

Perth College UHI Enhancement Plan 2019-21 table



Enhancement Plan 2019-21

Action items are pertinent to 1. Leadership and Quality Culture, 2. Delivery of Learning and Services to Support Learning, 3. Outcomes and Impact

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
1.1	<p>The quality review process, though thorough, is overly complex with much duplication of data. Simplification of the process will facilitate further development of a culture of participation and ownership and will encourage innovation, managed risk and engagement from all staff, learners and stakeholders</p> <p>Learners are not always systematically engaged in processes of change, improvement and decision making. A more structured approach involving HISA will ensure all learners views are fully captured and learners more consistently engaged</p>	<p>Interim Depute Principal, Sector Development Directors, Sector Managers, All staff, Learners, Stakeholders</p>	<p>This academic year 18/19, the college will undertake a full curriculum review. From this process, a new enabling plan will be developed to ensure the highest quality of learning and teaching.</p> <p>This will replace this years' quality review cycle facilitating time to re develop/simplify the existing quality review process</p> <p>Working with HISA, we will develop a comprehensive student engagement process to ensure their involvement in processes of change, improvement and decision making</p>	<p>April 2019</p> <p>Throughout Academic Year 2018-19</p> <p>Throughout Academic Year 2018-19</p>
1.4	<p>The college produces high quality data. However, this is not always used effectively or consistently to inform actions for improvement</p> <p>The School College partnership does not fully respond to the Government Priorities and therefore, opportunities for progression into the Senior Phase of learning are not fully developed</p> <p>A well supported range of CPLD opportunities and qualifications is in place, however a structured approach beyond initial qualification to empower all staff throughout their career to own their professional and vocational capacity and leadership is not yet in place</p>	<p>Senior Management Team, Interim Depute Principal, Head of Student Experience, Head of Human Resources and Operational Development, Head of Learning and Teaching Enhancement Sector Development Directors, Sector Managers, Delivery teams,</p>	<p>The college will produce a "portfolio " of relevant data (KPI's, trends, saru's, applications, retention, articulation, student satisfaction surveys) This extensive portfolio will then be used to greater inform target setting and then the curriculum review</p> <p>Through the schools/college strategy group, the college will engage key education partners in joint evaluation and strategic planning related to the senior phase curriculum</p>	<p>November 2018</p> <p>Throughout Academic Year 2018-19</p>

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.2	<p>A few curriculum teams do not rigorously analyse regional, sectorial skills investments plans and the Youth Employment Strategy milestones to appropriately inform curriculum design and the development of employability skills</p> <p>The college works collaboratively with its school partners to ensure a wide senior phase curriculum, however a review of the current partnership is necessary to harness and build on the relationships with the Local Authority and Skills Development Scotland which will promote a more strategic approach to developing the optimal pathways for the senior phase learner</p> <p>A few curriculum teams do not systematically analyse LMI and do not have well developed industry representation in curriculum planning, this leads to some learners not benefiting from the most relevant curriculum frameworks and up to date learning content. In a few courses the opportunity to participate in work related learning is limited. Teams do not systematically gather intelligence from employers at the conclusion of work placement/experience opportunities</p>	<p>Depute Principal,</p> <p>Head of Learning and Teaching Enhancement,</p> <p>Head of Student Experience,</p> <p>Sector Development Directors,</p> <p>Quality Manager</p>	Teams to ensure the curriculum design fully reflects the skills identified in Local and national strategic drives including LMI when designing the curriculum	March 2019
			All partners (including the Developing the Young Workforce (DYW) manager, Skills Development Scotland (SDS), Perth and Kinross Council (P&KC), school and college managers) should evaluate the current curriculum and work collaboratively towards development of more focussed pathways for the senior phase taking into account the key sectors for P&KC and any current or predicted gaps. The school/college prospectus should be reviewed in conjunction with SDS and DYW to provide pathways to careers as opposed to courses.	January 2019
			Review the current methodology for employer engagement and effectiveness of LMI analysis, work to establish closer industry links which will ensure more relevant curriculum content to best meet the needs of changing industry skills requirements. Review course frameworks to ensure all include work related learning opportunities. Develop a system that provides employers with the opportunity to provide their opinions on the conclusion of work placement/experience	June 2019
			The national standard for learner profiling should be embedded for all learners and become an extension of the progressive data that has already been established for young people while at school	February 2019
			All teams to plan activities to ensure staff have an opportunity to participate in updating industry professional practice	February 2019
			Review curriculum design principles, implementing the findings of the National Improvement Programme, analysing withdrawal issues and ensuring effective mechanisms are in place to best support learners with challenging circumstances	February 2019

