

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Evaluative Report 2016-17 and Enhancement Plan 2017-18	Purpose: For Approval <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input type="checkbox"/>
Prepared by: H Anderson	Date: 5 October 2017
Purpose:	
Linked to Strategic Goal 3: Provide a high quality College experience.	
Executive Summary: <p>The first document is the College level self-evaluation 2016-17 and Enhancement Plan 2017-18 and has been produced as an internal document. It contains detailed self-evaluation of the quality of provision and services, a summary of our achievements in meeting our strategic priorities for 2016-17 and an update on our progress on the Enhancement Plan for 2016-17.</p> <p>This detailed document has been used to inform the externally published Evaluative Report for 2016-17 and Enhancement Plan 2017-18.</p> <p>These documents have been produced in line with the new quality assurance and enhancement guidance from Education Scotland and Scottish Funding Council – <i>How Go Is Our College?</i> which sets out the requirements placed upon colleges to evaluate the quality of their leadership, practice and outcomes.</p> <p>Draft versions of these reports were reviewed by Education Scotland and Scottish Funding Council at a Pre Endorsement Visit on Tuesday 26 September and will be finally endorsed by them on 29 November 2017.</p> <p>Education Scotland and Scottish Funding Council will publish these reports on their websites in December 2017.</p>	
Recommendation: <p>Committee members consider the detail of these reports in order to recommend approval to the Regional Board prior to the endorsement by Education Scotland and Scottish Funding Council.</p>	
Previous Committee Approvals: SLT	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>
Not for publication <input type="checkbox"/>	



**COLLEGE LEVEL SELF-EVALUATION REPORT 2016/17
&
ENHANCEMENT PLAN 2017/18**

Report Author: Senior Executive Team

PART ONE

This section of your report should include narrative reports as follows:

1. Achievements in meeting the Strategic Priorities

Annual Priority 1 To implement fully the planned curriculum offer review with a focus on an enhanced curriculum offer for 2017/2018

The college has continued to focus on STEM subjects and a new programme for NC Fabrication and Welding SCQF Level 6 will begin in August. Following an Internal Review of Work Experience the college has implemented recommendations arising from the Work Experience Standards published by Education Scotland. This has led to a change in the curriculum design of several courses with the inclusion of the Work Placement Unit and a greater focus on Work Experience Inspirational activities. The College continues improve the offer to secondary schools which meets the requirements of Developing the Young Workforce. This offer now includes Activity Tourism, Software Development at SCQF Level 6, NPA Journalism and Higher Sociology.

Annual Priority 2 To drive an improvement in quality standards and address declining PI's through targeted intervention such as "Special Measure to Improve Performance"

PI data demonstrates that the decline in FEFT PIs is broader based than for a few specific programmes. SMT also note the lower PIs for young students and students from our most disadvantaged Borders communities. College will look to address how it keeps these groups engaged and attending College through a risk based approach, identifying those at risk early and intervening to improve attendance. The risk matrix has been created for use with all applicants. This information will be provided to faculties and their new achievement coaches so they can identify the individuals most at risk of withdrawal and not achieving.

Annual Priority 3 To develop an Access and Inclusion Strategy for the College including the development of a new Learning Support Service

The Access and Inclusion Strategy has been drafted and presented to Curriculum and Quality Committee where it was approved. The strategy is broad-reaching covering many aspects of the College activity. This helps to recognise that a wide range of the services provided to applicants and students have important parts to play in ensure equality of access and opportunity. The draft was submitted to SFC as part of the Outcome Agreement. Initial feedback from SFC is favourable.

Annual Priority 4 To maintain a positive college culture for our staff and to improve the impact of that culture on the learner experience

The new Principal went to all college campuses and ran a number of open forums to gather staff and student feedback soon after her appointment. SMT presenting to staff from 20th February key priorities and follow up discussions with teams to ensure all staff are aware of our future focus. Amendments to monitoring of student progress against PIs and staff performance reviews are in motion to support improved student outcomes. There has been a concerted effort from SMT to encourage staff to use Yammer with the purpose of having an informal communication platform sharing with peers good examples of student delivery and college outreach work fostering pride in Borders College achievements.

The CMT team have considered the feedback collected during college conversations and are now leading a number of projects. These have been communicated to all college staff ensuring that staff know that their feedback is taken seriously.

After staff consultation regarding recognition of individuals' exceptional performance we have moved to termly STAR award events with all staff invited for lunch and able to participate via an online voting system. Feedback after the first event was positive.

Annual Priority 5 To drive forward a new approach to supporting and embedding technology enhanced learning

New structure for the learning technology function is now in place ensuring that there are technical experts supporting the work of teaching staff when developing or delivering using digital technology. The college ran a successful digital day in June 2017.

Annual Priority 6 Investigate and develop new markets created by the Borders Railway.

There has been a significant increase in applications and subsequent enrolments to full time courses from Midlothian area. The marketing and curriculum teams have attended careers and parents' evenings at Midlothian schools. There has also been an increase in work placement opportunities out with Borders Region as city is more accessible.

Annual Priority 7 Work with the SFC to develop a sustainable funding model and three year budget for the College

Discussions have taken place with SFC as part of the Outcome Agreement process; however, SFC still is only able to give single-year budgets. We also have had no further clarity on our requests to re-model the rural funding element of grant. SFC OA Funding for 2017-18 was announced in April 2017 and does not take account of our circumstances. We continue to raise awareness at SFC of unsustainable nature of current funding model.

Annual Priority 8 To deliver the implementation phase of the new site at Tweedbank and develop a sustainable plan for the site at Newtown

The fit-out contract is complete with all moves made for the commencement of the new year in August 2017.

Annual Priority 9 To deliver the implementation phase of the ICT infrastructure improvements

Tender process has been completed, contracts awarded and the hardware is now in place.

2. Curriculum Offer

The Care and Access Faculty introduced a new full time course in August 2016, called Project Search. This course is aimed at young people with additional needs and is a partnership between Borders College, NHS Borders and Scottish Borders Council. The course is based full time within Borders General Hospital and students carry out real life work experience by carrying out a 12 week rotation around 3 different sections of the hospital.

The college introduced new courses to support pupils transitioning from school to college. The first was a 3 week course based on the John Muir Award provided extremely good support to those students who are transitioning from school to college. The pupils all reported a growth in their confidence and provided them with skills to help them start on a full time course in August. The second was a 3 day induction to the School Academy courses which gave the pupils an introduction to their course prior to the summer holiday.

Additional study skills and learning support sessions were also provided for both full time students and new applications during the summer holiday.

Construction, Engineering and Landbased Faculty continued their focus on STEM subjects, particularly engineering with the introduction of Electrical Engineering at SCQF Level 5. The faculty can now provide a learning journey from SCQF Level 4 to Level 7 within the engineering field.

The Creative Industry, Sport and Business Faculty worked in partnership with the SRU which resulted in a growth in the number of students within our HND Coaching and Developing Sport courses.

3. Key Performance Indicator Achievements for 2016/17

This report will consider the Meet or Beat College Key Strategic Indicators (KSI) for the next 2 years (Appendix A and the Key Strategic Indicator actual performance against targets and the sector average (Appendix B). It is also important to consider the trends over a three year period for both the college (Appendix C) and at faculty/Business Development Unit level (Appendix D). A detailed trend analysis of part time delivery by Scottish Funding Council's measure by hours is shown in Appendix E.

This document reports on the key strategic indicators required by the Scottish Funding Council and Education Scotland. These are: Early Withdrawal, Further Withdrawal, Partial Success and Learner Success.

Withdrawal

- **Early Withdrawal** measures the percentage of students who have withdrawn from their course before 25% of the duration of their course.
- **Further Withdrawal** measures the percentage of students who attended after the 25% point but withdrew before the official end date.

Attainment

- **Partial Success** measures the percentage of students who have completed their course but did not gain all the units required to achieve the aim of this course (i.e. all units within a nationally recognised framework or 70% of the units within a college devised programme).
- **Learner Success** measures the percentage of students who enrolled and completed their course and also achieved the qualification aim of the course.

Summary of Main Points

The College has continued to perform well for Learner Success against the sector average for FE full time courses, and part time courses. The Learner Success for HE full time is slightly below the sector average but the Scottish Funding Council has introduced a more stringent measure for HN courses and it is highly likely that the sector average will fall for 2016-17. Full time courses have a lower Early Withdrawal rate than the sector average but further withdrawal is higher than the sector average. The data indicates that the college must reduce the number of students withdrawing prior to the end of their course as this is impacting on Learner Success. The Partial Success rate is well below Sector Average for all modes except Full time FE.

The college has taken action to address specific issues within Engineering and Sport which had significantly impacted on overall Learner Success for both HE and FE full time courses.

Borders College Meet or Beat Targets (Table A)

The College sets Meet or Beat targets for all levels and modes of delivery for a 3 year period. These targets are also included within the Regional Outcome Agreement. The College has exceeded the target for part time courses but has not achieved the targets for full time courses.

Actual Performance against Meet or Beat Targets and the Sector Average (Table B)

Early Withdrawal	The College compares favourably against the sector average with FEFT 1.9% below the sector average, HEFT 0.1% below the sector average and HEPT only 0.1% below the sector average and FEPT 0.8% below sector average.
	The College is above the meet or beat target for part time courses but is below the target for full time courses.
Further Withdrawal	The College compares favourably for part time FE courses which is 0.3% above the sector average but it compares slightly less favourably for full time and part time HE courses against the sector average. The percentage below the sector average is FEFT 0.4%, HEFT 3.1% and HEPT 3.0%.
	The College has not met the meet or beat target for part time or for full time courses.
Partial Success	The College compares favourably for full time and part time courses against the sector average with HEFT 1.7% below sector average, HEPT 3.5% below sector average, FEPT 9.4% below sector average with only FEFT slightly less favourable at 1.3% less than the sector average.
	The College is above the meet or beat target for part time FE courses but is slightly below the target for full time and part time HE courses.
Learner Success	The College compares favourably against the sector average for full time FE courses and part time courses for FE and HE. FEFT is 0.1% better than the sector average and HEPT is 0.4% better than the sector average. FE Part time courses are significantly better than the sector average by 9.3% but HEPT is 1.3% below the sector average.
	The College is above the meet or beat target for part time courses but is below the target for full time courses.
In summary the college has performed well against the sector average, particularly for Learner Success but has not achieved it's own meet or beat targets for full time courses.	

Trend Analysis Over Three Years (Table C)

The baseline year of 2014-15 had good performance indicators against the sector average and the college has tried to maintain or improve on these figures. The trend for Early Retention has improved for part time delivery but has declined for full time. Further Withdrawal continues to decline with the exception of FEPT. This trend analysis has continued to highlight the need to address the reasons for students withdrawing from their course prior to the end. It is also concerning to note that the trend for Learner Success has declined across all modes of delivery with the exception of FEPT.

Trend Analysis by Faculty and Unit Over Three Years (Table D)

The performance indicators show that the Care & Access Faculty and the Business Development Unit is showing a significant upward trend. They have both improved overall Learner Success for their department/faculty by over 3%. The Construction, Engineering & Landbased Faculty (CEL) and Creative Industries, Sport & Business Faculty (CIS) are both showing a downward trend with at least a 2.5% percentage fall in 2 years. For CEL the HE level courses had an increase in Learner Success but FEFT and FEPT has declined. For CIS all modes of delivery have declined but the greatest decline has been for HE. More information on the courses with the lowest learner success levels is detailed within the Courses for Concern and Praise Report for 2016-17.

Trend Analysis by Scottish Funding Council Part Time Delivery Hours Over Three Years (Table E)

The area that improved the most was the HE delivery between 40 – 80 hours per annum. In particular, the Pre-birth to 3 years course which had 100% success. The areas that declined were FE 320 hours and HE 160 – 320 hours. The SVQ2 Business Administration and January Start courses had the biggest impact on the declining Learner Success for the FE 320 hours category. Low achievement on the SVQ 3 Social Services Children & Young People had the biggest impact on learner success for HE 160 – 320 hours delivery.

Table A**Key Strategic Indicators – Meet or Beat Targets**

**Comparison against Sector and Targets
September 2017**

	Sector Average	College Actual Performance			College Meet or Beat Target		
	2015/16	2014/15	2015/16	2016/17	2016/17	2017/18	2018/19
Key Strategic Indicator 3				Subject to change*			
Early Withdrawal %							
FEFT	9.0	5.7	6.7	7.1	6.5	7	6.5
HEFT	4.6	3.8	2.8	4.5	4	4	4
FEPT	3.1	4.0	3.5	3.9	8	8	7.5
HEPT	2.9	4.9	1.3	3.0	4	4	4
Further Withdrawal %							
FEFT	16.5	16.7	19.2	16.9	15.5	16.5	16
HEFT	12.6	14.4	13.6	15.7	14	12.5	12.5
FEPT	6.1	8.7	10.9	5.8	4	4	4
HEPT	6.1	7.1	15.1	9.1	9	12	12
Partial Success%							
FEFT	9.0	8.4	7.6	10.3	8	7.5	7.5
HEFT	10.6	6.7	7.0	8.9	7	7	6.5
FEPT	16.4	6.4	6.8	7.0	13	10	10.5
HEPT	12.2	8.2	9.2	8.7	8	9.5	8
Learner Success %							
FEFT	65.5	69.1	66.5	65.6	70	69	70
HEFT	72.1	75.1	76.5	70.9	75	76.5	77
FEPT	74.3	80.7	79.3	83.6	75	78	78.5
HEPT	78.8	79.2	74.3	79.2	79	74.5	75

* Due to some courses spanning academic years, the data may change, particularly part time.

