University of the Highlands and Islands
Perth College

Perth College UHI
Evaluative Report and Enhancement Plan 2019-21

Dr Brian Crichton
Chair of the Board of Management

Dr Margaret Cook
Principal and Chief Executive

Operating Context

Perth College UHI is a successful and thriving tertiary institution providing a wide range of learning opportunities to local, regional, national and international learners: from access courses to opportunities for study at postgraduate level, encompassing vocational and professional training and skills development opportunities. Perth College UHI delivers courses at the main campus in Perth, at learning centres and in secondary schools across Perth and Kinross. We support work-based learning across a wide area, as well as contributing to the University's innovative and progressive use of video conferencing, providing access to expertise and curriculum across the Highlands and Islands and beyond.

Perth College has its main campus in the city of Perth which is located within 50 miles of 90% of Scotland's population, in the fast-growing local authority of Perth and Kinross. As of 30 June 2017, the population of Perth and Kinross was 151,000 a 0.3% increase from 2016. Unemployment rates are at 2.4% (below the Scottish average of 4.1%) and its five-year business survival rate is higher than the Scottish average. The 2018 Annual Participation Measure showed that 94% of 16-19 year olds were in education, employment or training and personal development. Perth College UHI is proud to serve the needs of its local area, as well as the wider Highlands and Islands Region and beyond.

Perth College UHI is one of the largest partners in the University of the Highlands and Islands (UHI), a unique tertiary institution and growing university. Our strategic aims drive forward the Highlands and Islands Regional Outcome Agreement as well as ensuring full participation in Perth and Kinross Single Outcome Agreement measures and Community Planning priorities. The College works in partnership with relevant local regional stakeholders to ensure the provision of relevant high-quality curriculum and sector engagement within the Regional Skills Assessment (RSA) area of Tayside, but also shares common overall goals with RSA of Highlands and Islands. Areas in common include:

- **The need to increase the quantity and quality of local jobs**
- **To create a culture of employer investment**
- **To meet the skills needs of employers; including a need for workplace progression routes and pathways**
- **A need for flexible skills provision**

These common goals are reflected in the Highlands and Islands Regional Outcome Agreement (ROA). Small businesses predominate and whilst employment remains high, much of this is within the public and low-wage sectors. The Tay Cities Deal incorporating Dundee, Angus, Perth and Kinross and north Fife, is taking forward regional investments to focus on inclusion, innovation and connectedness ensuring delivery of a smarter and fairer region. Within the Tay Cities Deal, the college is working on key projects in engineering, aviation, creative industries, digital resilience, and hospitality

The college provides a broad curriculum base with access to study at SCQF levels 2-12 in areas of local, regional and national need. Subjects are grouped into four sector areas (Business, Management, Computing and Leisure; Creative and Cultural Industries; Science, Technology, Engineering and Maths; Health, Applied Life Sciences). The college also delivers a range of Modern Apprenticeship programmes supported by Skills Development Scotland (SDS) and a range of commercial Vocational Qualifications (VQ).

School-college partnership provision is themed to relevant vocational pathways, and includes Foundation Apprenticeships in Early Years, Engineering, and Civil Engineering and Business in 2017-18 with a planned widening of curriculum and growth in learner numbers in 18/19.

As a tertiary region, this report mainly considers aspects of Further Education (FE) to Scottish Credit Qualifications Framework (SCQF) level 6. The ROA covers both further and higher education, with the FE Regional Board having oversight of overall delivery of the ROA. The college contributes to the overall regional delivery of outcomes, and has target credit volumes.

Perth College UHI delivered 26,161 credits in 2017-18 (22.7 of regional core total), 23,781 core target funded and 1 200 credits of LUPS European funding. The college is growing in footprint and reach with total tertiary student numbers having grown. Staff full time equivalent has grown from 340 in July 2017, to 347.35 in July 2018.

In August 2017, Perth College appointed a new Principal, Dr Margaret Cook. After a period of analysis and evaluation, Dr Cook began a restructure of the college SMT and CMT to ensure key strategic roles were developed and strengthened to ensure leadership imperatives were embedded in the organisation. This restructuring process places the college in a stronger position to face challenges and actively manage change.

Regional Context

The University of the Highlands and Islands partnership is the main provider of post-compulsory education provision in the Highlands and Islands region, and delivers in excess of 113,168 further education fundable credits annually, as contracted through the Regional Outcome Agreement negotiated with the Scottish Funding Council. Regional activity targets comprise core and ESIF funded activity, the latter spanning the Highlands and Islands and Lowlands and Uplands regions (for Perth and Kinross). In addition, the region has developed an extensive apprenticeship offer that provides work-based learning pathways from Foundation Apprenticeships offered in the senior phase through to Graduate Apprenticeships funded through Skills Development Scotland, as well as working directly with employers to deliver bespoke training on a commercial basis.

For the past seven years, the region has routinely exceeded student activity targets and surpasses many sector benchmarks of performance.   The region's student success rate for full-time further education provision for 2016-17 is 67.5% against a national benchmark of 65.3%. The region also has some of the highest performing colleges in Scotland, with full-time student success at Orkney and Shetland Colleges sitting at 79% and 78% respectively. The region also out-performs the college sector in terms of student success in 13 out of the 18 Education Scotland subject groupings measured nationally. This paragraph will be updated to reflect 2017-18 outcomes once data is available (take out).

In the context of this regional high performance, partners' evaluative reports and enhancement plans are written from an enhancement perspective, underpinned by ambition for each of our learners and a regional commitment to offering parity of experience across the partnership.

As the Regional Strategic Body for further education, the university is accountable for the delivery of the Regional Outcome Agreement and supports the infrastructure through which a strategic approach to delivery of regional targets is achieved.   During the past year, regionalisation of further education has matured and the partnership has begun to develop a strategic, collaborative approach to addressing the challenges the region faces. This work includes:

- **Agreement to develop a single policy environment for further education;**
- **The harmonisation of approaches to quality enhancement;**
- **The development of regional strategies to raise levels of student attainment and to enhance work experience opportunities;**
- **Development of tertiary curriculum maps;**
- **The development of a Student Data Management Framework for Further Education**

The regional strategies reflect the intensification of the regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region. The EREP for Perth College UHI 2017-18 is set within this regional context, and reference is made throughout to the College's contribution to the regional strategies.

Outcome Agreement National Measures

Data sources:

- **2014-15 to 2016-17: Scottish Funding Council**
- **2017-18: Internal data from the Highlands and Islands region**

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 learners.

Relevant SFC Outcome Measure	Perth College: Year				H & I	Scotland
1(a) The volume of Credits delivered	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
The volume of Credits delivered (core)	See Note 1	25,409	24,168	25,102		1,699,760
Core Credits target (college)	See Note 1	23,781	23,867	23,781		1,691,359
% towards core Credits target (college)	See Note 1	109.4%	101.3%	105.0%		100.5%
The volume of Credits delivered (ESF)	0	600	1200	1200		62,272
The volume of Credits delivered (core + ESF)	26,123	26,009	25,368	26,212		1,762,032
The proportion of Credits delivered to full-time learners	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Proportion of Credits delivered to full-time learners	59.1%	67.9%	71.2%	78.2%		73.3%
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners aged 16-19	52.6%	53.3%	52.7%	52.5%		46.6%
Proportion of Credits delivered to learners aged 20-24	18.3%	16.9%	17.5%	15.7%		21.5%
Proportion of Credits delivered to full-time learners aged 16-19	54.1%	56.0%	56.8%	56.3%		51.6%
Proportion of Credits delivered to full-time learners aged 20-24	18.8%	16.8%	17.1%	15.7%		22.7%

Relevant SFC Outcome Measure	Perth College: Year				H & I	Scotland
1(c) Proportion of Credits delivered to learners in the most deprived 10% postcode areas	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	4.7%	3.5%	3.8%	6.1%		17.2%
1(d) Proportion of Credits relating to learners from different protected characteristic groups and care leavers	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Gender						
Proportion of Credits delivered to Male learners	51.2%	52.0%	51.0%	51.4%		48.6%
Proportion of Credits delivered to Female learners	48.8%	48.0%	48.8%	48.3%		51.3%
Proportion of Credits delivered to Other learners	0.00%	0.00%	0.14%	0.3%		0.08%
Ethnicity						
Proportion of Credits delivered to BME learners	3.4%	3.7%	3.6%	4.0%		6.4%
Disability						
Proportion of Credits delivered to students with a known disability	30.1%	25.3%	26.9%	27%		17.1%
Care Experience						
Proportion of Credits delivered to students with Care Experience	1.43%	0.91%	2.67%	9.53%		1.57%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.3%	0.3%	3.0%	3.4%		1.4%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2.1%	7.7%	9.0%	6.6%		5.0%

