incorrect registers, attendance marking, results issues, and appeals are resolved quickly and effectively to help students to remain on course.
- College schools liaison staff work well in partnership with Heads and Depute Heads of secondary schools to support senior phase pupils in the transition to college.
- Effective arrangements through the admissions, student advice and marketing teams provide accessible information, advice and support for potential and existing students.
- The new online bursaries application process is fast, flexible and user friendly, and enables bursaries to be put in place at the start of the session.
- Good progress has been made over the year on improving the management information system and performance data to enable more informed decision making by managers.
- Managers and staff work in partnership to ensure students are well supported to make informed course choices and to develop career management skills.
- The student induction process is well planned and provides all students with a welcoming and consistent early course experience.

Services which contribute to achievement, attainment and progression

- A dedicated Support for Learning team provides effective learning and guidance support for students with a declared need.
- A short term counselling service supports students with emotional and/or mental health concerns.
- The college works well in partnership with a range of external agencies such as DeafAction, Breathing Space, West Lothian Drug and Alcohol Support, One Parent Family Scotland, and Penumbra to ensure students are properly referred and receive the right support at the right time.
- The Student Association works well in partnership with the college to implement initiatives that enhance the overall student experience.
- The Student Association promotes volunteering opportunities which add value to the learning experience and enable students to build essential skills.

- Staff in the Support for Learning and Student Funding teams provide highly effective support for vulnerable students and are instrumental in keeping students on course.
- Finance staff are available on a drop-in basis for students who have financial queries or who need immediate help. Hardship cases are identified and fast tracked to discretionary funds, supporting students to stay on course.
- STEM ambassadors in all curriculum centres, a cross-college STEM club and a range of activity organised by the college's STEM Advisory Group benefit students in all curriculum areas.

Services which contribute to progression to a positive destination

- The Employer Engagement team works effectively with over 500 employers to identify and design appropriate work placements for college students. Almost all courses have a work placement, volunteering opportunity or realistic work experience. Curriculum and service staff work collaboratively to support students to take up these opportunities
- Effective articulation arrangements enable students to progress onto university courses with advanced standing. For example, HND Computing students are able to progress to third year in Computing or Computer Networking degrees at Napier University.
- Regular opportunities are available for students to engage in career management planning with staff and a Skills Development Scotland advisor who is available to students on campus twice a week.
- Schools liaison staff, Foundation Apprenticeship staff and the Workforce Development team work well with each other, and with all curriculum centres, to facilitate student transitions from school into Foundation and Modern Apprenticeships.

Areas for development

- The college's IT infrastructure does not fully meet the needs of students and is impacting negatively on the quality of their experience at college.
- Facilities in some teaching areas need to be updated to remain relevant to industry and provide high quality learning experiences for students, for example the training kitchens, construction and engineering workshops, and the gym.
- The college has identified a need to improve social learning spaces as well as more quiet study areas for students. More private spaces are required to support the increasing number of vulnerable students who require one to one support.
- An increasing number of students declaring mental health problems is placing a considerable burden on support and curriculum staff.

Leadership and Quality Culture

1.1 Governance and Leadership of Change

Governance and leadership

- The Board of Governors provides clear strategic direction and effective leadership for the college, as well as challenge and scrutiny to senior management to effect change for the benefit of students.
- The Board of Governors has a sound understanding of how well the college is delivering on its strategic objectives and encourages senior management to continue improve key performance indicators.
- The Learner Attainment Sub Group, established by the Board of Governors, exhibits strong leadership and robustly challenges the college to improve performance, and to provide timely and accurate performance information to enable strong and effective decision making. The sub group has identified issues which have led to improvements in data, structures and attainment.
- The Board has a strong focus on student success and, through the Learning and Teaching committee, receives regular reports detailing progress towards targets on student enrolments, student satisfaction, retention, performance indicators, college leaver destination information, and external verification activity.
- Board members place great value on student engagement and prioritise the work of the Student Association at committee meetings. The Student Association is a key partner and involved in all relevant Committees. Board members engage in college and Student Association events, as well as in college-wide evaluation and development events.
- The Board conducts an independent evaluation of committee performance and develops planned actions for improvement.
- The Student Association structure was reviewed for 2017-18 to create the two full time sabbatical posts of Student President and Vice President to provide stability and improve engagement in college committees.