Table B

	Sector Average	Actual Performance		Target KSI	
	2015/16	2016/17	Actual 2016-17 against sector average	2016/17	Actual 2016-17 against target for 16-17
Key Strategic Indicator 3		Subject to change*			
Early Withdrawal %					
FEFT	9	7.1	1.9	6.5	-0.6
HEFT	4.6	4.5	0.1	4	-0.5
FEPT	3.1	3.9	-0.8	8	4.1
HEPT	2.9	3	-0.1	4	1
Further Withdrawal %					
FEFT	16.5	16.9	-0.4	15.5	-1.4
HEFT	12.6	15.7	-3.1	14	-1.7
FEPT	6.1	5.8	0.3	4	-1.8
HEPT	6.1	9.1	-3	9	-0.1
Partial Success%					
FEFT	9	10.3	-1.3	8	-2.3
HEFT	10.6	8.9	1.7	7	-1.9
FEPT	16.4	7	9.4	13	6
HEPT	12.2	8.7	3.5	8	-0.7
Learner Success %					
FEFT	65.5	65.6	0.1	70	-4.4
HEFT	72.1	70.8	-1.3	75	-4.2
FEPT	74.3	83.6	9.3	75	8.6
HEPT	78.8	79.2	0.4	79	0.2

Table C**TREND ANALYSIS 2014-15, 2015-16 AND 2016-17**

Session 2014/2015										
Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	1045	60	5.7%	174	16.7%	88	8.4%	723	69.2%
HE	Full-time	209	8	3.8%	30	14.4%	14	6.7%	157	75.1%
FE	Part-time	1685	67	4.0%	146	8.7%	108	6.4%	1360	80.7%
HE	Part-time	183	9	4.9%	13	7.1%	15	8.2%	145	79.2%
Session 2015/2016										
Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	1039	70	6.7%	199	19.2%	79	7.6%	691	66.5%
HE	Full-time	213	6	2.8%	29	13.6%	15	7.0%	163	76.5%
FE	Part-time	1472	51	3.5%	160	10.9%	100	6.8%	1168	79.3%
HE	Part-time	152	2	1.3%	23	15.1%	14	9.2%	113	74.3%
Session 2016/2017										
Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	979	70	7.2%	166	17.0%	101	10.3%	642	65.6%
HE	Full-time	223	10	4.5%	35	15.7%	20	9.0%	158	70.9%
FE	Part-time	1584	62	3.9%	92	5.8%	111	7.0%	1325	83.6%
HE	Part-time	427	13	3.0%	39	9.1%	37	8.7%	338	79.2%

TREND OVER 3 YEARS 2014-2017

		Total Enrolment	Early Withdrawal	Further Withdrawal	Partial Success	Successful Completion - All
FE	Full-time	-66	-1.4%	-0.3%	-1.9%	-3.6%
HE	Full-time	14	-0.7%	-1.3%	-2.3%	-4.3%
FE	Part-time	-101	0.1%	2.9%	-0.6%	2.9%
HE	Part-time	244	1.9%	-2.0%	-0.5%	-0.1%

Table D**FACULTY AND BUSINESS DEVELOPMENT UNIT TRENDS FROM 2014-15 TO 2016-17**

2014-15 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	894	19	2.1%	83	9.3%	40	4.5%	747	83.6%
Care & Access	790	50	6.3%	99	12.5%	54	6.8%	587	74.3%
Construction, Engineering & Landbased	703	26	3.7%	75	10.7%	43	6.1%	559	79.5%
Creative Industries, Sport & Business	735	49	6.7%	106	14.4%	88	12.0%	492	66.9%

2015-16 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	713	18	2.5%	64	9.0%	25	3.5%	613	86.0%
Care & Access	761	35	4.6%	139	18.3%	51	6.7%	536	70.4%
Construction, Engineering & Landbased	710	29	4.1%	81	11.4%	62	8.7%	538	75.8%
Creative Industries, Sport & Business	692	47	6.8%	127	18.4%	70	10.1%	448	64.7%

2016-17 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	905	12	1.3%	66	7.3%	40	4.4%	784	86.6%
Care & Access	854	56	6.6%	71	8.3%	67	7.8%	669	78.3%
Construction, Engineering & Landbased	822	38	4.6%	75	9.1%	76	9.2%	633	77.0%
Creative Industries, Sport & Business	632	49	7.8%	120	19.0%	86	13.6%	377	59.7%

TRENDS 2014-2016

Faculty	Early Withdrawal	Further Withdrawal	Partial Success	Successful - All
Business Development Unit	0.80%	1.99%	0.05%	3.07%
Care & Access	-0.23%	4.22%	-1.01%	4.03%
Construction, Engineering & Landbased	-0.92%	1.54%	-3.13%	-2.51%
Creative Industries, Sport & Business	-1.09%	-4.57%	-1.63%	-7.29%

Table E**Detailed trend analysis by SFC hours of delivery 2014-15 – 2016-17**

TREND OVER 3 YEARS		Early Withdrawal	Further Withdrawal	Partial Success	Successful Completion - All
FE	Under 10 hours	-0.9%	1.2%	-1.7%	-2.2%
FE	40 to 80 hours	-2.3%	-4.4%	2.7%	-3.4%
FE	80 to 160 hours	0.8%	2.7%	-1.1%	3.0%
FE	160 to 320 hours	-2.2%	1.1%	-4.8%	-5.9%
FE	320 hours or more but not full-time	-2.9%	-3.7%	-6.4%	-13.0%
FE	10 to 40 hours	0.0%	7.7%	-5.3%	1.8%
FE	Non-recognised qualification	-1.0%	1.4%	2.0%	5.0%
HE	40 to 80 hours	0.0%	6.4%	20.5%	26.9%
HE	80 to 160 hours	4.6%	-3.7%	-3.8%	-2.9%
HE	160 to 320 hours	-1.0%	-5.4%	-5.2%	-11.6%
HE	320 hours or more but not full-time	-1.7%	0.0%	1.3%	4.4%

4. Summary of Internal Reviews

Internal Review 1: How good are our work placement experiences in developing the employability skills of our learners?

The main driver for this review was the launch of the Work Placement Standards by Education Scotland and SFC in Sept 2016. The college wanted to ensure that we were meeting the requirements within these standards.

Overall the college is meeting the standards but we have identified areas for improvement and recommendations to ensure consistency across the college. The majority of course structures included workplace experience but we amended our Work Placement policy to ensure all full time courses included work place experience. There were inconsistencies regarding liaison with employers and as we had decided to include the work placement unit within frameworks, we amended our procedure to ensure the work placement unit lecturer was the main point of contact for employers. Although the college has an Employer Contact Database, this was not being used consistently and new protocols for the use of this database are being created.

Internal Review 2 was cancelled due to planned changes in student recruitment practice for 2018/19

Internal Review 3: Technology used in learning and teaching and its impact

The purpose was to explore the current use of technology used by our staff and learners to enhance learning. The aim was to understand the impact learning technology has in benefitting learning and to highlight current practice and to consider the challenges using technology can bring including;

- how well we use technology to enhance the learning experience for our learners,
- how well we share good practice relating to the effective use of technology,
- how we identify the challenges to staff and learners when using technology and support them with these challenges, and
- how well our college is responding to Scotland's Colleges quality framework '*How good is our college?*'

The findings confirmed the importance of updating the ISLT strategy, outlining continued investment and the college's commitment to support a range of digital technologies to enhance learning and teaching.

5. Significant Changes to the Curriculum Plan

1. Discontinued Provision		New Provision for 2017-18		Rationale for Change
Course Code	Title	Course Code	Title	
16CISNAFA1	BTEC Art & Design Level 2 and Level 3	17CISNAFA	NC Art and Design - FT- Level 6 - Grp A	Move from BTEC awards to SQA
		17CISNIBSL1	National 5 Sport & Recreation	New school provision
16CISNBF	Football Level 6			Lack of applications
	Access to Business, Admin & Tourism			Lack of applications
		17CISNATSL1	NPA Activity Tourism	New school provision
		17CISNSDSL1	NPA Software Development Level 6	New school provision
16CAFCCF	HNC Early Education & Childcare	17CAFCCF	HNC Childhood Practice	New SQA HN award
		17CAFNFJSL	Journalism SCQF Level 6	New school provision
		17CAFNSSG	Higher Sociology	New school provision
16CELNAFC	BTEC Extended Certificate & Diploma Animal Care	17CELNAFC1	Animal Care Level 2	Move from BTEC awards to SQA
		17CELNEFFW	NC Fabrication & Welding SCQF Level 6	New area of the curriculum
	NPA's Plumbing, Carpentry & Joinery, Painting & Decorating, Brickwork		Introduction to Plumbing, Carpentry & Joinery, Painting & Decorating, Brickwork	New award available from SQA
		17CELNASL	Animal Care	New school provision

2. Progress in meeting Outcome Agreement targets 2016/17

The College agreed targets with the SFC against national Regional Outcome Agreement (ROA) measures to improve access for priority and disadvantaged groups. (The following bullet points relate to those measures.)

- The College maintained the percentage of credits delivered to young people over a three year period, meeting the targets set in the ROA, with 60% of activity undertaken with those under 20 and 76% of total activity delivered to those under 25 years of age. The total amount of credits delivered on full time programmes to young people under the age of 25 was 83% meeting the ROA target.
 - The ethnic profile of the student population is as anticipated in the ROA and in line with the region's population profile with very few students (1.4%) from a non-white ethnicity.
 - The proportion of credits delivered to students with a declared disability remains high and slightly greater than the ROA target at 33.7%.
 - The proportion of credits delivered to males is increasing towards parity with females at 48.4% exceeding the ROA target.
 - The proportion of students identifying as gay male or female is 1.3% and 3% identify as bisexual. 11% of students choose not to share this information.
 - The proportion of students identifying as Christian is 17% with a further 1.7% declaring a religion other than Christian. Nearly three quarters of students declare no religion. This is in line with the profile set in the ROA.
 - The proportion of credits delivered to students declare that they are a care leaver is significantly higher than anticipated in the ROA at 7.4% suggesting that the college has significantly underestimated the number of students with this background in the past and the college has a higher proportion of care leavers than would be anticipated from the general population profile.
 - The proportion of credits delivered on HE programmes to students from SHEP schools has increased over the 3 year trend analysis and now accounts for 3.5% of credits
 - The proportion of credits delivered on STEM programmes has increased over the three year trend analysis almost doubling to 15.5% of activity.
 - The proportion of credits delivered to school students undertaking vocational study was almost double the target set in the ROA.
 - 752 placements were provided just exceeding the target of 750.
- A few ROA targets were not met by the college.
 - The total number of credits delivered to students from the most deprived postcode zone (SIMD1) was 3.5%, three percentage points below target.
 - The number of apprenticeship starts has increased during the three year trend period but at 93 is significantly below the target of 125 starts.

PART TWO – REVIEW OF COLLEGE LEVEL DEVELOPMENT PLAN 2016/17

1) Overview of Main Achievements for each College Level Plan 2016/17

Sixteen of the eighteen areas for development made very good progress during the year. As a consequence of the creation of our new Learning Support service the College started the academic year with most of the posts in the new learning support team vacant. It built a successful team over the year with feedback from both staff and students improving. In conjunction with this it introduced its new access and inclusion strategy. There was a close working relationship with the College's Regional Outcome Agreement Manager and the College HMI with the ROA negotiated successfully and credit activity levels met. The College established a new approach to self-evaluation and enhancement planning and the College HMI supported the College to gather important evidence towards its first published report, due in December 2017. With regards to HR matters the College's managers have endeavoured to keep staff informed of progress with national negotiation and the period of industrial action was coped with well by both staff and students. The new principal has made a priority of meeting with staff, hearing their views and communicating her clear vision for the College and its future performance. The HR and Development team have provided training and support to motivate and develop teams and have introduced a new approach to succession planning. The College estate has benefited from new premises at Tweedbank for construction and engineering and also from investment in the IT infrastructure. The Students' Association had a good year with a very active president leading their initiatives, many of which were imaginative and successful. Progress was also made with Developing the Young Workforce with the College being instrumental in supporting the creation of an employers group, increasing the number of senior phase pupils involved and the introduction of new Schools Academy programmes and new work experience units in many full time courses.

There were two important areas where progress has not been as good as expected. The learner success rates have not improved, with FE full time success rates being the same as last year and HE full time declining. There will be a fresh focus on this in 2017/18 through greater emphasis on good attendance and punctuality, better in-year monitoring, the introduction of a new role of achievement coach, and risk profiling of students. The second area where progress needs to improve is in the evaluation of learning and teaching. HMI provided external scrutiny of learning and teaching during the year with *Enhance* rested in the end. The College will introduce its own system of lesson observation in 2017/18.