Relevant SFC Outcome Measure	Perth College: Year				H & I	Scotland
3. Proportion of Credits delivered to learners enrolled on STEM courses	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners enrolled on STEM courses	24.0%	26.8%	26.4%	26.6%		24.8%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
The percentage of FT FE enrolled students achieving a recognised qualification	71.5%	72.7%	68.2%	70%		65.3%
The percentage of PT FE enrolled students achieving a recognised qualification	74.8%	75.5%	72.3%	73.9%		77.1%
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	70.8%	75.6%	66.7%			62.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	73.3%	69.4%	66.7%			73.8%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	63.6%	61.2%	66.2%			64.8%
The percentage of Disabled PT FE enrolled students achieving a recognised qualification	79.0%	69.8%	73.8%			71.5%
The percentage of BME FT FE enrolled students achieving a recognised qualification	-	-	-			66.4%
The percentage of BME PT FE enrolled students achieving a recognised qualification	80.6%	68.0%	72.9%			78.8%
The percentage of Price Group 5 FT FE enrolled students achieving a recognised qualification	-	-	81.1%			76.7%
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	74.1%	69.3%	80.1%			78.0%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	100%	-	50.0%	68.8%		56.8%
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	65.9%	60.0%	65.6%	63.9%		63.1%

Relevant SFC Outcome Measure	Perth College: Year				H & I	Scotland
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
The percentage of CE FT FE enrolled students achieving a recognised qualification	73.9%	43.8%	45.7%	47.4%		52.5%
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	66.1%	67.7%	63.7%	66.1%		62.4%
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2017-18**	**2016-17**
	-	45.7%	20.8%	49.6%		

Methodology Used to Evaluate Quality of Provision and Services

The college used a number of different sources of data and information both qualitative and quantitative to provide evidence to feed into the evaluation process. This approach provides us with useful insights as to what is working well and what needs to be implemented to make things even better.

Performance Data

Interpretation and analysis of student retention and attainment data directly informed the self-evaluation and quality review processes and in turn provided the college with a clear indication of what areaswere performing well and what areas required improving and how they could be improved. The development of a bespoke college data 'slicer tool' that provided data from application through to completion enabled quick and effective analysis of student outcome data to drive more granular team planning which was supported for use across all course teams during the year. By undertaking this more granular approach to analysis of data it enabled us to draw better informed conclusion on performance by area, focusing in on specific groups and targets (e.g. learners with Additional Support Needs (ASNs), school leavers, care experienced learners, SIMD10 and those with protected characteristics.) Additional analysis was undertaken of application data against offers which provided useful intelligence on specific equalities groups.

Student Engagement and the Student Voice

The Student Partnership Agreement between HISA Perth and the College sets three priority areas each year. The priorities for 2017-18 were a) to deliver a programme of events for learners to raise awareness of HISA Perth b) improve accessibility to learning resources, c) and strengthen performance of the student representation system.

The college facilitates the election of course representatives and this year 77% of classes elected a representative. 63% of course reps underwent face to face SPARQS course rep training, the remaining 37% were offered online training. Contextualised training was given at the first Student Representation Committee (SRC). The SRC is a useful forum for gathering student feedback and HISA Perth President feeds back pertinent issues and comments to relevant members of College Management Team to take forward and action.

Numbers of course reps has been monitored for the last 8 years as a performance indicator in the College Management Balanced Score Card.

A comprehensive approach to student surveys was implemented to ensure the student voice fed into the self-evaluation process. The student voice also fed into this enhancement process via course curriculum team meetings and the course rep system in order to identify specific issues and potential improvements to the learner experience and to enable the development and implementation of prompt action where required. The qualitative feedback from our learners provides vital evidence for team evaluation and future planning.

HISA representatives sit on the board of management and the engagement and academic affairs committees providing regular feedback to cross college team members, to influence and facilitate improvements to the learning experience.

College Monitoring and Self-Evaluation Process

Self-Evaluation is now well embedded in the academic and support areas of the College. Curriculum Teams and Support Teams have prepared Annual Reports, Action Plans and Team Evaluations for some years and the process is recognised as an important part of the College's Quality System.

The college sector managers redesigned the Sector Overview Report in order to streamline it whilst maintaining an appropriate level of scrutiny. A 2-page template was produced that used questions from the HGIOC question matrix:

- **How well are we doing? - How do we know?**

- **What requires development? – highlight areas for improvement**

- **Who is involved? – what role do they play?**

- **How can we improve this? Actions for future**

This exercise gave SM's an opportunity for collective ownership of the process and encouraged innovation in the design to focus more on the key strengths and areas for development.

Subject quality review meetings are held three times per year scrutinizing the learner experience and attainment methodically at course level. At these meetings, student outcomes are analysed thoroughly, exploring any reasons for low achievement in specific subjects. If the performance of a course falls or is about to fall below target, the teams discuss and agree actions to facilitate improvement.

Annual Enhancement and Scrutiny Activity (AESA)

The College HMIe worked closely with the college to produce an AESA Schedule in which activity commenced in February 2018 and continued throughout the academic year. This was planned to include a wide range of activities which would provide opportunities to triangulate identified areas of importance and quality indicators, themes and challenge questions. AESA activities include meeting with all college curriculum teams, heads of support services as well as attendance at planning meetings, key committees and management meetings, and attendance at a number of events attended by learners, stakeholders and employers. Ongoing contact and discussion was in place between the HMIe and the College Nominee to amend and enhance the schedule as appropriate.

Outcomes of Evaluation

The following sections set out the summary outcomes for each of the three key principles in the 'How good is our college?' quality framework, which are:

- **Leadership and Quality Culture**

- **Delivery of learning and services to support learning**

- **Outcomes and impact**

These principles are underpinned by seven Quality Indicators, each of which is addressed individually. The college has identified key areas of positive practice and areas for development in relation to each indicator.

Leadership and Quality Culture

How good is our leadership and approach to improvement?

The college is committed to a curriculum reviewing academic year 18/19. This process will contribute to enhancing student learning and engagement and improve communication and collaboration between staff and stakeholders, leading to a stronger course team ethos and program identity.

Quality Indicator 1.1 - Governance and leadership of change

Areas of positive practice

How well does the college board provide strategic support and challenge to secure high-quality provision and ongoing improvement?

- The external Board Effectiveness Review (governance; March 2017), noted a clear commitment to good governance and highlighted a considerable range of strengths, this was in line with good governance identified in the Code of Good Governance for Scotland's Colleges, which recommends an effectiveness review every three years

- The Chair of the Board was an active member of the UHI Strategy Working Group in 2016-17 ensuring effective partner contribution to forward plans, and also ensured active contribution to the ongoing development of the FE Regional Board (FERB)

- The College has an experienced and diversely skilled board. New appointments in December 2017 strengthened the skills mix further and improved gender balance (working towards the government aspiration of 50/50 by 2020). The Board provides robust challenge to the management team with focus on ensuring improvements are planned and delivered

- The Board and the Senior Management Team (SMT) attend bi annual strategy days and development evenings to facilitate scenario planning, development of the college strategy, ensuring cognisance of regional and national priorities and current and future College challenges

How well does the college board assure itself that evaluation and enhancement reports are accurate and balanced?

- The college board is represented on key committees across the college. The remit and membership of these committees ensures cross college connectivity and informs, challenges and promotes shared decision making whilst maintaining engagement with learners and their experience (Academic Affairs committee, Engagement committee, Health and Safety committee, Audit committee, Financial and General Purposes committee)

How well does the board engage with staff, the student's association and stakeholders to improve outcomes for learners?

- Operational outcomes are analysed systematically and reviewed with Board, staff and stakeholders to ensure they meet local and regional needs. The development of a revised Balanced Scorecard as both an operational progress tool and an end of year evaluation tool provide further focus on Vision 2021 and ROA national measures

- The Board of Management has two student association (HISA) members. The students' association is further represented on the Engagement and Academic Affairs Committees. The student association (HISA) representatives also attend the Board/SMT strategy days and development evenings, contributing fully to the discussions and informing the decision-making process

How well do college managers engage with staff and the student's association in the ongoing development of college vision, aims and values?