Developing a shared vision, values and aims

- College values are understood and exhibited by all staff. Almost all managers act as positive role models, exhibiting these values in leadership and management activities.
- Managers work effectively with Scottish Funding Council and Education Scotland to create shared aims and targets through the development of the Outcome Agreement and the Evaluative Report and Enhancement Plan.
- The college management team participates in strategic planning events throughout the year to develop the college vision and aims. The Opening Doors campaign enabled managers to communicate a shared vision of the college's aspirations.
- College strategies, such as the newly developed People Strategy, present a clear vision and are developed collaboratively with the college management team.

Planning for continuous improvement

- The Senior Management team leads the college well, and provides direction for curriculum and service managers to engage proactively with emerging national priorities.
- Almost all curriculum and service managers lead teams effectively and support continuous improvement.
- The college has a robust process to monitor, report and drive continuous improvements through the college committee structure.
- In 2017-18 there was significant investment in professional development of the college management team, which culminated in the development and presentation by managers of a three year vision for each curriculum centre.

Areas for development

- A few teams do not involve the Student Association consistently and proactively in operational activities.
- While good progress has been made over the year to improve the quality of management information, performance data is not yet available early enough to support timeous and effective decision making.
- Further work is required to develop the strategic capacity of college managers and in the consistent management of poor performance.

1.4 Evaluation Leading to Improvement

Analysis and evaluation

- All teams take very good account of DYW in evaluation and planning processes. This has resulted in the introduction of new provision to support senior phase vocational pathways.
- In all cases, external verification reports are very positive with significant strengths identified in the majority of curriculum areas.
- The Student Association further developed the SPARKLE evaluation tool to provide better quality feedback to inform improvements to learning, teaching and assessment practices.
- The college management team effectively leads on the deployment of the QUILTS evaluation model and has engaged teams well in the evaluation process.
- The systematic deployment of the teaching observations process in 2017-18 led to healthy reflection on the effectiveness of teaching approaches.
- Staff make good use of performance indicators, including unit and three year results, to evaluate trends in student success and plan for improvement.
- Improvement actions are developed from analysis across of performance indicators, destination reports, student survey feedback and employer feedback.

Collaborative approaches to evaluation and data sharing

- The college seeks feedback from students through a range of mechanisms including face to face evaluation events and online surveys.

- Working collaboratively, the Student Association and staff produced a *You Said, We Delivered* poster, reflecting actions taken in response to student feedback.
- The college works effectively with external partners to share data, in line with GDPR arrangements, to ensure we meet statutory reporting requirements.

Impact on students' success and achievements

- The impact of evaluation activity and improvement plans has been positive in 2017-18 with increased complete success rates in FEFT, FEPT and HEPT indicators.
- Students achieved success in external competitions in 2017-18, including a Carpentry and Joinery student who won the final of the Skill Build 2017 competition, and a Beauty student who won a place in the World Skills Beauty heats to participate in the finals in November 2018 in Birmingham.
- Modern Apprentice students achieved very good outcomes, for example 100% of year one Carpentry and Joinery apprentices achieved complete success and year two apprentices achieved 95% complete success. Advanced Craft Modern Apprenticeships achieved 100% complete success in 2017-18.
- In 2017-18, 100 students participated in Erasmus-funded international student exchange opportunities, all of whom achieved an accredited work experience unit as an outcome from this.

Areas for development

- While significant improvements have been made by the Student Systems team on data capture and analysis, further improvements are required to ensure that managers have access to real-time data for analysis and decision making.
- Not all managers make effective use of external benchmarks, learning and teaching observation feedback, and good practice in the sector to inform quality improvement plans.
- The process of evaluation does not, in all cases, use input from students effectively to support evaluation at course team level and there is still a tendency to focus on evaluating operational issues rather than on focused reflection on key aspects of learning, teaching and assessment leading to improved student outcomes.

Capacity to Improve

West Lothian College has a strong quality culture and a motivated workforce who are committed to going further and aiming higher for all students.