No.	Area for Development (Developmental Driver)	Update & Evaluation	RAG Status
1	The SFC recognise in their review of ELS that additional support to students is a broad college respond and now require this to be addressed through a college-wide Access & Inclusion Strategy	The new Access & Inclusion Strategy has been approved by the Curriculum & Quality Committee. Feedback and final sign-off has been proved by SFC.	
2	The new Student Advice and Learning Support Services are untried and not	The Learning Support team is now well established with the roles clear and understood by faculty staff. Recognition was given to the improvements in the service as the year	

	understood fully by teaching staff and students	<p>progressed. A new record system is in place with improved access for staff on a need to know basis and the new learning support plans are operating well.</p> <p>Mental health first aid is available through the student support service and a college-wide mental health awareness campaign was run successfully in conjunction with the BCSA.</p> <p>Care experienced students have targeted intervention where necessary and the Borders Young Talent project is supporting those in transition.</p>	
3	To drive an improvement in quality standards and address declining PIs through targeted interventions.	<p>New approaches to at risk students have been developed and are being introduced in 2017/18. Attendance reporting is much improved with faculties required to intervene where attendance is falling below the College average.</p> <p>The targeted interventions have included a focus on Care Experienced and Young Carer students. The outcomes for these students have been on a par the general full time population.</p> <p>The College revised its approach to mental health with mental health first aid training provided to frontline support staff and the College working closer with external agencies to develop mentally healthy college approach.</p> <p>A Student Success Strategy has been developed. This will support the work of the new Achievement Coach roles created to target pastoral support for those at risk of withdrawing.</p> <p>Early PI analysis indicates no further decline in FEFT learner success but a decline in the HEFT</p>	
4	The SFC will introduce new guidance for the next cycle of outcome agreements in autumn 2016. The College is required to develop and deliver an outcome agreement based on this guidance.	Outcome agreement drafted in compliance with the guidance, approved by the Regional Board and signed off by SFC.	
5	Education Scotland and SFC are revising the approach to quality enhancement and the quality indicator framework with improved linkage to the Outcome Agreement process. The College will need to revise its quality enhancement processes to ensure it complies with the requirements.	<p>A programme of scrutiny was agreed for April onwards with the College HMI inclusive of classroom observations. This is ongoing and is proving helpful in this first year of implementation.</p> <p>A new self-evaluation and enhancement planning processes based on <i>How Good is Our College</i> have been approved by SMT.</p> <p>New templates for self-evaluation were created and are being used for self-evaluation from 2016/17 onwards.</p>	

		Self-evaluation and evidence gathering is underway in all departments and faculties.	
6	To support the Student Association to grow and establish itself as an autonomous and sustainable service providing a strong student voice with clear vision and values which is well understood by students, staff and Regional Board.	<p>Faculty Councils and the Student Representative Council, operated well during 2016/17 with the Student Representative Council monitoring and providing feedback to the Faculty Councils.</p> <p>Students have been involved in numerous aspects of college life including: interview panels, canteen provision and renaming of space.</p> <p>The role of student rep was promoted through a fun and engaging short video recorded and presented by the Student President. The new representative were provided with training and refreshers for their role and the Association created a useful Faculty Representative Planner.</p> <p>The students' association were instrumental in establishing the Student Services Network (SSN) group with membership and regular attendance by around 15 external services and support agencies. This provides students with more information and access to services. This includes monthly stress clinics with Thera-Pets in partnership with Penumbra.</p> <p>Successful Freshers Fair and re-Freshers Fair were supported by various external partners</p> <p>The Association also led on the College successfully achieving a the Silver LGBT+ Charter from LGBT Youth.</p> <p>Working with Volunteer Borders network to introduce Volunteer ambassador role and to develop Saltire Awards in recognition of the roles undertaken by class representatives.</p>	
7	Although the majority of College staff are motivated, engaged and involved there is a need to continue to involve and motivate staff	<p>The new principal has met with every cohort of staff and been out to every site giving staff the opportunity to raise anything they felt she should know as a new principal.</p> <p>SMT have delivered a number of presentations to staff outlining the current position and priorities moving forwards. This was followed up by 22 college conversation sessions where over 230 ideas/suggestions to deliver on those priorities were generated.</p> <p>A revised approach to staff engagement and recognition is being introduced with termly STAR awards – decided by staff, not managers and greater use of Yammer for sharing our good practice and news. This will continue to evolve as we gather more staff feedback.</p> <p>Termly new Staff lunches are scheduled with SMT to meet with new staff to build a rapport and outline our vision and values. The principal has also met with the Teacher Education group to talk about her experiences as a teacher and her vision for the future.</p>	
8	There is a need to refresh the College	With the significant changes introduced through the <i>How Good is our College</i> and the	

	"Enhance" programme to re-engage staff in the process.	planned observation of lessons by Education Scotland, Enhance was rested during 2016/17 with a planned reintroduction in 2017/18.	
9	Although many college staff teams work well together, there is a need to further develop teams and to develop newly formed teams to maintain and improve motivation	The CDN programme Building the Motivated College, Motivated Teams has now been delivered to all line managers within the College. A further session has taken place with the Catering and Hospitality team and a further event is planned with the CDI team once all appointments have been made.	
10	The College should revise its approach to risk management and develop a new risk register in line with the new strategic plan	There was a training session with the Regional Board in November 2016 from which a new Strategic Risk Register was developed and is now implemented. Training sessions for College Management Team took place in May 2017 from which CMT will produce faculty and departmental risk registers for 2017/18 onwards.	
11	The College should ensure that new strategic indicators are understood and monitored at Faculty and Departmental level.	CMT aware of new indicators. To introduce ROA indicators to the evaluation process from 2017/18 onwards as part of HGIOC	
12	The College should involve staff earlier in the process where service change may impact on their employment	Information consultation has been undertaken on change to the role of Course Tutor	
13	The College should ensure that the outcomes and impact of national negotiations are communicated to staff in a timely and appropriate manner.	When the outcome of negotiations are confirmed then whole-college emails have been circulated and on occasion there have been opportunities for individuals to meet with the principal to discuss. Also communicated in staff presentations. The lack of trade union representatives have been a hindrance in ensuring consistency of messages at times.	
14	An internal review of staff induction has identified a number of areas for improvement some of which remain to be fully implemented.	The amended policy has been approved by SMT and JCCP and is on the agenda for the August HR Committee of the Regional Board. A new moodle area is ready for induction and the new Induction Policy will be implemented at the start of 2017/18.	
15	The College should undertake a review relating to the difficulties of recruiting to some posts in the past six months.	Posts which have been hard to recruit to have been identified. In the main this has been Electrical Engineering and Computer Science Lecturing posts. Feedback from agencies suggests that it is salary that is the barrier. Both posts have now been appointed through widening access to these posts. The Engineering post was incorporated into a PL role enabling a higher salary to be attached to this role and the Computing role has been filled from a graduate application.	
16	The College should develop an improved approach to succession planning for key roles	This initiative has been piloted for the PL in CDI post and has proved successful. This initiative will continue to be considered for future vacancies taking into account the restrictions on budget.	

17	<p>The College must continue to develop the Implementation Plan for Developing the Young Workforce (DYW).</p>	<p>The Internal Review 2 has been completed and the Work Placement Policy and Procedure has been updated in accordance with the Review recommendations bringing the College's approach to workplace experience in line with the DYW national plan.</p> <p>A draft 5 year curriculum plan has been produced with a clear linkage to DYW.</p> <p>The DYW Employers Group has been set up successfully with the College's support with three new appointments of employees for the Employers Group in January 2017. The college is a member of the DYW Industry Group and the Steering Group.</p>	
18	<p>There is a requirement to develop and deliver appropriate workshop space to support the engineering, painting and decorating and brickworks programmes</p> <p>The College's ISLT infrastructure needs to be updated to support the curriculum and business processes</p>	<p>Workshop space at Tweedbank sourced and fit-out due for completion April 2017, with occupation phased in between April and July 2017. Handover complete Jul 2017.</p> <p>Procurement exercise completed February 2017, implementation planned June – July 2017. Implementation close to completion August 2017.</p>	

PART THREE – SELF-EVALUATION AND REVIEW 2016/17

Introduction

The self-evaluation and enhancement planning process underwent an extensive review in spring 2017 following the publication of [How Good is Our College?](#) and [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#) in December 2016.

Guidance notes for part 3

In this section you are required to produce bulleted evaluative statements outlining what we do well and what we need to improve. The tool below uses the themes and challenge questions from **How Good is Our College?** the Education Scotland quality framework for colleges published December 2016. The evaluative statements will be collated from the evidence supplied by individual faculties and departments or the Senior Managers own sources of evidence. All items of evidence must include a link to the source document.

Where an evaluative statement is made indicating that there is a need to improve this aspect of the college's performance or activity it must be linked to an action within the Enhancement Plan: Please reference each area for improvement using code AI1, AI2 etc by showing the code in brackets after the evaluative bullet point. **ALL**

Evaluative Report

1: LEADERSHIP AND QUALITY CULTURE

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

1.1 Governance and leadership of change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement. It considers how the college responds to influences both external and internal. This includes Section B on the *Quality of the Student Experience in Code of Good Governance for Scotland's Colleges* and the *Framework for Developing Strong and Effective College Students' Associations*. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Leaders should ensure that the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Theme 1	Challenge Questions
Governance and leadership	<ul style="list-style-type: none"> How well does the Regional Board provide strategic support and challenge to secure high quality provision and ongoing improvement? How well does the Regional Board assure itself that evaluation and enhancement reports are accurate and balanced? How well does the Regional Board engage with staff, the Students' Association and stakeholders to improve

	outcomes for learners?
<p>What do we do well?</p> <ul style="list-style-type: none"> • The Regional Board has a strong focus on learner success, setting meet or beat targets for the College. Annual Priorities are agreed by the Board in pursuit of achieving the strategic goals set out in the strategic plan, <i>Our Strategy -Towards 2020</i>. The Board task the senior leadership team with achieving these priorities and monitor progress towards achievement regularly. • The Board has a systematic approach to assuring itself that evaluation and enhancement plans are accurate, with progress reported and reviewed periodically through scheduled reporting by the executive team to the full Board and the Curriculum & Quality Committee. • The Regional Board engage well with the Borders College Students' Association (BCSA) with the student president and vice president active members of the full Board and committees. Their views and contributions as full Board members have been sought and valued by other Board members. A partnership agreement sets out clear, shared priorities based around improving outcomes for learners. Collaborative work ensures that ambitions within the partnership agreement are met. • Regional Board members engage well with staff and students through their <i>Learning for Leading</i> scheme. This improves Board members' understanding of the College's operation and the needs of their students. • The Curriculum and Quality Committee of the Board provides effective scrutiny and challenge to senior managers to improve the services to students and their outcomes. • The Regional Board undertook a wide-ranging evaluation of its effectiveness in 2016/17, identifying many areas of positive practice and providing a clear set of goals for further improvement. • The Board has developed a self-evaluation toolkit to help it undertake a wide-ranging self-evaluation of its activity, based on the Code of Good Governance. 	<p>Evidence</p> <ul style="list-style-type: none"> • Regional Board minutes • BCSA Partnership Agreement 2015/16 (continued into 2016/17) • BCSA Partnership Agreement 2017/18 • BCSA Report 2016/17 June 2017 • Strategic Plan Our Strategy – Towards 2020 • Learning for Leading Report May 2017 • Annual Priorities 2016/17 June Report • Annual Priorities 2017/18 • Curriculum & Quality Minute and papers • Governance Effectiveness Review 2017 • Board Self-evaluation Toolkit
<p>What should we improve?</p> <ul style="list-style-type: none"> • Currently, there is insufficient direct involvement between the Board and students, which limits their depth of understanding of student issues. (EP1) • Board members should maximise the opportunities to engage with strategic partners and external stakeholders in a systematic way, which would help provide greater depth to their understanding of the operating environment and will inform decision making. (EP1) • Self-evaluation by the Board has been limited and focused on only a few areas of its operation. (EP1) 	<p>Evidence</p> <ul style="list-style-type: none"> • Governance Effectiveness Review 2017 • Board Development Plan 2016/17

Theme 2	Challenge Questions	
Developing a shared vision, values and aims	<ul style="list-style-type: none"> How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values? How well do managers reflect local, regional and national priorities when developing college strategies? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> The principal and senior team undertook wide consultation with the college teams and student representatives when developing the College Strategy – Towards 2020 helping to inform its content and reaffirm the College's value. The College's vision aims and values are well understood by most staff. College senior managers work closely with the Borders College Students' Association to create shared aims that are clearly articulated in their partnership agreement and the strategic plan. College Strategies are carefully planned and developed to link with its strategic plan (Our Strategy – Towards 2020) and with national priorities. The Regional Outcome Agreement includes a detailed analysis of the local and national operating environment that informs its outcomes and outputs. The College's commitment to champion equality and diversity in its aims and values is reflected in its plans and strategy including its Corporate Parenting Plan, Equality Outcomes, Gender Action Plan and its Access and Inclusion Strategy. This ensures that tackling gender imbalance and poorer outcomes for disadvantaged groups are tackled as a high priority. 		<p>Evidence</p> <ul style="list-style-type: none"> Our Strategy – Towards 2020 BCSA Partnership Agreement 2017/18 College Strategies ROA 2017/18 Corporate Parenting Plan Equality Outcomes Gender Action Plan Access and Inclusion Strategy
<p>What should we improve?</p> <ul style="list-style-type: none"> The evolution of the DYW industry group is in its early stages and the College is yet to maximise the opportunities that this will afford in meeting the aims of this national strategy. (EP2) 		<p>Evidence</p> <ul style="list-style-type: none"> Borders Learning and Skills Partnership Minutes
Theme 3	Challenge Questions	
Planning for continuous improvement	<ul style="list-style-type: none"> How well are staff and the Students' Association involved in the process of change and planning for continuous improvement? How well does the college utilise the diversity of learner voices in planning for continuous improvement? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Staff in most areas are involved in assessing performance and setting plans for improvements The College works closely with the Students' Association when planning for change that impacts on the student experience, for example the students association of both the college and the university were involved in decision making around the redevelopment of the Union and its furnishings and the College's Association were involved in developing the new role of 		<p>Evidence</p> <ul style="list-style-type: none"> BCSA Report 2016/17 June 2017 Annual Learner Feedback Survey 2016-17

<p>Achievement Coach.</p> <ul style="list-style-type: none"> • Senior managers are proactive in seeking the views of the Association when considering further changes and developments ensure that student opinions are taken into account and changes for the better brought forward by students are implemented. Examples include increased representation at faculty councils, faculty council agenda changes, changes with the college social space. • The Students' Association have improved the function and representation on Faculty Councils by providing better written guides to the representative role, revising the training and increasing representation. • The Students' Association have worked very closely with the student support staff to extend the range and improve the quality of the support services for students. • The College sets stretching targets in terms of student satisfaction with services and learning experience with detailed actions plan put in place where satisfaction levels fall below the benchmark. 	
<p>What should we improve?</p> <ul style="list-style-type: none"> • In a few areas of the College staff are not sufficiently involved in the self-evaluation process and planning for improvement. In these cases staff are insufficiently aware of the available data that would help them to analysis performance. • The utilisation of the learner voice is not consistent across all curriculum areas and opportunities are missed to improve our delivery – introduce a mechanism preventing learner voice being ignored – Buzz the Boss, Ask Angela sessions. 	<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report • Student Association feedback

1.2 Leadership of learning and teaching

This indicator relates to leadership for improving learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to CLPL including collegiate working. It focuses on leadership which improves the learning experience and outcomes for learners through enabling them to lead their own learning. It identifies the importance of effective engagement with the Students' Association (where appropriate) and learner representatives.