- The strategic review of the Perth College Student Association (PCSA)with NUS was very effective in enabling the Association to further develop as an autonomous and sustainable structure for 2017-18 as HISA Perth

- The development and launch of the Vision 2021 document presented the college Vision, Mission, Values and Strategic Aims. This is the product of consultation with learners, staff, partners and external stakeholders, ensuring that it drives the College to meet local and regional need. This is at an early stage of implementation and too early to measure impact

- Managers provide effective leadership, support and direction to their programme teams through the annual staff conference self-evaluation of services and processes to reflect and identify key factors influencing outcomes and to action measures leading to improvement

- The annual operational planning process is aligned to the college's strategic vision and is informed by quality review processes, consultation meetings, conferences, team evaluations and engagement with learners and the student's association to ensure the College identifies and implements appropriate actions to ensure improvements are delivered

How well do managers reflect local, regional and national priorities when developing college strategies

The new Curriculum strategy 2017 was collectively developed within the context of the following main drivers:

1. Government priorities – 5 strategic objectives

2. Developing the young workforce

3. Scotland's youth employment strategy and implementation plan

4. Demographics – local and regional priorities (The Perth city plan, The Perth and Kinross community plan and locality action plan, Tay cities deal, Skills investment plans and regional skills investments

5. The highlands and Islands regional tertiary outcome agreement 2017-20

6. This is at an early stage of implementation and too early to measure impact however in Academic year 17/18

Core credits delivered against targets

- Credit delivery for 16-19 - 13,752

- Credit delivery for 20-24 - 4,110

- Credit delivery for SIMD10 - 1,607

- Credit delivery for STEM - 6,971

- Credit delivery for Senior phase - 900

The University of the Highlands and Islands regional strategy for Enhancement of Further Education Attainment; is attached in Appendix A

The College membership of the Perth and Kinross Developing the Young Workforce (DYW) Board has further strengthened and integrated local planning with shared membership links between the DYW Board, the School College Strategic Group, and The City of Knowledge and Learning group. This has enabled effective planning, commissioning of projects and communication to support understanding of school vocational pathways. The partnership is in the early stages of a regional strategy for enhancing pathways for young people/ senior phase pupils (ROA).

The Principal and Senior managers are members of the Perth City development board and the Community Planning partnership which ensures that the development of curriculum provision has a full understanding of the local and regional key priorities.

How well does the college utilise the diversity of learner voices in planning for continuous improvement?

- The college uses a broad range of methods to engage with learners, (student surveys, class representatives, focus groups and the student's association). From listening to our learners, feedback is used to influence and facilitate improvements to the learning experience. An example of this is on the notice boards, we have a section called "you said, we did" where student feedback is acted upon and disseminated back to all learners via this method. Most class representative feedback is effectively analysed to identify and evaluate trends/issues leading to plans for improvement

Areas for development

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

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

Evidence Sources

Board of Management Self Evaluation Henderson Logie 2017, UHI Strategy Working Group Outcomes, IIP Report, Operational Planning Process, Board Committee TOR and membership, Student Partnership Agreement, Student Exit Survey, Staff Survey, Minutes of meetings, staff conference publications, NUS PCSA Report, DYW and associated outcomes, Vision 2021 Plan and consultations, Balanced Scorecard

Quality Indicator 1.4 - Leadership of evaluation leading to improvement

Areas of positive practice

How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement

- Comprehensive student feedback is collected and actioned through representative structures or other mechanisms, and is used effectively in almost all teams to inform enhancements

- The Personal Academic Tutor (PAT) system provides a very effective and valued link between learners, support teams, and wider academic teams enabling problem resolution and informed review and evaluation

- Student Survey feedback indicates that in 2017-18, learners felt that they were encouraged to express their opinion (93%), that their views were taken seriously. (91%). The student overall satisfaction with the college experience maintained at 95% in the end of year survey 2017/18

- In academic year 17/18, the proportion of learners successfully achieving a recognised qualification was as follows;

- **SIMD10 (68.5%)**

- **Senior Phase (66.2%)**

- **Care experienced (57.7%)**

- **FTFE aged 16-19 (66.1%)**

How well do managers lead the evaluation of provision and services

- The College Management Team and Curriculum and Business Planning team work effectively in terms of cross college and shared planning, leading to enhancements to college processes such as recruitment planning, transitions, student tracking

- The Quality Review Process engages managers and staff on an ongoing basis throughout the year, leading to in year and forward planning for improvement and enhancement of the student experience

- Whole college staff conference days four times a year support shared understanding of changing operating context themes important to all areas and give insights to shared practice between support and academic teams leading to well informed and improved planning and development

- Most managers provide effective leadership, support and direction to enable teams and individuals to reflect on learning and teaching and curriculum design, and plan for future enhancements and actions

How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement

- There are strong and effective engagements with a range of external stakeholders through Community Planning and associated third and private sector groups, facilitating coherent planning of services for learners which informs curriculum and supports student progress

- In most areas partnership working is effective leading to improved student outcomes. The college has productive links with a wide range of employers and voluntary organisations. There is effective engagement with key external stakeholders and development of common outcomes within Highlands and Islands region and Tayside region

- Curriculum planning through engagement in the Schools/College strategic group and the Schools /College operational group has seen an increased number of pupils engaging with college opportunities (senior phase)

How well do managers use past, current and projected outcomes for students to plan for improvement

- There is a strong commitment to rigour and development in ongoing evaluation and enhancement, with recent developments to review processes providing focussed ongoing evaluation and overview at all team levels

- The developed and embedded Team Evaluation process and Operational Planning process has been very effectively used to collectively address challenges of resources and growing demand for space, equipment and specialist support staff

Areas for development

- The college produces high quality data. However, this is not always used effectively or consistently to inform actions for improvement

- 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

- 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

Evidence Sources

Course Annual Reports, Team Evaluation Documents, Quality Enhancement Committee Papers, Quality Review Process, Meetings and memberships sector/ UHI of committees and groups, data reports, Student Surveys, NUS Report, data reports, schools' strategy and DYW meetings, SDS Partnership, audit reports

Delivery of learning and services to support learning

How good is the quality of the provision and services we deliver?

Quality Indicator 2.2 – Curriculum

Areas of positive practice

How well do curriculum teams take account of national priorities and DYW to plan the curriculum?

- Curriculum design across all levels of courses is influenced by national policies, all curriculum teams' work collaboratively with our regional schools. Collectively, we have substantially improved the senior phase curriculum portfolio while incorporating the objectives of Developing the Young Workforce (DYW), these include Skills for Work (SfW) courses, National Progression Awards (NPA) and Foundation Apprenticeships (FA). However, we recognise that there is a requirement to review the current school/college partnership

- A number of new full time courses have been introduced to meet the growing demands of local and national priorities, these include finance, engineering and computing. Our 2016/18 Foundation Apprentice cohorts, successfully achieved 100% positive destinations, learners engaging in FA's are increasing each year (including a substantial increase in Childcare to meet the needs for early years expansion). Careful consideration of national priorities is ensuring that our learners are equipped with both appropriate work related skills, access to employment and advanced level study, all of which are contributing to closing Scotland's skills gap

- The college offers a comprehensive range of curriculum and this is further enhanced by our partnership with the University of the Highlands and Islands (UHI), the college has been fully engaged in UHI Tertiary Working Groups, which have successfully implemented regional improvements to both FE and HE provision, providing better career focussed progression/exit opportunities and widening learner access to education by increasing the provision of underpinning FE courses

-

How well do curriculum teams use labour market information (LMI) to plan the curriculum?

- Curriculum planning is influenced and implemented by curriculum teams who engage broadly with relevant aspects of the Highlands and Islands Regional Skills Assessment and Skills Investment Plans, through a wide range of collaborative working groups and subject network curriculum groups and committees. Furthermore almost all teams respond effectively to local employment priorities to meet changing labour market requirements. (FE evening class provision was developed to meet the needs of early year's expansion, Scottish Social Services Council registration requirements, the blue print for early year's expansion and the growing local and national demand for early year's practitioners)

How well do curriculum teams elicit and incorporate the views of employers and industry stakeholders to improve the curriculum?