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.2	<p>There is insufficient progress on implementing career education and guidance, as yet the national standards on Career Education Standards 3-18 have not been embedded for all learners. Curriculum staff do not liaise regularly with Skills Development Scotland Careers Advisors in local schools</p> <p>A few teams do not engage proactively in Continuous Lifelong Professional Learning (CLPL) and lack knowledge about the opportunities available to participate in industrial updating activities, this has a negative impact on their current work practice knowledge, which in turn affects the learner experience</p> <p>Curriculum teams do not always fully analyse data which would help inform them of intervention points for vulnerable learners</p> <p>Quality review meetings are held bi-annually for all courses to review performance indicators, course frameworks and structures, with the purpose of ensuring appropriateness and validity. However, there has been an inconsistent approach in implementing actions</p> <p>The course evaluation and quality review process is slow and difficult to manage due to the duplication of processes, this negatively impacts on the teams' focus on timely action planning</p>		<p>Develop and implement a strategy to ensure a consistent approach to curriculum review ensuring all courses are appropriate, relevant, current, meet local/regional/national priorities and develop next generation skills. Review the methodology for setting targets for improvements to performance indicators on a course by course basis as opposed to a blanket target indicator</p> <p>Develop and implement a streamlined process to support the curriculum teams to evaluate and identify action planning that supports improvements to the overall learner experience and curriculum design; reconsider the structure of the Course Annual Reports and the Sector Overview Report and eliminate duplication. Course team meeting agendas should identify clear priorities for consideration depending on the period of the academic year under review</p>	<p>February 2019</p> <p>February 2019</p>

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.3	<p>A few teams have not engaged continuously with changes in work place knowledge and practices and do not fully equip their learners to perform in an evolving digital age. The college does not have a strategy for life long digital learning to support both staff and learners optimise the benefits from new technologies</p> <p>There is inconsistency across teams in the application of quality review processes and engagement in reviewing teaching approaches that better suit individual learners. The LTLs are not engaged to their full potential and their expertise is underutilised by some teaching staff. The principles of the Learning and Teaching Strategy (LTS) has not been fully implemented over the last academic year and this has contributed to a loss of focus on the it's values</p> <p>There are elements of 'Teaching@ Perth' that are outdated, there is insufficient attention to the use of digital technology and the implementation of advancements in the use of mobile technologies as teaching tools. Staff require training and support in the migration to a new virtual learning environment</p> <p>A few course teams require greater clarity on the application of quality processes to full account of any barriers to learning</p> <p>The college recognises that not all staff systematically engage with learners to gather opinion about learning and teaching experiences, changes to practice may not be implemented timeously, which may result in a less than optimum experience for learners</p> <p>The analysis of learner attainment data indicates that success for young learners has increased by 9.3% in comparison with last year, however it is still lower than the college average</p> <p>Learners are not guided to digitally track their achievements and may be uninformed of real time progress and unit/module completion</p>	<p>Depute Principal,</p> <p>Vice Principal</p> <p>External Engagement,</p> <p>Head of Learning and Teaching Enhancement,</p> <p>Head of Student Experience,</p> <p>Sector Development Directors,</p> <p>Quality Manager</p>	<p>Develop and implement a strategy for life long digital learning, remodel traditional methods of delivery, assessment and verification and embed work related digital activities within the curriculum.</p> <p>Develop and implement an action plan to encourage and support staff to benefit from industry placements and up-to-date work place engagement</p> <p>Review, consult and relaunch the LTS and develop for immediate action.</p> <p>LTLs should work with teams to re-establish its values and philosophy with all teaching staff. LTLs to cooperate with all teams to provide support and guidance in evaluating and planning enhancements to their teaching approaches to effect a positive impact for all learners</p> <p>Commence the review of 'Teaching@ Perth' and refresh the focus on digital and mobile technologies as teaching tools.</p> <p>Develop a strategy for staff training to ensure the college is ready for migration to a new VLE in session 18/19</p> <p>Refocus on improving engagement and knowledge of quality processes including, internal verification and mitigating circumstance, and examine ways to move to a paperless system</p> <p>Implement an effective digital feedback system to gather data for analysis by teaching staff, document proposed improvements and action changes in all curriculum areas.</p> <p>Monitor and evaluate plans developed as part of the course annual reporting process and record failure to action along with the underlying reasons, to better inform achievements and progress on improvements</p> <p>Attainment data for young learners to be investigated by appropriate teams and the outcome reported in full at course annual reviews.</p> <p>Review the range of learning and teaching approaches for young learners</p> <p>Implement training programme for PATs, to enable learners to digitally access progression and attainment information through Learner Journey</p>	<p>June 2019</p> <p>June 2019</p> <p>November 2018</p> <p>November 2018</p> <p>June 2019</p> <p>June 2019</p> <p>December 2018</p> <p>May 2019</p> <p>June 2019</p> <p>November 2018</p> <p>November 2018</p> <p>January 2019</p>