Theme 1	Challenge Questions
Leadership for improvement of learning and teaching	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching and how well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How well do managers involve staff and stakeholders, including employers to influence strategies for the development of learning and teaching?

<p>What do we do well?</p> <ul style="list-style-type: none"> The development of high quality learning and teaching is led well by a senior member of staff who provides targeted support and specific training in innovative approaches. Through wide consultation the college has reviewed and improved its learning and teaching strategy with clear aspirations for improvement. Approvals panels scrutinise learning and teaching materials thoroughly prior to delivery to ensure a diversity of appropriate teaching and learning activities including the use of technology. The college is very good at involving employers in curriculum design, particularly at the point when courses are approved prior to delivery. This has influenced the growth in engineering provision, for example. 		<p>Evidence</p> <ul style="list-style-type: none"> Our Strategy – Towards 2020 Learning and Teaching Strategy Approval Panels
<p>What should we improve?</p> <ul style="list-style-type: none"> Most curriculum teams engage with employers well, however, more regular engagement is required to ensure the employability skills are being developed to meet employers requirements. Introduce formal opportunities to share good practice to affect change in approach re underperforming courses. 		<p>Evidence</p> <ul style="list-style-type: none"> Internal Review 2 Variance in student outcomes
Theme 2	Challenge Questions	
Leadership of staff	<ul style="list-style-type: none"> How effectively do managers communicate and collaborate to bring about improvement and enhancement? How well do managers provide effective leadership of staff to improve learning and teaching? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Senior staff have a continual focus on areas requiring improvement which is communicated well to staff within teams through monitoring of student attendance, achievement and learner feedback. Senior staff undertook a review of the approaches taken to improving learning and learner success following concerns about trends in increasing withdrawal and falling success rates. A wide range of new interventions have been agreed which have been incorporated within the newly created Learner Success Strategy for 2017/18. PL Forum has ensured that first line managers of learning and teaching are well informed and share good practice in curriculum design to provide consistency across the college. 		<p>Evidence</p> <ul style="list-style-type: none"> Attendance Reports KPI Snapshot Head of Faculty Minutes Strategies to Improve Performance Learning Success Strategy (Draft) PL Forum Agenda
<p>What should we improve?</p> <ul style="list-style-type: none"> The colleges approach to assessing the quality of learning and teaching requires further development to ensure there is direct observation of practice to complement other forms of 		<p>Evidence</p> <ul style="list-style-type: none"> Ed Scot Lesson Observation Report SPDR Records

evidence.		
<ul style="list-style-type: none"> Staff are not always clear about the specific targets they have been set through the staff performance review process. 		
Theme 3	Challenge Questions	
Career-long professional learning (CLPL)	<ul style="list-style-type: none"> How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> The College HR and CPD Strategy recognises that to achieve a high quality learning experience its priority is to have a talented, highly valued and well supported workforce. To this end it has a comprehensive programme for developing and training its new lecturers and assessors with 94% of teaching staff qualified to TQFE or equivalent and many of those staff involved demonstrating innovative approaches to learning and teaching. CLPL is planned annually and focuses on developing learning and teaching skills further providing teaching techniques in line with current pedagogy practice, particularly relating to the use of information technology. This has ensure that overall access to good online learning materials increases each year through the College's virtual learning environment. 		<p>Evidence</p> <ul style="list-style-type: none"> Initial lecturer training programme Assessment on innovative practice for TQFE Example Lesson Plans CPD Programme example
<p>What should we improve?</p> <ul style="list-style-type: none"> Too many staff rely on traditional teaching methods as their main approach and fail to demonstrate those innovative approaches when observed. 		<p>Evidence</p> <ul style="list-style-type: none"> Ed Scot Lesson Observation Report
Theme 4	Challenge Questions	
Learners leading learning	<ul style="list-style-type: none"> How well do managers involve learners, including learner representatives to influence strategies for the development of learning and teaching? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> The role of the class representatives is well understood by learners. In many classes there is a "depute". Faculty Council arrangements work well and provide the opportunity for learner representatives to influence the work of the faculty and curriculum design. 		<p>Evidence</p> <ul style="list-style-type: none"> Ed Scot Lesson Observation Report Faculty Council Minutes
<p>What should we improve?</p> <ul style="list-style-type: none"> Although learner satisfaction has improved on the previous year, a quarter of our students still feel they are not asked to comment on their lessons and teaching approaches. 		<p>Evidence</p> <ul style="list-style-type: none"> Annual Learner Feedback Survey 2016-17

1.3 Leadership of services to support learning

This indicator focuses on the leadership of services to support learning. It recognises the importance of effective planning and provision of support services. It highlights the importance of curriculum and support teams working collaboratively together. It acknowledges the need for tailored partnership working arrangements with external stakeholders which inform improvement. It identifies the importance of effective engagement with the Students' Association and learner representatives.

Theme 1	Challenge Questions
Leadership for improvement of services to support learning	<ul style="list-style-type: none"> How effective are strategies for improving services to support learning and how well are these communicated and understood by staff? How effective is planning for delivery of high quality services to support learning?
<p>What do we do well?</p> <ul style="list-style-type: none"> College internal review processes work well as a strategic tool to identify and implement improvements to support services for students. Implementation is monitored regularly by the Regional Board's Curriculum and Quality Committee. Services to support learners are well planned with a focus on <i>Opportunities for All</i> and at risk groups. This has shaped the strategy for access and inclusion. The College Care Aware initiative ensures that staff are well informed of their responsibilities for looked after children and young carers by providing a specialist staff member who is able to advise staff, work with the young people involved and help to resolve any issues. Learning Support has successfully implemented a range of learning technologies to support learners and provides effective training to members of staff and students. The establishment of a new Learning Support team and its flexible structure has transformed the availability of staff to enable a cohesive learning support service providing high quality learning support. 	<p>Evidence</p> <ul style="list-style-type: none"> CQC Papers including examples of reports in internal reviews Access and Inclusion Strategy Care Aware
<p>What should we improve?</p> <ul style="list-style-type: none"> The college hasn't implemented fully its differentiated approach to intervening to reduce the risk of students withdrawing. (EP3) 	<p>Evidence</p> <ul style="list-style-type: none"> Learner Success Strategy
Theme 2	Challenge Questions
Leadership of staff	<ul style="list-style-type: none"> How effectively do managers communicate and collaborate to bring about improvement and enhancement? How well do managers provide effective leadership of staff to improve service delivery?
<p>What do we do well?</p> <ul style="list-style-type: none"> Well planned regular team meetings are held to enable thorough case discussions in both learning support and student support services which informs appropriate interventions by the 	<p>Evidence</p> <ul style="list-style-type: none">

<p>service staff.</p> <ul style="list-style-type: none"> Managers review their services regularly through self-evaluation, survey results and more in-depth internal reviews when required leading to improvements in service. 		
<p>What should we improve?</p> <ul style="list-style-type: none"> Closer collaboration is required between the different student support services currently operating in the College to ensure a more coordinated service for the students. 		<p>Evidence</p> <ul style="list-style-type: none">
Theme 3	Challenge Questions	
Account of current and projected needs of learners	<ul style="list-style-type: none"> How well do managers take account of current and projected needs of learners to plan services to support learning? How well do managers support and engage with learner representatives to improve services to support learning? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Managers recognise the changing needs of students and applicants, review their services accordingly and plan, design and implement improvements. Managers collaborate well with the Borders College Students' Association having designed and implemented shared provision and joint campaigns, with the LGBT charter, Help-U booklet, student support network and a striking and successful mental health campaign being particularly good examples. 		<p>Evidence</p> <ul style="list-style-type: none"> Student Support Review 2015 Curriculum & Quality Minute and Internal Review papers BCSA Report 2016/17 June 2017
<p>What should we improve?</p> <ul style="list-style-type: none"> Although learner satisfaction has improved from 2015-16, too many students do not believe their suggestions aren't taken seriously. 		<p>Evidence</p> <ul style="list-style-type: none"> Annual Learner Feedback Survey 2016-17
Theme 4	Challenge Questions	
Internal arrangements for delivery of services to support learning	<ul style="list-style-type: none"> How well do managers of curriculum and support service areas jointly plan and deliver services to support learning? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Learning support services have developed more effective information sharing procedures that ensure curricular staff have access to information on students current learning support needs. 		<p>Evidence</p> <ul style="list-style-type: none"> Share drive within network

What should we improve?		Evidence
<ul style="list-style-type: none"> • Actions to improve student attendance are not always well coordinated or planned between curriculum and learning support staff. • Teaching staff do not always demonstrate sufficient flexibility when students present with support needs, leading to poor retention. 		<ul style="list-style-type: none"> • Attendance reports • Retention reports in delivery style
Theme 5	Challenge Questions	
Career-long professional learning (CLPL)	<ul style="list-style-type: none"> • How effective are CLPL arrangements in supporting staff to develop skills and approaches to meet the needs of all learners? 	
What do we do well?		Evidence
<ul style="list-style-type: none"> • Managers meet with all staff to review their performance and their development needs. Through this process individual learning needs are identified and arrangements made for them to be met. All staff have benefited from the process improving their understanding and skills. 		<ul style="list-style-type: none"> • HR Records
What should we improve?		Evidence
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
Theme 6	Challenge Questions	
Partnerships with other agencies	<ul style="list-style-type: none"> • How well do managers engage with external stakeholders to review and plan services to support learning? 	
What do we do well?		Evidence
<ul style="list-style-type: none"> • There are well developed effective working relationships with a range of external support services including mental health, education and social services. • Corporate Parenting arrangements are well organised with a close working relationship with other corporate parents in the region and membership of the local Corporate Parenting Operational Group assisting to inform practice. 		<ul style="list-style-type: none"> • CPOG Minutes
What should we improve?		Evidence
<ul style="list-style-type: none"> • LAC Data sharing protocols are not yet in place with the local authority limiting the effectiveness of the transition process. 		<ul style="list-style-type: none"> • Draft Data Sharing Protocols

1.4 Evaluation leading to improvement

This indicator focuses on the effectiveness of leadership of evaluation arrangements and how they bring about improvement. It highlights the importance of partnership working. It emphasises the need for strong leadership and robust analysis of intelligence and data as essential features of effective continuous self-improvement.

Theme 1	Challenge Questions
Analysis and evaluation	<ul style="list-style-type: none"> How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? How well do managers lead the evaluation of provision and services?

<p>What do we do well?</p> <ul style="list-style-type: none"> Faculty Councils have well establish approaches to engaging learners in evaluating programmes. This is the primary function of the Councils. The students' association takes an active role in promoting the Councils and in ensuring that there is good representation from students. Student representatives are well trained by the student association and they have developed a systematic approach to ensure that the representatives take a well-structured and consistent approach to collecting views and information from the students they represent to present at the Councils. Managers make good use of the Councils to inform self-evaluation and plans for improvement. All managers are involved in the evaluation of provision. Evaluation is overseen by the Vice Principal: Quality & Innovation who has developed templates for each managed unit within the College's structure. These support the manager in leading the process and making meaningful contributions to the overall college evaluation and development planning. Managers take an active role in the internal review process. Within faculties managers identify programmes where there are specific issues and undertake detailed programme reviews with the staff and students. College-wide internal reviews involve teams of managers who take an in depth look at aspects of provision. In this way, areas in need of improvement are given detailed analysis and plans for improvement are devised, implemented and monitored through to completion. 	<p>Evidence</p> <ul style="list-style-type: none"> Class Rep Planner Class Rep Planner – Supported Programmes Student Association Handbook 2016 - Faculty Council Information Faculty Council Minutes Self-evaluations and enhancement plans Programme reviews Internal reviews Quality Handbook
<p>What should we improve?</p> <ul style="list-style-type: none"> The availability and access to well-analysed data is limited by the current IT systems and software. Teaching staff have made little use of unit achievement data in recent years to evaluate the issues behind falling learning success rates. 	<p>Evidence</p> <ul style="list-style-type: none"> Columbus reports

Theme 2	Challenge Questions	
Collaborative approaches to evaluation and data sharing	<ul style="list-style-type: none"> How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> The College has good, longstanding and close working relationships with its community planning partners. Regional Outcome Agreement plans are shared with the Community Planning Partnership and college data and plans have helped shape the Local Outcome Improvement Plan (LOIP). These close working relationships are helping to improve outcomes for school leavers with all contributing to the high percentage in positive destinations. School partnership work is well led by senior managers and involves all secondary schools in the region. This has contributed to the curriculum for senior phase pupils undergoing significant change in line with Developing the Young Workforce, increasing the number of vocational qualifications on offer and the number of pupils involved. The College has played a major role in establishing the DYW industry group. Helping to lead its inception and maintain its function. This has allowed local employers to become more involved in supporting young people into work experience and employment. Data-sharing arrangements with local strategic partners has allowed for better analysis of the operating environment and an improved impact assessment of the College's contribution. 		<p>Evidence</p> <ul style="list-style-type: none"> SDS Reports ROA CCP Economy and Low Carbon meeting minutes Schools' Academy curriculum
<p>What should we improve?</p> <ul style="list-style-type: none"> 		<p>Evidence</p> <ul style="list-style-type: none">
Theme 3	Challenge Questions	
Impact on learners' success and achievements	<ul style="list-style-type: none"> To what extent do evaluative activities improve outcomes for learners? How well do managers use past, current and projected outcomes for learners to plan for improvement? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Managers complete detailed analysis of learner outcomes. The focus is on withdrawal rates and learner success, looking at trends and in-year figures. This includes identifying courses for concern, undertaking individual programme review and internal reviews. This analysis leads to detailed plans for improvement. Generally, learner success has been high although there has been a declining trend in learner success for full time programmes in recent years. 		<p>Evidence</p> <ul style="list-style-type: none"> Internal Reviews Programme Reviews Courses for concern & celebration
<p>What should we improve?</p>		<p>Evidence</p>

<ul style="list-style-type: none"> While a detailed focus on analysing performance at programme level has ensured the college understands where improvement is required there has been insufficient focus in sub-programme level data analysis including individual and weekly attendance rates, punctuality and unit achievement. Insufficient use is made of personal data held to profile students at risk of withdrawal or not achieving. 	<ul style="list-style-type: none"> PI data analysis Lack of risk matrix Courses for concern & celebration
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2: DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

HOW GOOD IS THE QUALITY OF THE PROVISION AND SERVICES WE DELIVER?