- Almost all teams ensure that that their curriculum is current through local employer engagement and develop a strong understanding of learning progression opportunities in the workplace

- Teams use a variety of appropriate methods to effectively engage with employers, ensuring that changing work practices and standards are built into the curriculum to ensure currency. These include industrial representation at course committee meetings; a few teams have well developed employer forums; are members of employer associations; participate in advisory boards, conferences and reviews; collaborate with national governing bodies for sport, engineering national occupational standards and strategy groups

How well do curriculum teams incorporate and plan work based learning activities to develop employability?

- Almost all courses provide work placement opportunities which are both relevant and curriculum related. Work placement modules and units are built into the curriculum where possible, to ensure learners have the opportunity to gain academic credit from their work experiences. Placements are well planned in advance to ensure the learners benefit from the production of up to date applications for employment and curriculum vitae (CV). Learners are coached in good interview techniques and participate in simulated interviews in preparation for future employment application processes while Foundation Apprentices are interviewed by their prospective employers in advance of placements

How well do curriculum teams incorporate and plan development of employability skills within the curriculum?

- In almost all curriculum areas, learners are well supported to develop appropriate skills for work and progression. Learners are provided with a wide range of work related opportunities, including employability skills, a few courses incorporate industry qualifications, embedded NPAs, work placements, industry visits, simulation, guest speakers from industry, live projects, volunteering, nomination of ambassadors and participation in competitions. These enhancements provide learners with valuable transferable skills and enhance their preparation for the world of work

- Learners are enthusiastic about their experience at college and highly value the opportunities to participate in volunteering, work related learning and career development, which all support and promote a diverse range of employability skills

How well do curriculum teams incorporate and plan essential skills, including Career Management Services, to support employability and progression to further learning?

- Almost all FE fulltime course frameworks include timetabled personal development planning (PDP), core skills and a combination of work placement, volunteering, simulated work experience and live projects, ensuring integrated employability skills are continuously developed

- Some course teams improve current employment knowledge with the inclusion of external speakers, industry visits, industry provider training on up to date techniques and new equipment, effectively enhancing vocational knowledge and up to date employment practices

- Nearly all FE courses provide learners with the opportunity to advance their core skills profile through contextualised learning. Essential skills are embedded within all courses to support employability and progression to further learning

- All learners develop Personal Development Plans (PDPs) which are updated regularly to reflect the development of their improving profiles in preparation for application for employment

- Personal Academic Tutors (PATs) organise informative transition workshops for FE learners who wish to progress onto the next level course, informative sessions are provided by experts on Student Award Agency Scotland (SAAS), ex-learners who have developed careers in a variety of areas, structure of course timetables sample course content, and pathway guidance from curriculum experts. English language learners are given the opportunity to infill into one specialist 2 hour curriculum subject session in semester 2, this helps support them make an informed choice about progressing to the mainstream curriculum

- All learners wishing to exit into employment have the opportunity to participate in one to one drop in sessions or specialist workshops provided by the college Career's Advisor. Workshops provide invaluable knowledge and skills for learners in preparing CVs, letters of application and interview skills, in addition specialist recruitment advisors from external agencies provide open forum sessions for all learners to attend, where volunteers participate in a live interview process. Learners who have attended these one to one sessions and open workshops have acknowledged that they are more confident and prepared for the next step into employment

How well do curriculum teams use learner performance data at programme and unit levels, including surveys and evaluations) to improve learner performance rates?

- Nearly all teams promote "you said we did" posters or information leaflets, which update learners about the improvements that have been instigated as a result of previous and current learner feedback. 84%of our full time and 93% of our part time learners (SSES) reported they were satisfied that their suggestions about their learning experiences were taken seriously, these are well above the sector averages (77% and 87% respectively)

HGIOC How well do curriculum teams incorporate activities which promote equality and diversity?

- All curriculum teams actively promote equality and diversity through the development of learning topics which challenge stereo types and discriminatory practices and almost all curriculum teams use topical subjects to raise awareness of equality and diversity issues. All curriculum teams have developed and implemented 3 year gender action plans to identify and fully understand where gender imbalances exist. With this information, teams have been challenged to consider redesigning specific aspects of their curriculum and promotional material to insure an inclusive student experience

Areas for development

- 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

- 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

- 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

- 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

- 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

- Curriculum teams do not always fully analyse data which would help inform them of intervention points for vulnerable learners

- 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

- 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

Evidence Sources

Learner Surveys, College Student Satisfaction and Engagement Survey 2016-17 and 2017-18, Perth College UHI Student Satisfaction and Engagement Survey Summary Return 2017-18, NSS Curriculum Map, Operational Planning, Course Annual Reports, Sector Overview Reports, Tayside RSA, Highlands and Islands RSA, SDS data, Fairness Commission Fairer Futures, Curriculum framework amendments, SARU, PCSA SRC, Learner Partnership Agreement, Tay Cities Deal Proposals, DYW Group, School Planning groups, Skills for Life, Learning and Employment, Learner Forum meeting notes, Sector Team Meeting notes, UHI Tertiary Working Group meeting notes, Education Scotland Overview of Evaluative Reports Scottish Colleges 2016/17, Enterprise and Skills Strategic Board Outline Plan, Learner Journey Review 2018, Principles of Curriculum Design: A Progressive Employability Focus

Quality Indicator 2.3 - Learning, teaching and assessment

Areas of positive practice

How well do teaching staff maintain and apply up-to-date knowledge of industry and workplace practice to support learning?

- High learner survey ratings provide evidence that learners are happy that staff use their professional and industry knowledge well and ensure learning is delivered in a motivating, respectful and helpful way. The Student Satisfaction and Engagement Survey (SSES) indicates that 94% of all FE learners consider that their time at college has helped them develop knowledge and skills for the workplace, this is 4 points above the sector average

- A few teams benefit from continuing professional development opportunities as a result of the close links they have forged with employers, these relationships provide valuable experience in the use and management of emerging technologies and their application to develop the learners' experience

How adept are teachers in adjusting learning and teaching approaches to meet different learner needs?

- The delivery of 'Teaching@Perth' to all new academic and leisure tutor staff by Learning and Teaching Leaders (LTLs), ensures a consistent culture of engagement with strategies and processes and supports cross discipline networking, however, this should be reviewed to ensure continued enhancement. Observation and peer review is undertaken through the college peer review process, LTLs inform practice within the classrooms during the induction period for new staff and make efforts to engage the wider academic community in continuing professional development and professional dialogue

- Teaching staff make good use of the extensive range of support offered by specialist student services staff, and implement Personal Learning Support Plans (PLSPs) to ensure those learners who require support are able to engage fully in learning

- Almost all curriculum teams discuss teaching practices in team meetings, LTLs are assigned to each curriculum area and provide supportive advice on techniques and approaches for developing improvements to teaching practice

- Overall there has been an increase in the number of learners who have participated in evaluative feedback activities over the last academic year and almost all learners consider that staff are supportive, that teaching is stimulating and that they have received helpful advice and guidance in relation to their studies

How well do teachers use resources and digital technologies to support and enhance purposeful learning?

- Almost all staff make good use of the Virtual Learning Environment (VLE) and are proficient in the way they engage with social media for learning and online educational research to develop and broaden learners' independent learning skills, however the college does not have a strategy for life long digital learning

How well do teachers reflect on the outcomes of their learning and teaching approaches to continuously improve the learning experience?

- Almost all curriculum teams gather feedback from learners on an ongoing basis using a variety of anonymous methodologies, to encourage honest and informative feedback. This information is used to make positive changes to teaching, based on learner opinions and suggestions for improvements

- Class representatives actively participate with almost all course teams by providing informative feedback during learner focus groups and course committee meetings, ensuring representation of the whole group views. Almost all curriculum teams use this critical feedback from learners to effect positive changes to the learning experience

- All teams produce analytical course annual reports, detailing action points (that were initiated as a result of the feedback from the previous learner group), the outcome of these changes and the impact on the learner experience. This process ensures that learners benefits from improvements to their learning experience and provides teams with an opportunity to collectively plan enhancements on a continuous basis

- As part of the annual review process, all course teams examine performance data, this is analysed to ensure uniformity in learner achievement and where appropriate share good practice, consider changes to teaching and learning approaches to ensure consistency in the learning experience

- Overall, 96 % of full time and 98% of part time learners are satisfied with their experience at Perth College UHI, both being above the sector results of 92% and 95% respectively (SSES)

How well do teachers use learner performance data at unit and programme levels (including surveys and evaluations) to improve learner performance rates?