Over the year, the college reversed the downward trend in FE full time student outcomes, and of young male students in particular, both of which saw good improvement. However, while there was improvement in most subject areas, further work is required to continue to improve FEFT outcomes. HEFT success declined over the year, particularly amongst young female students, and this will be a priority area for the college in 2018-19.

In 2017-18, managers led effectively on the implementation of a comprehensive programme of teaching observations, in which almost all teaching staff participated. Lecturers are keen to continue with these observations and the college plans to build on this to further support the evaluation of learning and teaching.

The college's partnership arrangements with employers continue to be effective in enhancing opportunities for students to succeed through work placements and this contributed to improvement in attainment over the year. The college will build on these relationships and on further engagement with employers to shape the curriculum for 2019-22.

Managers and staff are encouraged to work as partners with the Student Association, and empowered to make changes that improve the student experience. However, the college recognises that this is not consistent across all curriculum areas and this will be monitored closely over the year.

The quality and accessibility of performance data were improved over the year, supporting managers to address downward trends in overall student outcomes and in individual courses. However, the college recognises that there is still work to be done to develop business intelligence systems that provide high quality, accurate and real-time data to managers, staff and students. This improvement in systems will need to be supported with development of all managers, so that they understand how to access, interrogate and present the data available to them.

While the college estate is well-maintained, the college recognises that some areas are no longer fit for purpose and require significant investment. The college has a particular challenge with a dated and insecure IT infrastructure, with evidence that the student experience is suffering as a result. Significant investment is required in estate and IT to support successful student outcomes.

The college has demonstrated a clear capacity to improve through systematic approaches to evaluating the quality of services, the implementation of effective quality improvement actions, and the achievement of improved outcomes for students.

Annex A – Progress on the 2017-18 Enhancement Plan

The college made good progress on enhancement plan actions identified in the October 2017 Evaluative Report.

A key action centred on leadership of quality improvements leading to improved learning and teaching practice. In all curriculum centres, managers led quality improvement plans which were robustly monitored for progress on outcomes. There is early evidence that this process has encouraged staff to share teaching practices within and across course teams which is being further developed in 2018-19.

There was a high level of team engagement in evaluation activities throughout the year, supported by Education Scotland, completing actions on embedding the Quality Improvements in Learning, Teaching and Services (QUILTS) evaluation methodology.

With regard to curriculum design, good progress has been made in all curriculum centres to review the curriculum offering and course design with resulting significant achievements in complete success. In addition, service teams have progressed actions on systems developments and carried out quality improvements that have improved data reporting and supported improved evaluation.

Most actions in the 2017-18 Enhancement Plan have been achieved, with the following areas of work continuing into 2018-21:

- Evaluation of learning and teaching practice leading to improvement for students
- Employer engagement to inform curriculum design and learning and teaching approaches
- Curriculum design and planning
- Data systems development

These actions will continue to be progressed and monitored through the Enhancement Plan for 2018-21.

Arrangements for monitoring progress on the 2018-21 Enhancement Plan actions

The Enhancement Plan will be monitored and reported on by the Head of Service Quality and Learner Services to Senior Management.

Enhancement Plan actions will be linked to Outcome Agreement targets and integrated into the college operational planning process to produce one plan incorporating actions for improvement.

Monthly progress will be reviewed through the Curriculum and Quality and Learner Services Committees and quarterly progress updates reported to the Senior Management team, the Board of Governors Learning and Teaching Committee, and the college's Curriculum Committee.

Annex B - Performance against National Measures

2017/18 Targets displayed in brackets (where applicable) below actuals.