2.1 Safeguarding and child protection

This indicator focuses on colleges' range of legislative duties and responsibilities in relation to safeguarding and child protection. It examines how well these arrangements are understood, communicated, implemented and reviewed including contributions made by learners.

Theme	Challenge Questions	
Arrangements for safeguarding and child protection	<ul style="list-style-type: none"> How well does the college adhere to national guidelines and legislation? How well are arrangements for safeguarding and child protection known and understood by staff and key stakeholders? How well are arrangements for safeguarding and child protection developed, communicated, implemented, and reviewed to all staff and key stakeholders, including learners? How well do staff take account of the views and experiences of learners in developing approaches to safeguarding and child protection? 	
What do we do well?	<ul style="list-style-type: none"> College policy and procedure for safeguarding children and vulnerable adults are well planned and aligned to the local authorities safeguarding approaches. The College safeguarding officers work closely with their local authority colleagues in social work and education to ensure good coordination and reporting procedures. The college has a comprehensive training programme for staff on safeguarding of children as part of staff induction and as an ongoing and regular CPD session provided by the local authority safeguarding team. Implementation of PREVENT has been discussed widely with the regional board, managers and 	<p>Evidence</p> <ul style="list-style-type: none"> Moodle staff induction programme CPD Staff safeguarding sessions Safeguarding Policy and Procedure

with the students' association. Concerns raised about PREVENT's implementation were taken into consideration when planning how to deliver it in a considered and measured fashion appropriate to the level of risk.	
<p>What should we improve?</p> <ul style="list-style-type: none"> • Learners have not been involved in reviewing safeguarding policy and procedures. • Not all staff are aware of college safeguarding policy and procedures. • Only a few staff and students are aware of PREVENT. 	<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report

2.2 Curriculum

This indicator relates to the curriculum delivered by colleges. It explores how the curriculum takes account of strategic drivers to meet the needs of all learners and stakeholders including employers. It examines how curriculum teams work together, promote equity and develop positive learning attitudes. It reflects how well skills for learning, life and work are planned and delivered across learning programmes. It examines the provision of progression routes within and beyond college from all programmes.

Theme 1	Challenge Questions
Rationale, design and development	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum?
<p>What do we do well?</p> <ul style="list-style-type: none"> • Curriculum design has been strongly influence by national policy. Recent examples being; the impact of DYW on the senior phase curriculum and the creation of the Schools Academy, the increased provision in engineering in response to sector skills reports, increase childhood practice places in response to the Scottish Government childcare strategy. • The faculties have designed their curriculum to match local need and to create opportunities for progression. Subject areas have clear progression routes through to HNC. Where there are progression opportunities to higher education these are being maximised with more students progressing on to university. • Course teams review programme content regularly adjusting the units on offer to meet student 	<p>Evidence</p> <ul style="list-style-type: none"> • Prospectus • First destinations report • Internal review 2 • Employer Engagement events

<p>and external stakeholder demand. The most recent cross-college example being the change to the work experience units.</p> <ul style="list-style-type: none"> • Faculty teams plan carefully for the renewal of their curriculum, updating qualifications in line with developments by awarding bodies. • Employer engagement is well-coordinated with events planned in most curricular areas to allow for a sharing of views between employers and college staff about curriculum design. 		
<p>What should we improve?</p> <ul style="list-style-type: none"> • Curriculum planning is generally short term and reactive and would benefit from longer term planning based on strategic objectives, aims and the future needs of the community and local economy. 		<p>Evidence</p> <ul style="list-style-type: none"> • CQT Minutes • Approval Panels
Theme 2	Challenge Questions	
Effectiveness and appropriateness of the curriculum	<ul style="list-style-type: none"> • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> • Most staff take the opportunity to allow students to plan and personalise their own learning. This is particularly the case in the choice of placements, in project work and with assignments. They are able to select a topic of interest and are encouraged to set study plans to meet the deadlines set. In the best examples staff show high degrees of innovation in their lesson planning using techniques such as the flipped classroom where learners are leading learning. • Curriculum areas where aspects of equality and diversity are studied within their programmes have a good understanding of these issues. • Curriculum teams plan well in most cases to ensure that their programmes are carefully designed and up to date to meet the requirements of industry and managing agents. Therefore the curriculum provides the knowledge and skills required particularly to ensure that students are work ready or prepared for the next level of study. • Curriculum teams use the Faculty Councils to receive feedback from student representatives informing improvements to the curriculum, particularly programme design. 		<p>Evidence</p> <ul style="list-style-type: none"> • Care programme and lesson plans • Innovative lesson plans – see Catherine • Faculty Council minutes • Programme designs • Workplaces • First destinations report • Ed Scot Lesson Observation Report
<p>What should we improve?</p> <ul style="list-style-type: none"> • Learners were generally unaware of issues related to equality and diversity in a general sense during the HMIs' visits, although some mentioned work done by the Student Association. 		<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report • Sport teaching and assessment plans

<ul style="list-style-type: none"> Levels of gender segregation across the curriculum are unacceptable high with 75% of all courses having less than 25% of one gender. In sport the curriculum delivery has been poorly designed with many students not being well prepared for assessment, resulting in low levels of achievement. 		<ul style="list-style-type: none"> Curriculum gender profiling
Theme 3	Challenge Questions	
Skills for learning, life and work	<ul style="list-style-type: none"> How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? To what extent do curriculum teams promote and embed career management skills within the curriculum? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Most core skills teaching is contextualised to the vocational area helping to increase the relevance to the learners and encouraging them to do well. Several curricular areas promote student involvement in fund raising and charity work promoting a sense of community and giving. There are a large number of placements available across the curriculum providing a high degree of learner choice. Placements are well planned and coordinated ensuring that most students benefit from highly relevant work experience. Many students report achieving employment through work experience. Where students are not ready for placement or are on introductory programmes they benefit from well-equipped realistic work environments within the college. In a few areas curriculum staff make use of client initiated projects. These provide realistic work scenarios for students. In the case of a projected initiated by a local housing association the design concepts provided by the students were taken into production. 		<p>Evidence</p> <ul style="list-style-type: none"> Placement list and procedures Salons, restaurant and workshops Eildon initiated project Charitable events and fund raising.
<p>What should we improve?</p> <ul style="list-style-type: none"> Core skills lessons do not motivate learners who have already reached the required level prior to the start of their programme, but still have to attend the classes to “maintain” the level. 		<p>Evidence</p> <ul style="list-style-type: none"> Ed Scot Lesson Observation Report
Theme 4	Challenge Questions	
Learning pathways	<ul style="list-style-type: none"> How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? How well do curriculum teams provide suitable entry/exit points to meet learner needs? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> In nearly all areas teams have designed the curriculum to include entry level programmes ensuring a wide access to a range of opportunities for applicants. 		<p>Evidence</p> <ul style="list-style-type: none"> Prospectus and college website First destination s report

<ul style="list-style-type: none"> • In all curricular areas there are clear progression routes to at least SCQF Level 7. • Good and expanding progression opportunities exist to HEIs and to Edinburgh College. • Students are support well in making their applications through UCAS with increasing numbers applying and attaining places on higher education programmes. 	
<p>What should we improve?</p> <ul style="list-style-type: none"> • In sport there are no entry level programmes with SCQF level 6 – 8 programmes only. This restricts access to applicants with low levels of achievement from school. 	<p>Evidence</p> <ul style="list-style-type: none"> • Sport curriculum

2.3 Learning, teaching and assessment

This indicator focuses on how well learners engage in learning activities. It highlights how teaching approaches meet learning needs and how use of resources, including digital technologies, impact on learning. It evaluates the use of assessment approaches and learner and stakeholder involvement in planning and evaluating learning. It includes how well teaching staff reflect on approaches to inform improved practice.

Theme 1	Challenge Questions
Learning and engagement	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination? • How well do learners influence their own learning and set goals to improve?
<p>What do we do well?</p> <ul style="list-style-type: none"> • During the HMI's visit all learners were enthusiastic about their college experience. They presented themselves as very loyal to the college and emphasised how much they value college staff and their expertise. • Relationships between teaching staff and learners are positive. • Learners make good use of the extensive range of work experience activities (including placement and RWE) to develop employability skills, practical skills and to secure work. • Most learners are clear about the programme goals and discuss them with their course tutor regularly. • In the majority of areas staff work with the students well to plan for learning by providing topic choices, working in groups, providing staff with feedback on lessons and amending lesson plans accordingly. 	<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report • First destinations report • Annual Learner Feedback Survey 2016-17 • Placement reports (evidence available from staff member) •
<p>What should we improve?</p> <ul style="list-style-type: none"> • Learner cannot easily track their own performance online in terms of unit outcome and 	<p>Evidence</p> <ul style="list-style-type: none"> • MIS System

<ul style="list-style-type: none"> attendance with an over-reliance on paper systems. Student attendance in more than a few programme areas is too low and has a negative impact on learner success. A few young learners have stated that they feel they are treated differently because of their age and young learner success rates are lower than other age groups. More than a few learners state that they don't get an opportunity to comment on teaching approaches or influence their choice of topic. 		<ul style="list-style-type: none"> Attendance reports Annual Learner Feedback Survey 2016-17 PI Report
Theme 2	Challenge Questions	
Teaching	<ul style="list-style-type: none"> How well do staff use teaching approaches which meet individual learning needs? How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? How effectively do staff use a range of appropriate resources including digital technologies to support and enhance learning and teaching? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> Almost all learners value college staff and their expertise. Relationships between teaching staff and learners are positive. Staff use a wide variety of teaching approaches to develop the skills, knowledge and understanding of the learners. Most lessons include a good range of activities with learners well engaged, particularly within practical classes. Staff use a wide range of up to date resources across all curricular areas. Staff optimise the use of the college's excellent realistic work environments. 		<p>Evidence</p> <ul style="list-style-type: none"> Lesson Plans Annual Learner Feedback Survey 2016-17 Ed Scot Lesson Observation Report
<p>What should we improve?</p> <ul style="list-style-type: none"> Many staff feel that they make insufficient use of technologies because of lack of access to up to date technology and because of a need to upskill through training. During the HMIs' visit learners were often working independently, with teaching staff available to facilitate. However, opportunities to make the sessions more engaging and vibrant were sometimes overlooked. During the HMIs' visit questioning techniques in a few lessons were not always effective in engaging all learners, and ensuring that all students participated. During the HMIs' visit learners complained of a few rooms getting too hot. Teaching areas in Newtown St Boswell's campus do not motivate learners. 		<p>Evidence</p> <ul style="list-style-type: none"> CPD activity on evaluating teaching. Ed Scot Lesson Observation Report
Theme 3	Challenge Questions	

Assessment	<ul style="list-style-type: none"> • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? 	
What do we do well?	<ul style="list-style-type: none"> • In almost all programme areas assessments are well planned with students aware of the assessment schedule for their programme and units. • Students are provided with useful and encouraging feedback on their performance and where necessary are provided with clear guidance on what needs to improve. • Additional Assessment Arrangements are well managed and understood by staff and learners readily identifying when they have a difficulty and require support. 	Evidence <ul style="list-style-type: none"> • EV Reports • Student feedback sheets • Learning Support Records
What should we improve?	<ul style="list-style-type: none"> • In sports programmes students generally were unaware of their achievement to date and didn't have clear information on assessment schedules. 	Evidence <ul style="list-style-type: none"> • Sports internal audit
Theme 4	Challenge Questions	
Evaluation of the learning experience	<ul style="list-style-type: none"> • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 	
What do we do well?	<ul style="list-style-type: none"> • Managers analyse learner performance at programme level well enabling them to establish actions for improvement with limited involvement of the whole team. • Managers use Faculty Council meetings to provide detailed feedback from learner representatives of the learning experience. • Almost all staff adapt their lessons based on the needs, behaviour, interests and the learning styles of the students within their classes. This can be in terms of pace, methods of delivery, classroom activities and content. 	Evidence <ul style="list-style-type: none"> • Block Team Minutes • Courses for Concern Report • Faculty Council Minutes • Lesson Plans • Discussions with staff during CPD regarding evaluating learning and teaching.
What should we improve?	<ul style="list-style-type: none"> • Evaluation by staff and students at lesson and unit level is limited. During discussions with HMIs, there was very little understanding of how/why teaching staff might have an interest in analysing data. Generally, there wasn't a strong sense of accountability for success or otherwise in units which they were teaching. Some teaching staff were aware of where they could find detailed data 	Evidence <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report •

<p>analysis, if they wished.</p> <ul style="list-style-type: none"> Teaching staff have limited awareness of college self-evaluation processes. A few staff mentioned faculty meetings which they recognised as potentially feeding information into self-evaluation. The majority of staff described self-evaluation based on informal and ad hoc discussions. Observation of teaching and learning is limited to those staff undertaking teaching and assessment qualifications. 	
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2.4 Services to support learning

This indicator relates to the provision of support services. It includes information provided to applicants and services delivered to ensure learners benefit from appropriate support arrangements to ensure they remain on programme and succeed. It encompasses arrangements for staff to reflect on approaches and draw on learner feedback to improve provision. It includes working arrangements with external partners and use made of funds to deliver services.