- All course teams use the college monitoring system (BRAG) to ensure they have an up to date picture of the learner's overall course progress and achievement, this is discussed with learners at their allocated personal development planning interviews with their Personal Academic Tutors (PATs) who monitor and support learners to maintain good progress. Information is also updated into this system by extended/cross college teams eg core skills, providing a complete snapshot of achievement for all learners. Where appropriate, PATs negotiate individual learner improvement plans and set deadlines for further monitoring, remediation and completion objectives

- In almost all areas, staff ensure that assessment arrangements are well managed and scheduled appropriately to meet the needs of learners, results are monitored and learners are informed through a number of methods about their progress. Learners at risk of non-achievement are supported by teaching staff and PATS to develop individual improvement objectives to enhance remediation and assessment opportunities

Areas for development

- 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

- 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 Enhancement Strategy 2017-21 (LTES) has not been fully implemented over the last academic year and this has contributed to a loss of focus on the 12 values

- 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

- A few course teams require greater clarity on the application of quality processes to take full account of any barriers to learning

- 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 that optimum experience for learners

- The analysis of learner attainment data indicates that success for young learners has increased by 9.3% in comparison with last year, however this is still lower than the college average

- Learners are not guided to digitally track their achievements and may be uninformed of real time progress and unit/module completion

Evidence Sources

Course Annual Reports, Sector Overview Reports, Quality Reviews, Learner Surveys, National Student Survey results 2018, Peer Review of Learning and Teaching, Teaching Observations Probation, PDA, TQ, LTA Strategy, Learner Partnership Agreement, Progression information, Course frameworks, CLPD plans, MIS and BRAG data reports, Sector Operational Plans, Student Engagement Framework for Scotland, Commission on Widening Access: A Blueprint for Fairness, College Student Satisfaction and Engagement Survey 2016-17, Perth College UHI Student Satisfaction and Engagement Survey Summary Return 2017-18

Quality Indicator 2.4 - Services to support learning

The College is committed to ongoing development of an inclusive college culture and improving accessibility. Our Access and Inclusion Strategy defines our aspirations for accessible and inclusive services, how we monitor effectiveness and impact, and also sets out future priorities and outcomes linked to other relevant strategies and plans.

The College is in the early stages of implementing a one stop shop to enhance the learner experience, bringing together dispersed services that were and still are available to learners but within one single point of contact. The bringing together of these services will allow us to streamline our processes and services more effectively, expanding the breadth of knowledge and expertise in our staffing resources.

Areas of positive practice

How quickly are support needs identified and acted on by staff, to provide individuals and groups of learners with swift access to support facilities?

- All learners applying to College are invited for interview by staff from that particular area of expertise, providing key information about the course and where relevant proactively taking forward any support arrangements that need to be in place

- Learners are encouraged and supported to disclose their protected characteristics from their initial application to enrolment and their ongoing learning. Information can be disclosed via online methods or sharing the information with a member of the professional support teams. We have seen an increase of 15.2% for those disclosing a disability and an increase of 35% for those disclosing a care experienced background

- Learners, as soon as they disclose certain protected characteristics are proactively contacted by the relevant professional support team to determine if support is required, ensuring it is in place promptly

- Learners needs are identified and effective support is put in place faster by having staff trained in both DSA Needs Assessment and dyslexia diagnosis

- Learners who are continuing their studies with us from one year to another have a seamless transition with their personal learning support plan (PLSP)

- Learners in crisis are supported effectively by a daily crisis support service operated by our Student Support Team

- Our Transitions Officer works closely with schools and post 16 agencies to identify learners who may need enhanced transitions into college

- Our Student Services Manager works closely with other external agencies to support individuals on their transition and support arrangements to college with regards to safeguarding

- Profile reports made up of the student course group are shared with Personal Academic Tutors (PATs) for the purposes of identifying early potential support that may emerge

- A review of the Funding Team including training has allowed the team to spread the workload more effectively, ensuring learners have access to funds more quickly. Early stages at the start of 2018-19 is reflective of this

How adept are staff at adjusting approaches to take account of different learner needs and circumstances?

- All learners are assigned a Personal Academic Tutor (PAT) who will provide an informed response to academic studies and queries at all points from pre-entry to post-exit, signposting to other support services as necessary. The PAT plays a key role in the successful attainment, achievement and progression of learners

- We provide staff training across the college on: Corporate Parenting to increase staff awareness

- Professional Support Teams provide PATs with detailed information about alternative arrangements that need to be in place to support learners, offering support and guidance on making appropriate adjustments and approaches to use

- To ensure the learner is supported effectively, the Professional Support Teams will meet with learners regularly to review the support arrangements in place, updating as necessary

- The Study Support Team engage in a variety of ways to support learners, including in the classroom to meet the needs of our learners and their circumstances whether that be one on one or support for the entire class

- The Examinations Team are well informed of the alternative arrangements that need to be in place to support learners at the time of their examinations

How well do staff use learner performance data (recruitment, attendance, retention and attainment) to make changes to improve learner performance rates?

- PATs keep track of learners' attendance and performance throughout the year using our tracking system (BRAG) that will alert them to learners who may be at risk of leaving and/or achieving their qualification. Support is available from our professional services teams to also support those learners who are presenting as a risk

- A key group of the College Management Team meet regularly to review the BRAG system, highlighting areas of concern and providing support to the teams as necessary

- Key performance indicator (KPI) reports are available, analysed and discussed at bi-annual Quality Review Meetings, with appropriate actions to take forward

- Course Annual Reports (CARs) are submitted at the end of the academic year where teams using three year trend reports and slicer tools analyse and make comment on their course KPIs, including protected characteristics and gender imbalance

- The College make use of questionnaires to capture feedback on the services available to learners, making improvements to the quality of the services to support the learner

Areas for development

- 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

- Understand the best method to engage with those from care experienced backgrounds and other hard to reach groups (e.g. mental health)

- Development, implementation and evaluation of questionnaires, surveys and other methods of feedback could be more effective

- Increase the representation of learners to evaluate our services to support learning

- To strengthen the partnership of working with SDS is in the early stage of review and a memorandum of understanding (MOU) is underway

Evidence Sources

Student Services Annual Report; Student Support Self Evaluation; Student Funding Self Evaluation; Study Skills Team; Access and Inclusion Strategy; BRAG; Minutes of Meetings

Outcomes and Impact

How good are we at ensuring the best outcomes for all our learners?

Quality Indicator 3.1 - Wellbeing, equality and inclusion

Areas of positive practice

How well are inclusion and equality arrangements improving attainment for individuals and groups experiencing barriers to learning?

- We continue with our journey of ensuring that the learner experience at college is working towards being excellent, integrating equality into the day-to-day working of the college, and recognising the importance of considering ways to broaden our approach to all protected characteristics

- As part of our statutory duties and our Regional Outcome Agreement (ROA), we have developed our Gender Action Plan. We have explored our institutional and regional data to understand where gender imbalances lie and have set our action plan accordingly

- The Scottish Funding Council (SFC) set credit targets for colleges. Perth College continues to meet and slightly exceed these targets, both in core and ESF credits

- A range of courses have been introduced at access level with no formal qualifications required, reducing barriers to learning

- The centralised Study Skills Team provide one to one support and classroom support to improve learner success

- We are in the early stages of delivering various CLPD activities in particularly to PATs in relation to mental health, this is to support the increasing challenging role of the PAT, the impact of this training will be measured in due course

- Working with staff across the College and in partnership with our student association (HISA), we have recently developed a Student Mental Health Agreement which is designed to improve student retention, attainment and achievement. This will be measured in due course

- We have a positive impact on the health and wellbeing for our learners from care experienced backgrounds by;

- Supporting through the Get Ready for College programme in preparation for them starting their mainstream learning

- Providing access to our secure Halls of Residence

- Priority access to our Nursery

- A review of the Nursery has allowed learners more flexibility, opportunity, inclusion and equity in study arrangements

- To support learners throughout their journey, various workshops are delivered which include dealing with stress, anxiety and resilience

- We are a partner of the Scottish Wider Access Programme (SWAP) where we promote access to higher education for adult learners who have few or no formal qualifications

- In relation to the Scottish governments equally safe in further and higher education directive, out of a 68% response rate from the Student Induction and Early Experience Survey 2017, 98% of learners agreed that they felt safe at the College

- Out of a 72% response rate from the Student Satisfaction and Engagement Survey for 2017-18, 87% of full-time learners believed they were being treated equally and fairly by staff. (The national response rate for full-time learners was 41.4% where 81.7% believed they were being treated equally and fairly)

How well do arrangements for promoting and celebrating diversity facilitate a culture of inclusion?