Measure 1- Core credits delivered against target Credit delivery for 16-19, 20-24, SIMD10, Protected Characteristics

	Target	Actual	Difference
1a	Total credits delivered		
	2017-18	43988	45326
	2016-17	43499	44085
	2015-16	43088	44391

		2017-18 # Credits	2017-18 %age	2016-17 # Credits	2016-17 %age
1b(i)	Credits delivered to students aged 16-19 and 20-24	25641 (26534)	57% (60.3)	25673	58.2%
1b(ii)	Credits delivered to full-time students aged 16-19 and 20-24	21501 (21600)	67.8% (50)	21500	48.8%
1c	Credits delivered to students in the most deprived 10% postcode areas	3,640 (2610)	8.03% (6)	2,362	5.32%
1d	Credits delivered to students from different protected characteristic groups:				
	White	43538	95.9%	42440	96.3%
	Mixed	236	0.5%	149	0.3%
	Asian	648	1.43%	800	1.8%
	Black	575	1.3%	457	1%
	Other	209	0.5%	215	0.5%
	BME	1569 (1522)	3.5% (3.5)	1566	3.6%
	Disability	7622 (8700)	16.8% (20)	7528	17.1%
	Care experienced	576	1.3%	1382	3.1%

Measure 2 – Credit delivery for Senior Phase, SHEP and S3

	2017-18	2016-17	2015-16	
2a	Number of senior phase age school pupils studying vocational qualifications	245 (339)	195	81

	2017-18 # Credits	2017-18 %age	2016-17 # Credits	2016-17 %age	
2b	Credits delivered to senior phase age pupils studying vocational qualifications	986 (1356)	2.2%	1023	2.3%

2c	Credits delivered to learners at S3 and above as part of school college provision	1999 (1685)	4.4%	2622	5.9%
2d	Credits delivered at HE level to learners from SHEP schools	1775 (728)	3.9%	1465	3.3%

Measure 3 – Credit delivery for STEM

		2017-18	2017-18	2016-17	2016-17
		# Credits	%age	# Credits	%age
3	Credits delivered to learners enrolled on STEM courses	10093 (10932)	22.3% (25.6)	11592	26.3%

Measure 4 – Proportion of students successfully achieving a recognised qualification

		2017-18	2016-17	2015-16
4a	FE full time	65.4% (66)	61.9%	64.1%
	FE part time	78.2% (75)	77.7%	74.6%
	HE full time	69.8% (73)	72.5%	66.3%
	HE part time	78.1% (75)	74.6%	65.5%
4b	Proportion of enrolled MD10 students successfully achieving a recognised qualification			
	Full time	121 (77.7%) 68 (78.1)	120 (77.9%)	105 (72.4%)
	Part time	256 (82.8%) 78 (72.2)	184 (76%)	162 (71%)
4c	Proportion of senior phase age pupils successfully completing a vocational qualification	277 (69.5%) (n/a)	259 (64.3%)	186 (54.1%)
4d	Proportion of full time enrolled care experienced students successfully achieving a recognised qualification	20 (71%) (n/a)	73 (64.4%)	28 (77.8%)
4e	Proportion of full time FE enrolled students aged 16-19 successfully achieving a recognised qualification	588 (71.9%) (n/a)	522 (68.3%)	652 (73.6%)

Measure 5 – Apprenticeship starts

		2017-18	2016-17	2015-16
5	Number of apprenticeships starts	138 (70)	92	48

Measure 6 – Learners with work placement or work experience opportunities

		2017-18	2016-17	2015-16
6	Number of full time learners with “work placement experience” as part their programme of study	224 (721)	n/a	n/a

Measure 7 – Learners who articulate to university with advanced standing

		2017-18	2016-17	2015-16
7	Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing			

Measure 8 – Learners with a positive destination after qualifying

		2017-18	2016-17	2015-16
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	Not yet available	97%	96%

Measure 9 – Learner satisfaction with college experience

		2017-18	2016-17	2015-16
9	The percentage of students overall, satisfied with their college experience	92.8%	90.5%	88%

Measure 10 – Gross carbon footprint

		2017-18	2016-17	2015-16
10	Gross carbon footprint	Data not yet available	2,369 tCO ₂ e	2,813 tCO ₂ e