Theme 1	Challenge Questions
Management of services to support learning	<ul style="list-style-type: none"> How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning? How well do staff work with external agencies to enable learners to access additional services to support learning? How well do staff involve learner representatives and stakeholders
<p>What do we do well?</p> <ul style="list-style-type: none"> The College survey is completed by most full time learners and a minority of part time learners providing useful feedback on the quality of support services. This intelligence is used to plan for improvement and has had impact including; changes within the student union and moving to an online bursary system. Students influence the planning of student support services including the creation of the <i>Help U</i> initiative which now involves tripartite meetings between the College support service, Students' Association and external agencies. Students plan and manage the well-attended Freshers Fayre where many external support agencies are represented providing important information and advice to new students. The College has worked closely with <i>Who Cares? Scotland</i> and with the <i>Robertson Trust</i> to provide dedicated support to care leavers and looked after children. The College through the Corporate Parenting Operational Group have drafted clear data sharing protocols that provide a framework for greater sharing of support information. 	<p>Evidence</p> <ul style="list-style-type: none"> Annual Learner Feedback Survey 2016-17 Learning support liaison meetings with schools Freshers Fayre programme BYT targets minutes and reports Data Sharing Protocols Draft Learning Support Internal Audit
<p>What should we improve?</p> <ul style="list-style-type: none"> 	<p>Evidence</p> <ul style="list-style-type: none">

Theme 2	Challenge Questions	
Services which contribute to achievement, attainment and progression	<ul style="list-style-type: none"> • How effective are arrangements for providing potential and current learners with information, advice and support to make informed decisions about their learning? • How effective are arrangements for identifying the needs of individual learners to provide support for learning? • How effective are arrangements for disbursement of funds to support learning? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> • The College operates a well-planned admissions process based on best practice recruitment principles that ensures learners have a fair opportunity to secure a place on a programme that meets their vocational aspirations and places them on an appropriate level of programme. • Student funds are disbursed in accordance with national regulations and used appropriately to support learners with childcare and those in particular hardship. This helps students to maintain their place at college and to complete their studies. • Learning support arrangements are well organised providing detailed assessment of need and appropriate intervention often making good use of assistive technology. These arrangements are appreciated by the learners who are succeeding well. • Assessment Arrangements for students are well managed ensure that appropriate reasonable adjustments are in place where needed not to disadvantage the candidate. 		<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report • College website • Admission Policy and Procedure • Student Funding Internal Audit • Learning support records • Assessment arrangements files • Assessment arrangements audit • PI report for students with disability • Learning Support Student Success Rates
<p>What should we improve?</p> <ul style="list-style-type: none"> • The bursary policy has had the impact that Learners who had dropped out, have exemptions or have previously completed units in FE programmes were still required to travel to the college just to “sign in” and go home again (including from Eyemouth). 		<p>Evidence</p> <ul style="list-style-type: none"> • Ed Scot Lesson Observation Report
Theme 3	Challenge Questions	
Services which contribute to progression to a positive destination	<ul style="list-style-type: none"> • How effective are arrangements for learners to reflect on and discuss their progress with staff? • How well do staff support learners to achieve a positive destination? 	
<p>What do we do well?</p> <ul style="list-style-type: none"> • Almost all full time learners received a one-to-one meeting with their course tutor each block to discuss their progress and future plans based around their Personal Learning Plan. • Services to support learners applying to university or for more advanced levels of study at college are well organised and timely with almost all students achieving a positive outcome from their applications. 		<p>Evidence</p> <ul style="list-style-type: none"> • Student destination report 2015/16 • Annual Learner Feedback Survey 2016-17 • PLPs

What should we improve?	Evidence
•	•

2.5 Transitions

This indicator focuses on transition arrangements and how these help and support learners make informed choices. It highlights the impact of partnership approaches and how well these are supporting transitions into and beyond college programmes.

Theme 1	Challenge Questions
Collaborative planning and delivery	<ul style="list-style-type: none"> How well do staff work with external partners to ensure effective transition arrangements into and out of college programmes?
<p>What do we do well?</p> <ul style="list-style-type: none"> There is good liaison with the majority of the region's secondary schools through transitions meetings and through direct contact between college and school learning support teams. This helps to ensure early planning and appropriate support for the majority of students with previously identified need. The <i>Robertson Trust</i> funded <i>Borders Young Talent</i> programme allows the college to support the most at risk senior phase pupils to remain engaged and make a successful transition. It has high success rates. 	<p>Evidence</p> <ul style="list-style-type: none"> Transition meeting minutes BYT Minutes
<p>What should we improve?</p> <ul style="list-style-type: none"> In a few cases the transition process and liaison with Borders agencies including secondary schools and social work is limited reducing the degree to which the College can prepare for applicants with support needs. 	<p>Evidence</p> <ul style="list-style-type: none">
Theme 2	Challenge Questions
Arrangements to support learners	<ul style="list-style-type: none"> How effectively are learners supported to make informed choices about the next phase of their learning or employment?
<p>What do we do well?</p> <ul style="list-style-type: none"> Learners have a high level of awareness of progression opportunities and are actively supported by staff to make the most of these. Staff participate in careers fayres and HE conventions to raise awareness amongst potential 	<p>Evidence</p> <ul style="list-style-type: none"> Student destination report 2015/16 UCAS information

applicants of training opportunities and career pathways. <ul style="list-style-type: none"> Student Support offers an effective service for learners wishing to progress to university providing guidance on making a high quality application to maximise their chances. 	
What should we improve? <ul style="list-style-type: none"> 	Evidence <ul style="list-style-type: none">

2.6 Partnerships

This indicator identifies how well the college contributes to local and regional priorities. It encompasses engagement with employers to provide skilled workforce needs. It includes partnership working arrangements with key stakeholders and how those partners contribute to reviewing and evaluating college provision to bring about improvement.

Theme 1	Challenge Questions
Collaborative arrangements	<ul style="list-style-type: none"> How well do staff work with partners to improve outcomes for learners? How effectively do staff work with key partners to meet community and regional priorities?
What do we do well? <ul style="list-style-type: none"> Managers work closely as part of the Corporate Planning Partnership (CPP) contributing to the Local Outcome Improvement Plan (LOIP) and partners within the CPP contribute to the College's Regional Outcome Agreement. In this way the work of these key agencies within the region are aligned. The College has membership on all CPP delivery team ensuring that it is contributing to each of the themes within the CPP. Special programmes for people with disabilities have been designed in partnership with other agencies to ensure that they improve employment opportunities and support improving independence. For example; Project Search is delivered in partnership with the NHS and has led to the majority of learners with a disability gaining employment. Staff across all faculties work well with employers to expand the range of work placement opportunities available to learners. This work includes taking a less traditional view of how work placements are delivered and includes different approaches such as work simulation and work inspiration activities to match the level of the learner's ability. The College's involvement in the DYW Industry group has led to employers reporting they have a greater influence over curriculum design and delivery. 	Evidence <ul style="list-style-type: none"> MIS system Minutes of DYW Industry Board Minutes of Industry Advisory Board Meetings Event evaluation document Project Search CPP minutes
What should we improve?	Evidence

<ul style="list-style-type: none"> The College liaises closely with all nine secondary schools in the region and through this work has recognised a number of areas for improvement in its schools/DYW programme including adjustments to the programme timing and the need for closer collaboration around events that may impact on student attendance. On occasion employers have remove candidates from programmes impacting on finish dates or removing opportunities for continued study. The College recognises that greater flexibility in delivery or more on line material may help to mitigate in such circumstances. 	<ul style="list-style-type: none"> School Liaison meetings BDU team meetings
Theme 2 Responsiveness to the needs of external stakeholders	Challenge Questions <ul style="list-style-type: none"> How well do staff engage with employers to meet industry needs?
<p>What do we do well?</p> <ul style="list-style-type: none"> The faculties and Business Development Unit have a wide range of stakeholders and key employers with whom they work closely. Employers contribute well to the design and approval of new programmes to ensure that they match to local employer needs. Programmes designed for employees of local businesses and agencies provide candidate choice and options to ensure they fit with job roles and employer need. BDU programmes are often provided on a roll-on-roll basis allowing candidates and employers to start at a time of their choosing and progress at their own pace, therefore fitting with business need. All faculties have Industry Advisory Boards that provide useful support and advice to ensure the curriculum is meeting industry needs. The college support businesses to develop credit rated provision through third party credit rating. Examples include the 0-3 Years Child Development, IKEA programme and CDN programmes. This provides bespoke programmes specifically designed to meet an employer/CPD need. 	<p>Evidence</p> <ul style="list-style-type: none"> Minutes of Industry Advisory Board Meetings BDU SVQ provision SCQF Credit rated provision Approval Panel membership
<p>What should we improve?</p> <ul style="list-style-type: none"> 	<p>Evidence</p> <ul style="list-style-type: none">

3: OUTCOMES AND IMPACT

HOW GOOD ARE WE AT ENSURING THE BEST OUTCOMES FOR ALL OUR LEARNERS?

3.1 Wellbeing, equality and inclusion

This indicator highlights how well the college complies with equalities legislation and how inclusion and equality arrangements improve outcomes for learners and stakeholders. Data analysis demonstrates improved attainment outcomes for learners and groups facing barriers to learning. Activities demonstrate a pro-active approach to celebrate an inclusive culture and ethos.

Theme 1	Challenge Questions
Statutory duties	<ul style="list-style-type: none"> How well does the college take account of equalities legislation?
<p>What do we do well?</p> <ul style="list-style-type: none"> The College complies with equalities legislation and has in place comprehensive equality and gender action plans. The College actively promotes the general duties. For example, it has trained most of its staff with regards to LGBT+, improving understanding of transgender in particular. In this way it is better equipped to promote good relations between groups. It has gained the silver LGBT+ Young kite mark for its efforts. Applications, enrolments and achievements are monitored by protected characteristic which helps the college identify those most at risk and take action to address any issues. In this way it is taking active steps to ensure that it avoids either direct or indirect discrimination. 	<p>Evidence</p> <ul style="list-style-type: none"> Equality Outcomes Gender Action Plan Mainstreaming Report
<p>What should we improve?</p> <ul style="list-style-type: none"> 	<p>Evidence</p> <ul style="list-style-type: none">
Theme 2	Challenge Questions
Inclusion and equality	<ul style="list-style-type: none"> How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning? How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?
<p>What do we do well?</p> <ul style="list-style-type: none"> Early identification of learning support needs at the application stage has allowed the learning support team to work with applicant prior to enrolment with plans in place and summer schools attended. This helps prepare future students for college and eases transition. In a few cases staff ensure that celebration of diversity is included within their curriculum delivery and wider college activity Support for young carers and care experienced students is having a positive impact with achievement rates improving. 	<p>Evidence</p> <ul style="list-style-type: none"> Culture related food events World AIDS Day building light up LGBT History Month PI data ROA Measures 2016/17

<ul style="list-style-type: none"> • The College agreed targets with the SFC against national Regional Outcome Agreement (ROA) measures to improve access for priority and disadvantaged groups. (The following bullet points relate to those measures.) <ul style="list-style-type: none"> ○ The College maintained the percentage of credits delivered to young people over a three year period, meeting the targets set in the ROA, with 60% of activity undertaken with those under 20 and 76% of total activity delivered to those under 25 years of age. The total amount of credits delivered on full time programmes to young people under the age of 25 was 83% meeting the ROA target. ○ The ethnic profile of the student population is as anticipated in the ROA and in line with the region's population profile with very few students (1.4%) from a non-white ethnicity. ○ The proportion of credits delivered to students with a declared disability remains high and slightly greater than the ROA target at 33.7%. ○ The proportion of credits delivered to males is increasing towards parity with females at 48.4% exceeding the ROA target. ○ The proportion of students identifying as gay male or female is 1.3% and 3% identify as bisexual. 11% of students choose not to share this information. ○ The proportion of students identifying as Christian is 17% with a further 1.7% declaring a religion other than Christian. Nearly three quarters of students declare no religion. This is in line with the profile set in the ROA. ○ The proportion of credits delivered to students declare that they are a care leaver is significantly higher than anticipated in the ROA at 7.4% suggesting that the college has significantly underestimated the number of students with this background in the past and the college has a higher proportion of care leavers than would be anticipated from the general population profile. ○ The proportion of credits delivered on HE programmes to students from SHEP schools has increased over the 3 year trend analysis and now accounts for 3.5% of credits ○ The proportion of credits delivered on STEM programmes has increased over the three year trend analysis almost doubling to 15.5% of activity. ○ The proportion of credits delivered to school students undertaking vocational study was almost double the target set in the ROA. 	
<p>What should we improve?</p> <ul style="list-style-type: none"> • Staff do not always take opportunities to celebrate cultural and diversity events with many students unaware of equality and diversity issues. • Mental health issues and not always well understood by staff and fellow students. • Teenage students feel that they are treated differently because of their age. 	<p>Evidence</p> <ul style="list-style-type: none"> • Education Scotland Lesson Observation Report • Student Survey 2015/16 and 16/17 • ROA Measures 2016/17

- A few ROA targets were not met by the college.
 - The total number of credits delivered to students from the most deprived postcode zone (SIMD1) was 3.5%, three percentage points below target.
 - The number of apprenticeship starts has increased during the three year trend period but at 93 is significantly below the target of 125 starts.

3.2 Equity, attainment and achievement for all learners

This indicator identifies how learners succeed. It includes analysis of programme outcomes over time. It reports on outcomes across all learner groups. It highlights how well learners are improving and enhancing their essential skills. It reflects the impact of use of data to improve performance.