- The College working in partnership with HISA have planned and promoted a wide range of events including religious events(e.g. Divalli), STEM events (e.g. Big Bang)

How well does planning of provision and service take account of the changing needs of specific groups of learners, e.g. ESOL learners, learners with mental health issues, care experienced young people?

- The College works well with a range of services to engage in measures to support those learners facing barriers

- The College offers a counselling service which is available to all learners, predominantly used by those who have disclosed a mental health illness. A variety of methods are used to deliver counselling services which include online (via email, instant messaging, video conferencing) and face to face. We continue to see an increase in the number of females using this service, with a 59/41 split between female and male genders

- The College has embraced the change in ESOL funding arrangements and has worked in partnership with our Community Planning Partners (CPP) to develop and support a plan on the provision that will be offered within the community

Areas for development

- 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

- Whilst there is an upward trend for care experienced learners completing their studies, it is still below college level and national level

- 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

Evidence Sources

Student Support Annual Report; Student Support Self Evaluation; Corporate Parenting Plan; Regional Outcome Agreement, CPP ESOL Meetings, Equality Mainstream Report 2017, Gender Action Plan, Student Induction and Early Experience Survey, Student Satisfaction and Engagement Survey, Mental Health Agreement

Quality Indicator 3.2 - Equity, attainment and achievement for all learners

Areas of positive practice

For academic year 2017-18, we had a core target of 23781 credits and an ESF target of 1200 credits, an overall target of 24981 to meet. We continue to meet our targets and we have exceeded this year by 4.9%.

The College has deliberately omitted information with regards to those from the 10% most deprived areas in Scotland (SIMD 10), purely because we have few learners from these areas. We have however included information about those learners from the 20% most deprived areas in Scotland (SIMD 20).

We continue to see a healthy success rate for our learners who undertake essential skills, with a success rate of 74.8% (Communication being 76.3%; Information Communication Technology being 75.6% and Numeracy being 72.9%).

Attainment rates for those aged under 18 have increased by 9.3% in comparison to last academic year success rate of 57.3%.

Full-Time:

- Full-time learners who successfully achieve has increased by 1.8% to 70.0%in comparison to last academic year. The latest available national success rate (2016-17) stands at 65.3%
- The newly introduced SCQF Level 4 qualifications designed to support lower level entry have an achievement level ranging from 77% to 82%
- 26.6% learners who did not complete their studies had either secured employed and/or transferred onto alternative courses

Part-Time:

- All part-time learners who successfully achieve has increased by 1.6% in comparison to last academic year success rate of 72.3%
- Almost all modern apprenticeship learners complete their course successfully (93.8%)
- School/College partnership learners who successfully achieve has increased by 12.9% in comparison to last academic year success rate of 56.1%
- Those who studied Foundation Apprenticeships who continued into Year 2 of the qualification have achieved 100%

Protected Characteristics:

- Learners who disclose a disability who successfully achieve has increased by 3.1% to 70.2% in comparison to last academic year. The latest available national success rate (2016-17) stands at 66.5%
- Whilst the success rate for learner who disclose multiple disabilities is low, those in receipt of support do perform slightly better
- Learners from the most deprived postcode areas (SIMD 20) who successfully achieve has increased by 4.7% to 73.4% in comparison to last academic year. The latest available national success rate (2016-17) stands at 66.2%
- Male learners achieve at a higher level overall than female learners in both full and part time courses. Male success in vocational part-time courses continues to be a key factor. We have an overall success rate of 72.8%. The latest available national success rate (2016-17) stands at 69.6%
- We have seen a slight increase in the number of females completing their course successfully. Females who study full-time tend to perform better than those who study part-time. We have an overall success rate of 67.0%. The latest available national success rate (2016-17) stands at 66.3%
- Whilst numbers are low, females studying non-stereotype programmes (STEM) in automotive engineering (70%) and construction (75%) successfully achieved their qualification

Destinations:

- We had an 87.1% response rate from our College Leaver Destination Survey (CLD). 96.3% of those learners whose destinations are known to the college progress positively onto further study, training or employment

Areas for development

- Care experienced learners tend to be less successful than other categories of learners
- Attainment for those disclosing mental health (56.5%) is lower than other disabilities disclosed (71.3%)
- Attainment for those disclosing multiple disabilities (64.6%) is lower than other disabilities disclosed
- 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%
- Full-time learners who start their programme but do not complete, over the last 4 years, has fluctuated between 19.9% and 22.5%
- More awareness of the Gender Action Plan via focused CLPD training
- Retention is poor for school/college partnership learners who study a qualification over two years, with only 33.3% continuing with their qualification. It is worth noting that most do end on full-time main stream provision studying the same subject
- 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 for both female and male genders

Evidence Sources

Quality Reviews, BRAG, Progression boards, Indicative KPI reports, College Leaver Destination Survey, SFC College Performance Indicators 2016-17

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	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 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	Interim Depute Principal, Sector Development Directors, Sector Managers, All staff, Learners, Stakeholders	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. This will replace this years' quality review cycle facilitating time to re develop/simply the existing quality review process Working with HISA, we will develop a comprehensive student engagement process to ensure their involvement in processes of change, improvement and decision making	April 2019 Throughout Academic Year 2018-19 Throughout Academic Year 2018-19
1.4	The college produces high quality data. However, this is not always used effectively or consistently to inform actions for improvement 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 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	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,	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 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	November 2018 Throughout Academic Year 2018-19

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.2	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 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 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	Depute Principal, Head of Learning and Teaching Enhancement, Head of Student Experience, Sector Development Directors, Quality Manager	Teams to ensure the curriculum design fully reflects the skills identified in Local and national strategic drives including LMI when designing the curriculum 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. 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 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 All teams to plan activities to ensure staff have an opportunity to participate in updating industry professional practice 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	March 2019 January 2019 June 2019 February 2019 February 2019 February 2019

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.2	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 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 Curriculum teams do not always fully analyse data which would help inform them of intervention points for vulnerable learners 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 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		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 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	February 2019 February 2019

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.3	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 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 Enhancement Strategy 2017-21 (LTES) has not been fully implemented over the last academic year and this has contributed to a loss of focus on the 12 values 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 A few course teams require greater clarity on the application of quality processes to full account of any barriers to learning 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 that optimum experience for learners 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 Learners are not guided to digitally track their achievements and may be uninformed of real time progress and unit/module completion	Depute Principal, Vice Principal External Engagement, Head of Learning and Teaching Enhancement, Head of Student Experience, Sector Development Directors, Quality Manager	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. Develop and implement an action plan to encourage and support staff to benefit from industry placements and up-to-date work place engagement Complete the review and consultation of the LTES and developed for immediate implementation. 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 Commence the review of 'Teaching@ Perth' and refresh the focus on digital and mobile technologies as teaching tools. Develop a strategy for staff training to ensure the college is ready for migration to a new VLE in session 18/19 Refocus on improving engagement and knowledge of quality processes including, internal verification and mitigating circumstance, and examine ways to move to a paperless system Implement an effective digital feedback system to gather data for analysis by teaching staff, document proposed improvements and action changes in all curriculum areas. 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 Attainment data for young leaners to be investigated by appropriate teams and the outcome reported in full at course annual reviews. Review the range of learning and teaching approaches for young learners Implement training programme for PATs, to enable learners to digitally access progression and attainment information through Learner Journey	June 2019 June 2019 November 2018 November 2018 June 2019 June 2019 December 2018 May 2019 June 2019 November 2018 November 2018 January 2019

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
2.4	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

Understand the best method to engage with those from care experienced backgrounds and other hard to reach groups (e.g. mental health)

Development, implementation and evaluation of questionnaires, surveys and other methods of feedback could be more effective

Increase the representation of learners to evaluate our services to support learning

To strengthen the partnership of working with SDS is in the early stage of review and a memorandum of understanding (MOU) is underway | Head of Student Experience,

Student Services Manager,

Quality Manager,

Careers Advisor | More visibility on our website for support offered to those from disadvantaged groups or backgrounds.