Annex C - Evaluation Evidence Base

- College KPIs for 2017-18
- Equalities Committee Action Plan 2017-18
- Gender Action Plan 2017-18
- Board of Governors Evaluation Report 2017-18
- College management team evaluation event feedback August 2018
- Curriculum centre and service teams self-evaluation reports and action plans for 2017-18
- Education Scotland external engagement feedback 2017-18
- Scottish Funding Council Statistical Performance Indicator Report 2016-17
- West Lothian College Internal Destination Reports (FE & HE) 2017
- Scottish Funding Council Student Satisfaction and Engagement Survey 2017
- Student Association Reports 2017-18
- Employer Engagement Report 2017-18
- STEM Advisory Group minutes of meetings 2017-18
- Scott Moncrieff Internal Audit Reports 2017-18
- Awarding bodies External Systems and External Verification Reports 2017-18
- Schools Report 2017-18
- QUILTS Course Team evidence
- QUILTS Teaching Observation records
- School Leavers Destination Report 2016-17
- Student Association SPARKLE Evaluation of Learning and Teaching Reports
- Student Association SPARQS Evaluation Report
- Student On Course Evaluation Survey Feedback
- Internal Student Systems Data Reports
- World Café whole staff evaluation event feedback August 2018
- Curriculum team employer engagement feedback 2017-18

Annex D – 2018-21 Enhancement Plan

Key Area for Development: Data Quality and Usage					
Strategic Action	Strategic Lead	Milestone actions 2018-19	Milestone actions 2019-20	Milestone actions 2020-21	QI
Improve real time data quality, accuracy and availability for effective decision making and consistent reporting and to enable self-service	Vice Principal Finance and Curriculum/ Student Systems Manager	Further develop Unit-e functionality by June 2019 Further develop internal staff capability to manipulate system for improved data reporting by June 2019 Pilot Student Advantage by Feb 2019 Roll out PowerBi dashboard by June 2019	Improved data quality and real time data reporting in place by Dec 2019 Pilot Staff Advantage by June 2020 Roll out Student Advantage to all students by June 2020 Evaluate data quality and reporting by June 2020	Further improve data quality and real time data reporting by Dec 2020 Roll out Staff Advantage to all staff by June 2021 Evaluate impact of Student Advantage on retention and attainment by June 2021	2.2
Examine the student experience and Performance Indicators to understand the impact of gender and intersectionality	Curriculum Managers	Effectively use performance data to analyse young female HEFT student outcomes and to inform quality improvements by June 2019 Effectively use performance data to evaluate the course offering to actively improve gender balance by meeting gender targets for student recruitment by June 2019	Proactively understand the student population with regard to gender intersectionality issues and how we work with these students by June 2020	Use intelligence to inform curriculum and gender action planning by June 2021	3.2

Drive increased student participation in internal and external surveys to improve strategic reporting	Vice Principal Curriculum and Enterprise	Integrated Student Satisfaction and Engagement Survey into the College Student On Course Evaluation Survey by Nov 2018 Roll out revised, integrated survey to students by Feb 2019	Evaluate response rate achieved by August 2019 Plan to drive increased response rate by Nov 2019	Evaluate response rate achieved by August 2020 Plan to drive increased response rate by Nov 2020	2.4
Plan to involve the Student Association in strategic groups to improve consistency of evaluation of data	Vice Principal Curriculum and Planning	Student Association to participate in monthly meetings with the Principal by June 2019 Student Association to be part of the membership of the quarterly steering group with the Scottish Funding Council, the College and the Student Association. The Student Engagement Committee should meet quarterly with Student Association representation by June 2019	Student Association to participate in monthly meetings with the Principal by June 2020 The Student Engagement Committee should meet quarterly with Student Association representation by June 2020	Student Association to participate in monthly meetings with the Principal by June 2021 The Student Engagement Committee should meet quarterly with Student Association representation by June 2021	1.1
Strategic and operational planning processes to be reviewed and strengthened to improve the use of data analytics in decision making.	Vice Principal Curriculum and Planning/ Curriculum Managers/ Student	Student Systems to improve availability of data analytics and SFC PI slicer tool to managers by Dec 2019 Curriculum Managers to utilise data analytics to inform	Data analytics and SFC PI statistical analysis to be proactively used to inform strategic and operational planning by June 2020	Data analytics and SFC PI statistical analysis to be proactively used to inform strategic and operational planning by June 2021	1.4