Theme 1	Challenge Questions
Learner success over time	<ul style="list-style-type: none"> • How well do learners achieve and maintain high levels of retention, attainment and progression?
<p>What do we do well?</p> <ul style="list-style-type: none"> • Early withdrawal is below the sector average for both HE and FE full time programmes however has been an increase in early withdrawal across all programmes compared with 2015/16. • Learner success rates for FE and HE part time programmes are above the sector average and ahead of college meet or beat targets. FEPT at 83.6% is very high. <p>FE part time 3-year trend analysis</p> <ul style="list-style-type: none"> • 80-160 hour programme learner success has shown progressive improvement over the three year period and now stands at 72% which is 3% higher than the rate in 2014/15. • FE part time success rates are highest in SVQs in Care and Early Years and in the Construction, Engineering and Landbased Faculty. <p>HE part time 3-year trend analysis</p> <ul style="list-style-type: none"> • 40-80 hour programme learner success rate has improved by 16 percentage points to 82% in 2016/17 • 320 hours and above part time learner success has improved by 5% since 2014/15 and now stands at a very high 95% • HE part time success rates are highest in SVQs in Early Years and in the evening class programmes. 	<p>Evidence</p> <ul style="list-style-type: none"> • Analysis Of Key Performance Indicators For Academic Year 2016-17 • Regional Outcome Agreement Measure Analysis • 3 Year trend analysis •

<p>What should we improve?</p> <ul style="list-style-type: none"> • Insufficient use is made of SARU and attendance data to monitor risk and progress leading to interventions occurring too late to have an impact on the students' outcomes. Staff are not aware of the SARUs for their units or programmes. • Early withdrawal is above the sector average for both HE and FE part time programmes with an increasing trend from the previous year. • Further withdrawal is above the sector average for both HE and FE full time programmes and HE part time programmes. • Learner success has declined for both FE and HE full time programmes with declining success rates over the last three years. FE full time is now at the sector average and HE full time is below the sector average by 1.2% • Partial success rates have increased in all but HE part time. • <p>FE part time 3-year trend analysis</p> <ul style="list-style-type: none"> • Under 10 hour programmes learner success is at its lowest level in the last three years at 96%. • 10-40hour programme learner success has dropped from 96% in 2015/16 to 91% in 2016/17 • 40-80 hour programme learner success rate has dropped by 3 percentage points to 73% in 2016/17 • 160-320 hour programme learner success has declined by 5% since 2014/15 and stands at 73% • 320 hours and above part time learner success has declined by 13% since 2014/15 and now stands at 81% • FE part time success rates are lowest for employability programmes and in the Creative Industries and sports faculties. <p>HE part time 3-year trend analysis</p> <ul style="list-style-type: none"> • 80-160 hour programme learner success has declined by 2% since 2014/15 and stands at 76% • 160-320 hour programme learner success has declined by 12% since 2014/15 and stands at 68% • HE part time success rates are lowest for the schools' QMU academy programme, SVQs in Care, counselling skills and in management programmes and in the Creative Industries and Sports faculty had the lowest overall rate. 	<p>Evidence</p> <ul style="list-style-type: none"> • SARU • Analysis Of Key Performance Indicators For Academic Year 2016-17 • 3 Year trend analysis • Learner Success Age report • Regional Outcome Agreement Measure Analysis
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Theme 2	Challenge Questions	
Essential skills including skills for life and work	<ul style="list-style-type: none"> How well are learners achieving essential skills to progress in their learning? 	
What do we do well? <ul style="list-style-type: none"> In almost all full time courses learners are achieving their core skills well. High numbers of full time students have successful work experience with many securing employment or places on apprenticeship schemes. 		Evidence <ul style="list-style-type: none"> SARU Work experience reports
What should we improve? <ul style="list-style-type: none"> In a few programmes achievement of core skills numeracy at higher level is low leading to a lower learner success rate. 		Evidence <ul style="list-style-type: none"> SARU and Learner Success Report
Theme 3	Challenge Questions	
Equity for learners	<ul style="list-style-type: none"> How well does the college ensure equity of success and achievement for all learners? 	
What do we do well? <ul style="list-style-type: none"> Success rates for learners with disabilities on mainstream programmes is higher than that for learners with no disability with the exception of learners with mental health problems where the rate is 19% lower and for learners with sight impairment where the rate is 10% lower. The overall success rate for learners with dyslexia is 78% for mainstream programmes. This is 3% higher than the rate for those with no disability. The learner success rate for HE full time LGBT+ students is high at 80% which is 10% above the overall HEFT rate. The learner success rate for HE full time SIMD1 students is high at 75% which is 5% above the overall HEFT rate. However the number of HEFT students from SIMD1 is low at four FT students. The learner success rate for part time LGBT+ students, excluding schools academy is high at 88% which is 4% above the overall rate for FEPT. The learner success rate for part time care experienced students, excluding schools academy is high at 90% which is 6% above the overall rate for FEPT. The school academy rate for care experienced students is 66.7% which is also comparatively high. The learner success rate for part time students with mental health issues is high at 84%. Learner success for full time students with disabilities (excluding mental health) is high at 69% for FE and 75% for HE 		Evidence <ul style="list-style-type: none"> Learner Success – students with disability Analysis Of Key Performance Indicators For Academic Year 2016-17 3 Year trend analysis Learner Success Age report

<ul style="list-style-type: none"> Learner success for part time students with disabilities is high at 89.6% 	
<p>What should we improve?</p> <ul style="list-style-type: none"> Achievement and attainment is lower and withdrawal from programmes is higher for young learners, learners with mental health issues, learners with sight impairment, There are very low learner success rates for students with mental health issues in the Construction, Engineering and Landbased faculty and the Creative Industries and Sport Faculty. The learner success rate for FE full time LGBT+ students is low at 48% which is 17% below the overall FEFT rate. The learner success rate for school academy LGBT+ students is very low at 42% almost half the overall rate for FEPT. Learner success rates for 16-19 year olds in the Creative Industries, Sport and Business Faculty were almost 20% lower overall than the rates for the other two college faculties. The learner success rate for FE full time care experienced students is low at 51.9% which is 13% below the overall FEFT rate. The learner success rate for HE full time care experienced students is low at 58.3% which is 12% below the overall FEFT rate. The learner success rate for FE full time SIMD1 students is low at 59% which is 6% below the overall FEFT rate. The learner success rate for full time students with mental health issues is very low at 40% which is over 25% below the overall FT success rate. 	<p>Evidence</p> <ul style="list-style-type: none"> Learner Success Report – Age Learner Success – students with disability Analysis Of Key Performance Indicators For Academic Year 2016-17 3 Year trend analysis Learner Success Age report

PART FOUR – QUANTITATIVE TARGETS

Regional Outcome Agreement – Performance against Measures 2016/17 with 5-Year Trend

	= National Aspiration	Actual					Targets
		2012/13	2013/14	2014/15	2015/16	2016/17	
	= Data not available						2016/17
Measure							
	SFC Priority - Efficiency & Sustainability						
1	Gross Carbon Footprint (3 year period)	1386	1360	1550	1123	tbc	802
	SFC Priority - Right learning in the right place						
2	Total credits delivered in the region (SUMs prior to 2015/16)						
		25705	26876	27673	25188	25101	25095
3	Volume & proportion of credits delivered to learners aged 16-19 and 20-24 (SUMs prior to 2015/16)						
	Total credits delivered in the region (SUMs prior to 2015/16)	25705	26876	27673	25188	25101	25095
	<u>16-19</u>						
	Total credits delivered to 16-19 (SUMs prior to 2015/16)	16446	16321	16541.07	14684	14960	15057
	Proportion delivered to 16-19	64.0%	60.7%	59.8%	58.3%	59.6%	60.0%
	<u>20-24</u>						
	Total credits delivered to 20-24 (SUMs prior to 2015/16)	3569.621	4029	4588.78	4178	4131	4115.58
	Proportion delivered to 20-24	13.9%	15.0%	16.6%	16.6%	16.5%	16.4%
4	Volume & proportion of credits delivered to full-time learners aged 16-19 and 20-24 (SUMs prior to 2015/16)						
	Total credits delivered in the region (SUMs prior to 2015/16)	20958	22001	22628.5	20240	19696	19144
	<u>16-19</u>						
	Total FT credits delivered to 16-19 (SUMs prior to 2015/16)	14945	15240	15207.75	13434	13275	12903.056
	Proportion delivered to 16-19	71.3%	69.3%	67.2%	66.4%	67.4%	67.4%
	<u>20-24</u>						
	Total FT credits delivered to 20-24 (SUMs prior to 2015/16)	2765	3133	3740.75	3289	3110	3120.472
	Proportion delivered to 20-24	13.2%	14.2%	16.5%	16.3%	15.8%	16.3%

5	The volume & proportion of credits delivered to learners in the most deprived 10% postcode areas (SUMs prior to 2015/16)						
	Number of credits delivered to SIMD1 (SUMs prior to 2015/16)	1658	1859	1751	1654	890	1631
	Total number of credits delivered in the region (SUMs prior to 2015/16)	25705	26876	27673	25188	25101	25095
	Proportion	6.5%	6.9%	6.3%	6.6%	3.5%	6.5%
6	The volume and proportion of credits relating to learners from different protected characteristic groups and care leavers (where data is available) (SUMs prior to 2015/16)						
	Ethnicity						
	White	25415	26445	27291	24804	24711	24693
	Proportion	98.87%	98.40%	98.62%	98.48%	98.45%	98.40%
	Any mixed background	96	80	42	50	79	79
	Proportion	0.37%	0.30%	0.15%	0.20%	0.31%	0.31%
	Asian, Asian Scottish or Asian British	147	164	195	166	178	176
	Proportion	0.57%	0.61%	0.70%	0.66%	0.71%	0.70%
	Black, Black Scottish or Black British	46	151	139	122	87	125
	Proportion	0.18%	0.56%	0.50%	0.48%	0.34%	0.50%
	Other ethnic background	1	21	4	20	3	10
	Proportion	0.00%	0.08%	0.01%	0.08%	0.01%	0.04%
	Information refused	0	0	1	26	19.75	0
	Information not known	0	0	1	0	24	0
	Disability						
	No know disability	18154	18821	18566	18066	16649	17065
	Proportion	70.62%	70.03%	67.09%	71.72%	66.33%	68.00%
	Disabled	7551	9644	9107	7122	8452	8030
	Proportion	29.38%	35.88%	32.91%	28.28%	33.67%	32.00%
	Information refused	0	0	0	0	0	0
	Information unknown	0	0	0	0	0	0
	Sex						
	Male	11435	12708	12693	11392	12151	11379
	Proportion	44.49%	47.28%	45.87%	45.2%	48.4%	45.34%

Female	14270	14163	14976	13777	12950		13717
Proportion	55.51%	52.70%	54.12%	54.7%	51.6%		54.66%
Other	0	6	4	18	0		1
Proportion	0.00%	0.02%	0.01%	0.07%	0.00%		0.00%
Sexual Orientation of Student							
Heterosexual			22336	21869	21126		21330.75
Proportion			80.71%	87%	84%		85%
Gay Man			137	178	194		250.95
Proportion			0.50%	0.71%	0.77%		1%
Gay Woman/Lesbian			46	45	130.6		250.95
Proportion			0.17%	0.18%	0.52%		1%
Bisexual			614	427	747		627.375
Proportion			2.22%	1.70%	2.98%		2.50%
Other			132	28	90.2		125.475
Proportion			0.48%	0.11%	0.36%		0.50%
Prefer not to say/blank			894	1021	2814		2509.5
Proportion			3.23%	4.1%	11.2%		10.0%
Religion, Religious denomination or body							
None			20191	18512	18184.8		18444.825
Proportion			72.96%	73.50%	72.45%		73.50%
Christian/Protestant			1651	2488	2599		1480.605
Proportion			5.97%	9.88%	10.35%		5.90%
Roman Catholic			1037	1160	1120.3		941.0625
Proportion			3.75%	4.61%	4.46%		3.75%
Other Christian			984	577	501.2		878.325
Proportion			3.56%	2.29%	2.00%		3.50%
Muslim			99	74	77.75		175.665
Proportion			0.36%	0.29%	0.31%		0.70%
Buddhist			5	36	46.75		25.095
Proportion			0.02%	0.14%	0.19%		0.10%
Sikh			32	24	24		25.095

	Proportion			0.12%	0.10%	0.10%		0.10%
	Jewish			0	0	0		25.095
	Proportion			0.00%	0.00%	0.00%		0.10%
	Hindu			0	0	44		25.095
	Proportion			0.00%	0.00%	0.18%		0.10%
	Another religion or body			294	197	225.75		250.95
	Proportion			1.06%	0.78%	0.90%		1.00%
	Prefer not to say/blank			3376.106		2278.4		2747.9025
	Proportion			12.20%		9.08%		10.95%
	Care Leavers							
	Volume				1683	1846.3		370
	Proportion				6.68%	7.36%		1.47%
7	The volume & proportion of credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement (SUMs prior to 2015/16)							
	Volume			139	121	89.35		130
	Proportion			0.50%	0.48%	0.36%		0.52%
8	Volume & proportion of credits delivered to learners at S3 and above as part of 'school-college' provision (SUMs prior to 2015/16)							
	Volume	864	1801	1742	2001	1888.8		2360
	Proportion	3.36%	6.70%	6.29%	7.94%	7.52%		9.40%
9	Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)							
	Volume			733		865		815
	Proportion			2.65%		3.45%		3.25%
10	Volume and Proportion of Credits delivered to learners enrolled on STEM courses (SUMs prior to 2015/16)							
	Volume			2430		3883		2450
	Proportion			8.78%		15.47%		9.76%
	SFC Priority - High quality learning							

11	Percentage of enrolled students successfully achieving a recognised qualification							
	FE - Full time - Total enrolments	1034	1021	1045	1039	979		1052
	FE - Full time - Successfully completed enrolments	727	754	722	693	642		736
	FE - Full time - Proportion	70.3%	73.8%	69.1%	66.7%	65.6%		70.0%
	HE - Full time - Total enrolments	132	184	209	213	223		220
	HE - Full time - Successfully completed enrolments	94	139	157	163	158		165
	HE - Full time - Proportion	71.2%	75.5%	75.1%	76.5%	70.9%		75.0%
	FE - Part time - Total enrolments	1175	1453	1678	1282	1584		1750
	FE - Part time - Successfully completed enrolments	866	1164	1342	988	1325		1365
	FE - Part time - Proportion	73.7%	80.1%	80.0%	77.1%	83.6%		78.0%
	HE - Part time - Total enrolments	109	110	183	152	427		145
	HE - Part time - Successfully completed enrolments	74	82	137	108	338		115
	HE - Part time - Proportion	67.9%	74.5%	74.9%	71.1%	79.2%		79.0%
12	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing							
	Number of AS articulating students	14	9	8	14	tbc		14
	Number of HNC/HND leavers	122	132	179	163	202		185
	Proportion	11.5%	6.8%	4.5%	8.6%	tbc		7.6%
13	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (baseline to be set autumn 2014)							
	Number	755	841	686	663	tbc		865
	Proportion	92%	94.13%	94.75%	89.47%	tbc		96.00%
	SFC Priority - A developed workforce							
14	The number of starts for direct contracted apprenticeships (eg in construction)							
	Number		46	66	85	93		125
15	The number of full-time learners with substantial placements (more than ten days) in business and industry							

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	Number	719	782	735	723	752		750
16	Number of senior phase pupils studying vocational qualifications delivered by colleges							
	Number					103		83
17	Volume and proportion of credits delivered to senior phase pupils studying vocational qualifications delivered by colleges							
	Volume					578		302
	Proportion					2.3%		1.2%

PART FIVE - ENHANCEMENT PLAN

Guidance notes for part 4

Use the template provided to identify Areas for Development for the coming academic year. An Area for Development is identified from the following:

1. Activity to be undertaken to meet a College **annual priority**. Each year the College identifies priorities associated with the Strategic Plan Ambitions that drive forward action in the coming year.
2. To respond to an **objective** within one of the College's supporting strategies associated with the Strategic Plan 2016-20.
3. To address an **area for improvement** from the self-evaluation exercise.
4. To meet outcomes from the **Regional Outcome Agreement**.
5. To manage a **corporate operational risk**
6. To address an **Equality Outcome**
7. To meet a **financial target**

These are the seven main types of **developmental drivers** for the Enhancement Plan. They should be referenced within the Enhancement Plan using the reference from the source documents (e.g. the annual priorities, the self-evaluation, risk register and the relevant college strategies).