To explore, identify and implement ways to enhance engagement with these learners

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

To ensure that developments and/or enhancements to services for learners – the learners have a voice

To engage and support with SDS more fully, supporting alongside PATs to support the learner | March 2019

To be Implemented for 2019-20

To be Implemented for 2019-20

Throughout Academic Year 2018-19

Throughout Academic Year 2018-19 |

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
3.1	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

Whilst there is an upward trend for care experienced learners completing their studies, it is still below college level and national level

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 | Head of Student Experience, Student Services Manager, Quality Manager, Student Records Manager

Head of Student Experience, Student Services Manager, Sector Development Directors and Sector Managers

HISA, Equality Adviser | Automate triggers in systems that will alert support teams to better engage with learners, ensuring priority measures are effectively managed

Enhance our monitoring and tracking systems to include 'at risk' groups in CELCAT to be used in tandem with our BRAG system.

Newly appointed Equality Adviser now in post and will utilize intelligent information from systems to work alongside HISA and steer celebrations and events. | December 2018

November 2018

Throughout Academic Year 2018-19 |

Action Number	Areas of Development	By Whom	Actions for Improvement	By When
3.2	Care experienced learners tend to be less successful than other categories of learners

Attainment for those disclosing mental health (56.5%) is lower than other disabilities disclosed (71.3%)

Attainment for those disclosing multiple disabilities (64.6%) is lower than other disabilities disclosed

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%

Full-time learners who start their programme but do not complete, over the last 4 years, has fluctuated between 19.9% and 22.5%

More awareness of the Gender Action Plan via focused CLPD training

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

Retention is poor for school/college partnership learners who study a qualification over two years | Head of Student Experience, Student Records Manager, Sector Development Directors,

Sector Managers, Transition Officer,

Equality Adviser | 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

To arrange focus groups with those from care experienced backgrounds to understand how they would prefer we communication with them

Develop and enhance staff access to data and key performance indicators via dashboards and slicing tools

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

Deliver more CPD events to address our Gender Action Plan

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 | Throughout Academic Years 2019-21

Throughout Academic Year 2019-20

Throughout Academic Years 2019-21

Throughout Academic Year 2019-20

Throughout Academic Year 2018-19

February 2019 |

Arrangements for monitoring progress on actions for improvement

- The actions outlined in this evaluative report will be taken forward through a full project cycle which will be monitored and managed by the Planning and Project Manager

- We will work with staff and Learners to inform, implement and evaluate planned actions (these include committees, working groups, HISA Perth joint plans and feedback, and Balanced Scorecard CMT continual tracking and Board of Management reporting)

- We will work with external stakeholder groups to ensure progress where this is a joint endeavour

- We will work closely with Highlands and Islands Region partners and FERB to ensure appropriate planning for delivery of the ROA

- Ongoing dialogue and challenge from the college HMIe and the ROAM will be an integral part of monitoring and action planning

Capacity to Improve Supporting Statement

Perth College UHI has a strong commitment and focussed approach to quality improvement and enhancement.

Building capacity in governance, leadership and services to support learners, will place us in a strong position to address the challenges of enhancing service delivery within resource constraints

Our learning and teaching strategy is currently being reviewed and enhanced from a solid foundation, the new strategic plan will be developed to ensure the highest quality of learning and teaching for all our learners. On completion, this plan will be implemented immediately.

The Principal is committed to delivery of this enhancement plan, and wider developments to ensure that we are best structured and resourced to deliver on our agreed outcomes, build on current successes and further develop next steps towards excellence. The college has strong foundations and drivers for sustainable change during transition periods.

Within the wider college plan, a new staff and management development programme will enable and support a career long range of initiatives, including further collective cross college team ownership in self-evaluation and review within the complex tertiary environment. The College will continue to work proactively, transparently and positively within the Highlands and Islands Region, and associated structures to deliver agreed shared outcomes effectively and efficiently. This will include further consideration and agreement on contribution to and reporting on the Outcome Agreement at partner and regional level.

The growth in DYW and senior phase vocational pathways are currently in place however there are plans to jointly develop this further with aligned actions and increased engagement with appropriate stakeholders.

Working as a proactive partner in the Locality Outcome Improvement Plan for Perth and Kinross and associated delivery groups, we are working to take forward relevant actions from the Fairness Commission and contribute to addressing inequalities in our communities in terms of access, attainment, progression, and employment within our urban and rural geographies.

Curriculum planning is being reviewed and further developed to ensure appropriate breadth and progression in access courses, as well as internal and external progression through effective further and higher education pathways. Discussions and planning with employers and stakeholder groups at a local, Highlands and Islands Region, and adjoining education regions, is ongoing to ensure a focussed review and expansion of appropriately aligned curriculum and training opportunities.

Our operational Enabling Plans in areas of Access and Inclusion and Learning and Teaching, include developing changing models of service delivery to ensure effective and efficient support for students and staff, working with a growing demand for student support services, whilst seeking continuous improvement of student outcomes and limitations on resources. The college has enhanced links in place between student support, academic staff and effective data is use to encourage early intervention and support, this will be enhanced to ensure timely information relating to potentially excluded groups triggers early intervention.

We are working closely with SDS to support and track under 18 and care experienced early leavers. The use of the Scottish Index of Multiple Deprivation (SIMD) using national measures of deprivation in deciles 10 and 20 is not an effective measure of social impacts on access and attainment in the Perth and Kinross area due to the basis of the metric. This is equally the case for remote and rural measures, which do not adequately reflect the challenges of the geographical, societal and demographic challenges of the Perth ad Kinross area. We will work with the SFC and the Highlands and Islands Region to agree appropriate alternative measures.

The College will face resourcing challenges moving forward, particularly in response to increased student support, actions for improvement and national bargaining. A continuing proactive approach to risk management, quality enhancements and timely decision making will ensure optimum use of resources to maintain and improve the quality of our services. We will develop our capacity for a robust and sustainable culture of participation and ownership that will encourage innovation, and engagement from all staff, students and stakeholders.

Grades

Key Principle	Grade
• Leadership and quality culture: How good is our leadership and approach to improvement? • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement	Good
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning	Good
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners? • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners	Good

Appendix A – UHI Regional Strategy

University of the Highlands and Islands

Regional Strategy for Enhancement of Further Education Attainment

Context Statement

This strategy aims to drive improvement in levels of attainment in further education across the UHI partnership. It has been developed in response to a regional and national focus on a need for equity in access to post-compulsory education opportunities, improved attainment for all and improved life chances for disadvantaged groups.

The Scottish Government has made education and improved educational outcomes a key priority and central measure of success, highlighting the links between these and economic development, social challenge and to issues of equity, fairness and morality. In this context, the National Improvement Framework for Scottish Education heralds a step change for schools, empowering school leaders but also establishing mechanisms for greater collaboration in both raising attainment overall and closing the attainment gap that persists between mainstream students and those with protected characteristics.

In the April 2018 Ministerial Letter of Guidance to the Chair of the Scottish Funding Council , The Minister for Further Education, Higher Education and Science established the expectation that the 'intensification' of ambition within colleges' and universities' outcome agreements would continue providing a 'clearer line of sight between Scottish Government investment and the delivery of desired outcomes'. Within this communication, the Minister specifies the need for colleges and universities to focus on equity, responding to the recommendation of the commission on widening access and addressing the needs of disadvantaged groups.

In line with this Government agenda, the Scottish Funding Council employs a range of national measures to assess progress at a regional and national level. UHI's performance against these further education national measures is strong overall. The region, for instance, exceeds national benchmarks for attainment, such as successful completion rates for further education full-time and part-time students. This overall, regional level of success however masks local variation in performance.

2018 National Improvement Framework and Improvement Plan, Scottish Government,

http://www.gov.scot/Publications/2017/12/2207/2

2018 Scottish Funding Council – Letter of Guidance 2018-19

file:///C:/Users/EO04dr/AppData/Local/Microsoft/Windows/INetCache/IE/2EG7BOKE/SFC_letter_of_guidance_2018-19.pdf

The region has a track record of success in recruiting students from disadvantaged groups, such as care experienced young people. However, national performance measures highlight the attainment gap between disadvantaged groups and mainstream students and regionally, students residing in the 10% most deprived postcode (SIMD 10) zones as well as care experienced young people, tend to be less successful than mainstream students, with an attainment gap that is greater than the national average.