	Systems Manager	operational curriculum planning and PI analysis by June 2019 Strategic planning process to proactively use data analytics and sector benchmarks to inform decision making by June 2019			
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Key Area for Development: Curriculum Planning and Portfolio Review					
Strategic Action	Strategic Lead	Milestone actions 2018-19	Milestone actions 2019-20	Milestone actions 2020-21	QI
Develop a balanced curriculum plan to embed the gender action plan at course level and address imbalances in gender focused course offerings and to understand gender intersectionality	Vice Principal Curriculum and Planning	Curriculum planning event to include gender actions by Nov 2018 Develop curriculum plan 2019-20 by Dec 2018 Effectively use performance data to analyse young male student outcomes and to inform quality improvements by June 2019	Analyse impact of gender actions on recruitment by May 2019 Review gender actions for curriculum planning by June 2019 Curriculum planning for 2020-21 completed by Oct 2019 Include identified gender specific courses in the curriculum plan by June 2020 Proactively understand the student population with	Analyse impact of gender actions on course recruitment by May 2020 Review gender actions for curriculum planning by June 2020 Curriculum planning for 2021-22 completed by Oct 2020 Include identified gender specific courses in the curriculum plan by June 2020	3.1

			regard to gender intersectionality issues and how we work with these students by June 2020		
Carry out a fundamental review of overall STEM provision within the Curriculum Portfolio	Heads of Service	<p>Ensure that the West Lothian STEM Hub includes gender imbalance as a key priority</p> <p>Deliver a Women into STEM course in Jan 2019</p> <p>Establish Centre Gender Champions from male/female staff by June 2019</p> <p>Support partner organisations to promote gender neutral career management decisions in young people and to promote events such as Girls mean Business by Oct 2019</p> <p>Ensure the Equalities Committee leads on gender related activities by June 2019</p> <p>Build on the college's work on encouraging girls and women into sports.</p> <p>Develop a campaign to</p>	<p>Utilise Centre Gender Champions to promote STEM and other courses in schools.</p> <p>Evaluate impact of STEM Hub and Equalities Action plans by June 2019</p> <p>Work with SHEP schools to raise awareness of STEM and other careers by June 2019</p>	Evaluate impact of STEM Hub and Equalities action plans by June 2020	3.2

		recruit men into childcare. Develop a campaign to recruit men into health and social care.			
Adapt the College model for a consistent approach to Essential Skills delivery	Head of Service	Evaluate impact of current model on selected courses by June 2019	Develop an adapted model for Essential Skills delivery in 2020-21	Implement adapted model by August 2020	3.2
Establish a curriculum planning and design process driven by government priorities, labour market need and informed by employer engagement	Vice Principal Curriculum and Planning	Plan the college management team schedule to include two curriculum strategy planning events by Oct 2018 Conduct one curriculum strategy planning event by Nov 2018 and build change into the curriculum plan for 2019-20	Conduct one curriculum strategy planning event by Oct 2019 Implement curriculum change by Nov 2019	Conduct one curriculum strategy planning event by Oct 2020 Implement curriculum change by Nov 2020	2.2
Improve validated approaches to evaluation and curriculum planning through working with employers	Curriculum Managers	Establish an employer engagement plan by Dec 2018 Hold one Employer engagement event by June 2019 Build on the College's Strategic Partnership with West Lothian Chamber of Commerce and Federation of Small Businesses to ensure a coherent approach	Roll out employer engagement plan by Dec 2019 Utilise feedback and evaluation from Employer engagement to inform curriculum planning	Roll out employer engagement plan by Dec 2020 Utilise feedback and evaluation from Employer engagement to inform curriculum planning	2.2

		Build on our partnership with the DYW Regional Group to coherently engage with employers			
Develop a consistent model to ensure effective and shortened learner journeys	Vice Principal Curriculum and Planning/ Curriculum Managers	Review articulation partnership agreements with external College and University partners by June 2019 Review advanced standing arrangements with external partners by June 2019 Draft current learner journeys in all curriculum centres by June 2019	Develop a Learner Journey Action Plan to reduce learner journeys in three curriculum centres by Dec 2019 Re-negotiate articulation and advanced standing arrangements with external college and University partners in light of revised learner journeys by June 2020	Develop a Learner Journey Action Plan to reduce learner journeys in three curriculum centres by Dec 2020 Re-negotiate articulation and advanced standing arrangements with external college and University partners in light of revised learner journeys by June 2021	2.2