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.4	<p>Care experienced learners are not always aware of the benefits and support that is available for them and this is having an impact on retention</p> <p>Understand the best method to engage with those from care experienced backgrounds and other hard to reach groups (e.g. mental health)</p> <p>Development, implementation and evaluation of questionnaires, surveys and other methods of feedback could be more effective</p> <p>Increase the representation of learners to evaluate our services to support learning</p> <p>To strengthen the partnership of working with SDS is in the early stage of review and a memorandum of understanding (MOU) is underway</p>	<p>Head of Student Experience,</p> <p>Student Services Manager,</p> <p>Quality Manager,</p> <p>Careers Advisor</p>	<p>More visibility on our website for support offered to those from disadvantaged groups or backgrounds.</p> <p>To explore, identify and implement ways to enhance engagement with these learners</p> <p>To review the amount of questionnaires and surveys carried out, the questions being asked, exploring other methodologies to gain learner feedback (e.g. focus groups) and evaluate effectively</p> <p>To ensure that developments and/or enhancements to services for learners – the learners have a voice</p> <p>To engage and support with SDS more fully, supporting alongside PATs to support the learner</p>	<p>March 2019</p> <p>To be Implemented for 2019-20</p> <p>To be Implemented for 2019-20</p> <p>Throughout Academic Year 2018-19</p> <p>Throughout Academic Year 2018-19</p>

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
3.1	<p>Systems need to be better developed to auto-trigger information to support services to support learners who are experiencing challenging life circumstances or are from disadvantaged backgrounds</p> <p>Whilst there is an upward trend for care experienced learners completing their studies, it is still below college level and national level</p> <p>Whilst the college celebrates events, opportunities to identify particular learner cohorts within an academic year, it does not always acknowledge these groups and celebrate their diversity appropriately</p>	<p>Head of Student Experience, Student Services Manager, Quality Manager, Student Records Manager</p> <p>Head of Student Experience, Student Services Manager, Sector Development Directors and Sector Managers</p> <p>HISA, Equality Adviser</p>	<p>Automate triggers in systems that will alert support teams to better engage with learners, ensuring priority measures are effectively managed</p> <p>Enhance our monitoring and tracking systems to include 'at risk' groups in CELCAT to be used in tandem with our BRAG system.</p> <p>Newly appointed Equality Adviser now in post and will utilize intelligent information from systems to work alongside HISA and steer celebrations and events.</p>	<p>December 2018</p> <p>November 2018</p> <p>Throughout Academic Year 2018-19</p>

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
3.2	<p>Care experienced learners tend to be less successful than other categories of learners</p> <p>Attainment for those disclosing mental health (56.5%) is lower than other disabilities disclosed (71.3%)</p> <p>Attainment for those disclosing multiple disabilities (64.6%) is lower than other disabilities disclosed</p> <p>Attainment for males studying non-stereotype programmes is low, in the areas of Hairdressing, Childcare; Health and Social Care the success rate is 33.3%</p> <p>Full-time learners who start their programme but do not complete, over the last 4 years, has fluctuated between 19.9% and 22.5%</p> <p>More awareness of the Gender Action Plan via focused CLPD training</p> <p>Part time learners studying programmes as part of the School/ College partnership and national qualifications (i.e. Highers and National 5) tend to not be as successful as other part time learners</p> <p>Retention is poor for school/college partnership learners who study a qualification over two years</p>	<p>Head of Student Experience, Student Records Manager, Sector Development Directors,</p> <p>Sector Managers, Transition Officer,</p> <p>Equality Adviser</p>	<p>Further develop and enhance systems that will monitor and track learners effectively from initial stages of application and throughout the learner journey. Utilise our attendance system more to gauge these at risk groups</p> <p>To arrange focus groups with those from care experienced backgrounds to understand how they would prefer we communicate with them</p> <p>Develop and enhance staff access to data and key performance indicators via dashboards and slicing tools</p> <p>Further develop the CELCAT Notifier tool to engage with learners and other interested parties (i.e. schools) with regards to attendance, working with SDS where appropriate. Provide electronic time-table access to our learners</p> <p>Deliver more CPD events to address our Gender Action Plan</p> <p>As per action identified in 2.2: Develop and implement a strategy to ensure a consistent approach to curriculum review ensuring all courses are appropriate, relevant, current, meet local/regional/ national priorities and develop next generation skills. Review the methodology for setting targets for improvements to performance indicators on a course by course basis as opposed to a blanket target indicator</p>	<p>Throughout Academic Years 2019-21</p> <p>Throughout Academic Year 2019-20</p> <p>Throughout Academic Years 2019-21</p> <p>Throughout Academic Year 2019-20</p> <p>Throughout Academic Year 2018-19</p> <p>February 2019</p>