The University of the Highlands and Islands partnership has committed to work collaboratively to enhance attainment in further education, drawing on the strengths of each academic partner to inform practice across the region.

This strategy has three key aims:

- **To improve student attainment rates overall, in academic partner colleges and in specific subject areas where student success is below the regional and national benchmarks;**
- **To improve student attainment rates for care experienced young people;**
- **To improve student attainment rates for students residing in SIMD10 post code zones.**

Strategic Aim One

To raise attainment for students on full-time further education programmes to a minimum of 70% overall, with attainment at academic partner and subject level exceeding national benchmarks and demonstrating continued improvement thereafter.

Objectives

1a. To implement a regional annual quality review process of key quality performance indicators including:

- National and regional attainment benchmarks and priorities
- Subject/programme overall and partial attainment rates
- Retention, early withdrawal and withdrawal rates
- Attainment rates for specific learner groups
- Student satisfaction

1b. To analyse available trend data over a rolling period of three years to identify subject areas and programmes for development, focussing on subject areas with the greatest percentage of overall enrolments (and therefore credits) and/or priority industry sectors, and within these categories:

- Subject areas with attainment below 70% or subject benchmark
- Programmes with attainment below 70% or subject benchmark

1c. To provide targeted regional and local support and intervention to effect impactful action planning to raise attainment through:

- Identification and transfer of good practice from within and beyond the region
- Deployment of regional skills and expertise (including Associate Assessors, Quality Managers, Curriculum Managers, Delivery Teams)
- Development of agreed frameworks for improvement
- Local and regional monitoring of progress against agreed milestones

Strategic Aim Two

To reduce the attainment gap between care-experienced students and the overall student body to improve the life-chances of this disadvantaged group.

Objectives

2a. To create a learning environment in which care experienced young people can thrive by:

- Ensuring that all staff within the partnership understand their responsibilities in supporting care-experienced young people
- Engaging staff in development opportunities that build on the mandatory corporate parenting training
- Developing effective relationships between all academic partners and statutory and non-statutory bodies that provide support for young people in care and care leavers
- Establishing accessible referral services for care experienced learners

2b. To provide effective support to help care-experienced young people to transition onto the right course at the right level at the right time by:

- Working with external agencies and partner organisations to encourage pre-entry declaration of care-experienced status
- Effectively publicising the support each academic partner provides to care-experienced young people
- Providing clear and informative information regarding course content and progression routes, student financial support and other support services available
- Identifying a designated member of staff to act as a key point of contact and advocate for care experienced students during the period of transition and beyond

2c. To enable care experienced students to succeed by:

- Providing repeated opportunities to confidentially declare care experienced status at:
- Application
- Enrolment
- Induction
- On-course guidance meetings
- Providing appropriate and necessary flexibility in arrangements for learning, teaching and assessment
- Monitoring the attendance and progress of care experienced students, providing additional intervention and support as required
- Working with care experienced students to support progression to further study and/or relevant employment and career development

Strategic Aim Three

To reduce the attainment gap for students residing in SIMD 10 post-code zones to improve the life-chances of this disadvantaged group.

Objectives

3a. To improve marketing of courses to schools and communities residing within SIMD 10 post-code zones by:

- Providing experiences for young people in early secondary years that develop an insight into post-compulsory education opportunities and an appetite to engage
- Working with community groups to remove real and perceived barriers to further and higher education opportunities
- Working with relevant school staff to raise awareness of locally available routes through further and higher education to rewarding careers
- Working with parents of young people in SIMD 10 post-code zones to develop further and higher education aspirations

3b. To improve transitions for young people from SIMD10 post-code zones, increasing conversion from application to enrolment and reducing early withdrawal rates by:

- Providing opportunities to blur the boundaries between school and further/higher education
- Providing taster experiences that give greater insight into course content, delivery methodology and the reality of future jobs and careers
- To provide early on-course support to address any unexpected academic or pastoral difficulties
- To simplify student support funding information and application processes

3c. To reduce withdrawal rates and enhance attainment rates for student residing in SIMD 10 post-code zones by:

- Providing opportunities to experience post course progression routes through work experience and interaction with more advanced classes
- Providing mentoring support from successful students who have overcome similar challenges
- Providing accessible and flexible support services
- Employing intervention actions informed by student engagement monitoring processes

Measuring Success

The impact of this strategy will be measured regionally and locally, making use of established structures and reporting mechanisms to do so. SMCT will provide regional oversight of strategy implementation, set annual targets and strategically deploy agreed regional resources.. Outcomes will be reported in the form of Regional Outcome Agreement Progress Reports to Partnership Council and FERB.

Locally, each academic partner will ensure that regionally-set targets are incorporated into local reporting, including but not restricted to the partner's Evaluative Report and Action Plan produced annually.

Regional Planning and Monitoring

The Quality forum will monitor regional actions and outcomes and will produce an annual report analysing performance indicator trend data. The analysis will identify subjects and programmes to be prioritised for improvement action planning. This annual report will provide recommendations to SMCT.
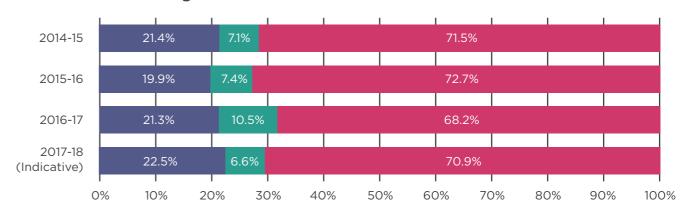
Subsequent to SMCT approval, development teams for each identified subject area will be formed, chaired by either a senior manager or quality manager from the partnership. These groups will include staff (e.g. programme leaders, lecturers and support staff) who will work with the Chair of the group to develop an improvement action plan.

Improvement planning in general will also be informed by a programme of cross curricula CPD events and the harmonisation of FE quality arrangements, including peer review, evaluation of learning and teaching, professional discussion opportunities, production of good practice registers and materials accessible by all partners and deployment of Associate Assessors as 'critical friends'.

Progress reports against agreed milestones will be developed by regional development teams on a quarterly basis to be considered by the Quality Forum and SMCT.

Appendix B – Key Performance Indicator Charts

Perth College UHI - Full-Time Further Education

Year	Withdrawal	Partial Success	Completed Successfully
2014-15	21.4%	7.1%	71.5%
2015-16	19.9%	7.4%	72.7%
2016-17	21.3%	10.5%	68.2%
2017-18 (Indicative)	22.5%	6.6%	70.9%

Perth College UHI - Part-Time Further Education

Year	Withdrawal	Partial Success	Completed Successfully
2014-15	6.4%	18.8%	74.8%
2015-16	8.4%	16.0%	75.5%
2016-17	10.3%	17.4%	72.3%
2017-18 (Indicative)	8.7%	16.6%	74.7%

Withdrawal   **Partial Success**   **Completed Successfully**

Perth College UHI - Further Education (Disability)

Year	Withdrawal	Partial Success	Completed Successfully
2014-15	22.0%	11.3%	66.7%
2015-16	18.1%	14.4%	67.5%
2016-17	20.2%	12.7%	67.1%
2017-18 (Indicative)	20.2%	8.3%	71.5%

Perth College UHI - Further Education (Gender Male)

Year	Withdrawal	Partial Success	Completed Successfully
2014-15	14.3%	10.7%	75.0%
2015-16	13.8%	10.5%	75.7%
2016-17	15.8%	9.9%	74.2%
2017-18 (Indicative)	15.4%	9.6%	75%

Perth College UHI - Further Education (Gender Female)

Year	Withdrawal	Partial Success	Completed Successfully
2014-15	19.2%	12.5%	68.3%
2015-16	20.1%	12.8%	67.1%
2016-17	19.3%	16.2%	64.5%
2017-18 (Indicative)	19.9%	12.9%	67.2%

Withdrawal   **Partial Success**   **Completed Successfully**

Summary Destination Information

	% entering a positive destination	% entering a negative destination	% unconfirmed destination
Perth 16-17	83.7%		12.9%
Perth 15-16	84.4%		11.1%
Sector 15-16	82.8%		12.8%
Perth 14-15	88.0%		7.1%
Sector 14-15	82.6%		13.6%
Perth 13-14	85.0%		12.0%
Sector 13-14	82.9%		13.0%

% entering a positive destination   **% entering a negative destination**   **% unconfirmed destination**

Perth College UHI
Evaluative Report and Enhancement Plan 2019-21