Key Area for Development: IT Infrastructure and Estates Development					
Strategic Action	Strategic Lead	Milestone actions 2018-19	Milestone actions 2019-20	Milestone actions 2020-21	QI
Develop the Estate to provide fit for purpose teaching, quiet and social spaces for students	Vice Principal Finance and Curriculum/ Facilities Manager	Carry out consultation exercise with curriculum and service centres by Nov 2018 Work up a Business Case for complete refurbishment of Street Building to enhance the student experience. Develop a 3 year Estates Plan by Feb 2019 Estates Plan to be deployed	Carry out planned improvements in the estate and teaching and learning facilities by June 2020	Carry out planned improvements in the estate and teaching and learning facilities by June 2021	2.4

		by June 2019 subject to funding availability			
Further develop flexible learning opportunities for staff and students through Moodle	Head of Service/ IT Depute Manager/ Curriculum Managers	Ensure IT Infrastructure is in place to support Moodle development Develop Moodle strategy by June 2019 in partnership with curriculum centres and the Student Association	Build Moodle options for students in line with revised curriculum strategy and planning by Dec 2019	Evaluate impact of Moodle development strategy on student attainment by June 2020	2.3
Develop the IT Infrastructure to improve the IT offering and enable digital learning	Vice Principal Finance and Curriculum/ IT Depute Manager	Develop a Strategy for a fit for purpose IT Infrastructure. Review the shared services agreement with West Lothian Council by March 2019 Develop the IT Strategy and Plan for 2018-2021 by June 2019	Implement Infrastructure plan by Dec 2020 subject to availability of funding.	Review and evaluate progress on IT infrastructure developments by June 2021	2.4

Key Area for Development: Attainment					
Strategic Action	Strategic Lead	Milestone actions 2018-19	Milestone actions 2019-20	Milestone actions 2020-21	QI
Develop a revised and consistently applied model for FE delivery	Vice Principal Curriculum and Planning	Review the FE portfolio offering for 2019-20 by Dec 2018 Review the FE course framework structure by Dec 2018 to inform a revised delivery model for 2019-20	Review the FE portfolio offering for 2020-21 by Dec 2019 Analyse impact of revised FE course framework on retention and attainment by Dec 2019	Review the FE portfolio offering for 2021-22 by Dec 2020 Analyse impact of revised FE course framework on retention and attainment by Dec 2020	3.2

		<p>Develop a delivery model for core skills and generic units.</p> <p>Prepare students better for self-directed study options</p> <p>Prepare students better to progress onto HE courses.</p> <p>Continue to focus on improving retention through course risk assessment by Dec 2018</p> <p>Continue to focus on improved outcomes for young male learners by June 2019 through effective evaluation of performance data</p>	<p>Analyse impact of revised FE delivery model on retention and attainment by Dec 2019</p> <p>Introduce 2 units for online delivery by Dec 2019</p> <p>Evaluate progression to HE from FE courses by Dec 2019</p> <p>Continue to focus on improving retention through course risk by Dec 2019</p> <p>Effectively use performance data to ensure improved outcomes for young male learners by June 2020</p>	<p>Analyse impact of revised FE delivery model on retention and attainment by Dec 2019</p> <p>Evaluate impact of on-line delivery on retention and attainment by Dec 2020</p> <p>Evaluate progression to HE from FE courses by Dec 2019</p> <p>Continue to focus on improving retention through course risk by Dec 2020</p> <p>Effectively use performance data to ensure improved outcomes for young male learners by June 2021</p>	
Restructure and strengthen the delivery model for the HE curriculum to consistently improve attainment	Vice Principal Curriculum and Planning	<p>Review the HN portfolio offering for 2019-20 by Dec 2018</p> <p>Investigate the introduction of a support element for HE courses most at risk by June 2019</p>	<p>Adopt new generation HN course methodologies by June 2020</p> <p>Explore a model to extend Support for Learning guidance model to identified HN courses by August 2020</p>	<p>Upskill staff to deliver new generation HN standards by Dec 2021</p> <p>Roll out an identified Support for Learning guidance model to all HN courses by June 2021</p>	3.2

		Upskill staff on quality standards to deliver new generation HN qualifications by June 2019	Develop learning and development plan to include future skills and reinforce the Workforce Plan by June 2020		
Develop a proactive strategic partnership with centre heads to ensure the most effective use of Support for Learning resources	Head of Service/ Curriculum Managers	Consult with internal and external partners to inform development of a consistent approach by Dec 2018 Evaluate impact of current model on retention and attainment by June 2019	Roll out a revised guidance model to identified courses by Sept 2019 Evaluate impact of revised model on retention and attainment by June 2020	Evaluate impact of revised model on retention and attainment by June 2021	3.2
All Curriculum Centres to consistently enhance their partnership with the Student Association	Curriculum Managers	Course Team Meeting agenda to include consistent evaluation of learning and teaching approaches by Dec 2018 Enhance the model for Course Team meetings to include a regular focus for sharing best practice and evaluation of learning and teaching approaches by Feb 2019	Course Team Meeting agenda to include consistent evaluation of learning and teaching approaches by Dec 2019 Ensure evaluation of learning and teaching approaches inform quality improvement plans by June 2019	Course Team Meeting agenda to include consistent evaluation of learning and teaching approaches by Dec 2020 Ensure evaluation of learning and teaching approaches inform quality improvement plans by June 2020	2.3
Develop a College wide Health and Wellbeing Strategy for 2018-21 that	Head of Service/Student Association	Work in partnership with the Student Association to develop a Strategy by Dec	Evaluate impact of the strategy by June 2020	Redevelop the strategy for 2021-23 by June 2021	2.4

includes actions to address gender based violence.	President	<p>2018</p> <p>Establish a short life working group to progress a Gender Based Violence action plan by March 2019</p> <p>Establish ourselves as an ACES Aware college by Feb 2019</p> <p>Student Association to achieve Healthy Body, Healthy Mind 5 Stars by June 2019</p>	<p>Evaluate and review progress on the action plan by August 2020</p> <p>Evaluate impact of ACES aware activity on retention and attainment by June 2020</p> <p>Review impact of Healthy Body, Healthy Mind project by June 2020</p>	<p>Evaluate and review progress on the action plan by August 2021</p> <p>Evaluate the impact of ACES aware activity on retention and attainment by June 2021</p>	
Develop a plan for a consistent approach to improving Learner Attainment	Head of Service	<p>Work with Course teams to ensure there is learner representation at all evaluation meetings by Dec 2018</p> <p>Work with Course teams to ensure course team minutes reflect robust evaluation of learning and teaching practice by June 2019</p> <p>Engage with schools validated self evaluation process to inform Learner Attainment Plan</p>	<p>Roll out Learner Attainment Plan for 2019-20 cohort of learners</p> <p>Conduct internal audit of course team minutes for evidence of evaluation of learning and teaching approaches by June 2020</p>	<p>Review impact of Learner Attainment Plan on performance by June 2020</p> <p>Conduct internal audit of course team minutes for evidence of evaluation of learning and teaching approaches by June 2021</p>	3.2

		<p>Consult with managers, staff and learners to develop a College Learner Attainment Plan by March 2019</p> <p>Conduct staff briefings on implementation of the Learner Attainment Plan by May 2019</p>			
Develop a college wide Learning and Development plan to include digital upskilling for staff	Head of Service	<p>Carry out Centre training needs analyses to consult with staff and inform planning by Oct 2018</p> <p>Develop a college wide Learning and Development plan, taking account of the Workforce Plan, by June 2019</p>	Implement college wide training plan by June 2020	Evaluate college wide training plan by Dec 2020	2.3
Improve learning and teaching approaches through building on the process of Teaching Observations	Head of Service/ Curriculum Managers	<p>Develop a Learning and Teaching evaluation plan by June 2019</p> <p>Establish outputs to be achieved from teaching observations by June 2019</p>	<p>Implement the evaluation of learning and teaching plan by August 2020</p> <p>Evaluate impact of outputs from teaching observations by June 2020</p>	Evaluate outputs from evaluation of learning and teaching plan by June 2021	2.3