For each Area for Development you must:

1. Provide a numerical reference code
2. Briefly describe the area for development,
3. Describe the impact this will have and how it will be measured,
4. Describe each activity you will undertake to have the desired impact. State by when and who will be leading the work
5. Link it to a developmental driver

You are required to evaluate progress and update the plan in February and June. Two columns are provided in the table below for this purpose. You should give a brief update of progress and evaluate your progress using the RAG status.

RAG Guidance

February Colour the box green if the impact has been achieved or you are on target to achieve the desired impact. Colour the box amber if there is a chance you will not achieve the desired impact by June and colour the box red if you feel there is a significant likelihood of not achieving the desired impact by June.

June Green achieved desired impact, Orange partially achieved desired impact, Red did not achieve the desired impact.

You can add further areas for development at other times in the year as they arise.

STRATEGIC PLAN – TOWARDS 2020: ANNUAL PRIORITIES FOR 2017/18

Strategic Goal One – Respond to the needs of our Region

AP 1 To ensure our curriculum strategy reflects the needs of our community and future employment we will develop a 5 year plan which responds to LMI

data, building on our school partnerships, increasing our higher level skills offer and building external partnerships which secure progression to employment and HE.

Strategic Goal Two – Deliver successful outcomes for all learners

AP 2 To reduce the student withdrawal rate we will improve our wrap-around support offer to keep students engaged.

AP 3 To improve student success rates we will provide clarity to all staff of college KPIs and their contribution towards these.

AP 4 To improve student success rates we will take a differentiated approach to supporting students to achieve success by identifying those most at risk, undertaking closer monitoring and by providing early intervention.

Strategic Goal Three – Provide a high quality college experience

AP 5 To improve our distributed leadership we will develop our CMT to play a more significant role in our strategic thinking and ownership of our success.

AP 6 To improve student success rates we will provide a more accessible and differentiated curriculum delivery model through increasing the blended learning opportunities available through our VLE.

Strategic Goal Four – Grow our business

AP 7 To increase our income we will identify and engage with our key employers and stakeholders.

AP 8 To increase our income we will review our Business Development strategy and approach to sales and generating new business

AP 9 To grow our business we will exploit our new curriculum strategy, revise our marketing strategy and target new or under exploited geographical and curriculum areas.

Strategic Goal Five – Build sustainability

AP 10 To develop a more flexible, empowered staff body we will adapt our organisation practice and promote systems thinking.

AP 11 To increase our use of digital technologies and reduce cost we will set expectations around the use of technology and improve staff digital skills.

AP 12 To be more efficient in our information management we will introduce ICT infrastructure improvements, reduce duplication of information processing and increase automation.

ENHANCEMENT PLAN

Please reference each Developmental Driver using the following coding:

Annual Priority – Reference to the codes within the Annual Priority Document (**AP**)

Area for Improvement (from the self-evaluation) – Reference back to the self-evaluation (**AI**) above

Objective (from a College Supporting Strategy) – See each strategy for reference code

ROA measure – ROA 2017/18 (**ROA**)

Corporate Operational Risk – Reference back to the College Risk Register (**R**)

Equality Outcome – Reference to the Equality Outcomes and Action Plan 2017-21 (**E**)

Financial Target – Reference to agreed commercial activity to be undertaken (**FT**)

No.	Area for Development (Developmental Driver)	Impact (The intended difference to be made)	Actions to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Developmental Driver Code (e.g. AP1, AI1, ROA, E1)	Update & Evaluation	RAG Status
EP1	To improve operation of the Regional Board by increasing the involvement of Board members with learners and with strategic partners, and by improving Board self-evaluation.	<p>i) Greater understanding of curriculum delivery, learner issues and the College's operating environment.</p> <p>ii) Greater diversity amongst Regional Board members.</p>	<p>i) To develop and deliver a clear plan for Board member engagement.</p> <p>ii) All Board members to complete Learning for Leading visits and reports in 2017/18.</p> <p>iii) BCSA to liaise with Board to ensure Board members have the opportunity to attend Faculty Councils with Board members taking the opportunity to attend.</p> <p>iv) To organise and deliver a stakeholder dinner and a joint meeting with Dumfries & Galloway Regional Board to provide networking opportunities and greater understanding of the operating environment.</p> <p>v) To complete a full self-evaluation of Board activity using the newly developed evaluation toolkit based on Good Governance in Scotland's Colleges.</p> <p>vi) The Regional Board take positive action to recruit a more diverse membership attracting</p>	<p>Board Secretary Oct 2017</p> <p>Board Members June 2018</p> <p>BCSA Sept2017 onwards</p> <p>Board Secretary Complete by June 2018</p> <p>Board Secretary Complete by June 2018</p> <p>Regional Chair Ongoing</p>	AI1.1 E 5.3		

			people whose protected characteristics are currently underrepresented.				
EP2	To ensure our curriculum strategy reflects the needs of our community and employment, allowing us to grow our business and our income.	<ul style="list-style-type: none"> i) A better trained workforce. ii) More students being work ready and better citizens. iii) Improved performance by our local economy. iv) Meeting the aims of DYW v) Diversification of the curriculum where there is a need for new programme areas. 	<ul style="list-style-type: none"> i) To create a college-wide five year strategy for the curriculum that is cognisant of the needs of the community and business. ii) For each faculty and the Business Development Unit to consult widely with employers, schools and students and demonstrate clearly how this has impacted on the curriculum for the better. iii) To analyse internal data on enrolment, attendance, withdrawal and achievement for all programmes and include action for improvement to the curriculum within each faculty and BDU. iv) To support the further development of the DYW industry group to increase the involvement of business leaders in delivering DYW both in terms of curriculum involvement and work experience opportunities for learners. v) To implement the employer engagement strategy meeting associated targets for curriculum development, business growth and income generation. vi) To provide core and essential skills that allows progression or breadth of knowledge and understanding that students find 	<p>VP Dec 17</p> <p>HoF BDU managers Dec 17</p> <p>VP, HOF, BDU, PL Sept 17</p> <p>VP Ongoing to July 2108</p> <p>Principal, BDU, HOFs Sept 2017 ongoing</p> <p>PL Essential Skills Sept 2017 Ongoing</p>	AP1, 7, 8, 9 AI1.1 2.6		

			stimulation, removing any repetition.				
EP3	To reduce the student withdrawal rate and improve learner attendance and success in both full and part time programmes.	<p>i) More students completing their course and achieving their qualifications.</p> <p>ii) More students returning for further levels of study, going into employment or progressing to university.</p> <p>iii) Better and more timely use of data to track student risk profile, progress and achievement.</p>	<p>i) To create a Learner Success Strategy and implement it across the college.</p> <p>ii) Implement the achievement coach role and monitor its impact during the year.</p> <p>iii) Devise and implement an At Risk identification system and use for early interventions by teaching and relevant support staff.</p> <p>iv) Analyse data at unit and programme level, including identifying units/courses for concern, which leads to detailed actions for improvement.</p> <p>v) Improve attendance and punctuality monitoring at programme and individual level and intervene where levels fall below 80%.</p> <p>vi) To record online all unit outcomes at point of achievement to allow for monitoring of progress and provide interventions at the earliest opportunity.</p> <p>vii) Review progress of learner outcomes staged throughout the year and in more detail at the end of each block.</p> <p>viii) Develop, implement and effectively utilise the Advantage online reporting tool to provide accessible information on</p>	<p>VP Oct 17</p> <p>HoF Aug 17 - ongoing</p> <p>HoMIS Oct 17</p> <p>HoF, PL Lecturers Aug 17 - ongoing</p> <p>HoF, PL Lecturers Sept 17 - ongoing</p> <p>Lecturers Ongoing</p> <p>HoF, PL Lecturers Jan 18</p> <p>HoMIS Sept 17 Ongoing</p>	AP 2,3,4 AI 1.4, 2.3, 3.1, 3.2 E1.1 – 1.9		

			<p>performance and attendance available to managers, staff and students.</p> <p>ix) Ongoing monitoring of achievement by protected characteristic particular the at risk groups including learners with mental health problems, young learners, care experienced, SIMD1 and LGBT+ learners and where necessary make early intervention on an individual level.</p> <p>x) To implement and evaluate the impact of an attendance policy that promotes attendance, complies with student funding requirements and does penalise students unnecessarily.</p> <p>xi) To analyse the factors involved in our highly successful programmes and apply these to our less successful programmes.</p> <p>xii) To review the factors that have led to the lower overall success rates in the Creative Industries, Sport and Business and implement change.</p> <p>xiii) To utilise the induction period well so students engage with their studies and their group through the use of team building exercises and other group forming activities.</p> <p>xiv) To revise teaching schedules so that essential units are delivered early within the programmes.</p>	<p>HoF,PL Lecturers Ongoing - July 18</p> <p>Head of Finance August 2017 onwards</p> <p>VP Curriculum Sept 2017 onwards</p> <p>Principal Sept 2017 onwards</p> <p>Course Tutors and lecturers Sept 2017</p> <p>PLs Aug 2017</p>			
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			xv) For all full time programmes to have a minimum learner success target of 70%.	HoF Sept 2017 – June 2018			
EP4	To improve the involvement of managers, staff and learners in the HGIOC self-evaluation and enhancement planning processes including greater and more effective utilisation of both quantitative and qualitative data to analyse the quality of the curriculum, learning, teaching and results.	<p>i) Better understanding of HGIOC and its implications for college performance improvement approaches.</p> <p>ii) Better analysis of factors affecting performance and increasing the capacity to improve through more holistic planning.</p> <p>iii) Greater involvement of learners in evaluating teaching and learning and in influencing teaching approaches</p>	<p>i) To deliver a programme of individual and team self-evaluation training and development sessions.</p> <p>ii) To use and then review the effectiveness of the proformas developed for HGIOC self-evaluation and enhancement planning.</p> <p>iii) To revise the approach to team meeting and block team meetings to focus on HGIOC themes. In particular the quality of: curriculum, teaching, performance indicators.</p> <p>iv) To involve learners in class and unit evaluation both during classes and at faculty councils.</p> <p>v) To involve lecturers in the evaluation of curriculum, learning and teaching and outcomes.</p> <p>vi) To undertake data analysis exercises with curriculum teams looking at withdrawal rates, SARU and learner success at programme level using the data analysis to explore influencing factors particularly in relation to equality of outcome.</p>	<p>VP Q&I Sept 2017</p> <p>LTDD Dec 2017</p> <p>LTDD & HoFs Oct 2017</p> <p>HoFs PLs Lecturers Oct – June 2018</p> <p>PLs Feb 2018 and June 2018</p> <p>PLs Feb 2018 and June 2018</p>	AI1.1, AI1.2 2.3 AP8	Sept 2017 Initial programme undertaken working with lecturers and then a further session with HoFs and PLs. Note that lecturers ability to evaluate against HGIOC requires further development.	
EP5	To improve the quality of teaching across the College especially in the use of digital technology	i) More innovative and imaginative lessons delivered with more engaged	i) To deliver a CPD programme focused on improving the quality of learning and teaching including the use of learning technologies.	LTDD & HR Nov - June 2018	AI1.2, 2.3		

		<p>students.</p> <p>ii) Improved retention and results.</p> <p>iii) Students have regular opportunities across all curricular areas to influence teaching approaches and choice of topics.</p>	<p>ii) To have a clear strategy and College-wide long term commitment to implementing the use of new technologies in learning and teaching.</p> <p>iii) To design and implement a college wide approach to the evaluation of learning and teaching including direct observation of practice.</p> <p>iv) Curricular teams to monitor the quality of learning and teaching through professional dialogue, observation, learner unit evaluations and self-reflection.</p> <p>v) Learners are engaged in choice of topics and are given the opportunity to comment on lessons.</p> <p>vi) To share good practice in learning and teaching particularly in relation to teaching theory classes.</p> <p>vii) To develop lecturers skills further in using good questioning techniques in lessons.</p> <p>viii) Ensure there are more explicit targets within staff reviews with regard to improving their teaching approach.</p> <p>ix) Provide more opportunities for teaching staff to try new approaches outside of the</p>	<p>VP F&R, VP Curriculum, H of ISLT Dec 2017</p> <p>Principal, VP HoFs/PLs September – June 2018</p> <p>HoFs PLs Lecturers Oct – June 2018</p> <p>HoFs PLs Lecturers Oct – June 2018</p> <p>LTDD Oct – June 2018</p> <p>LTDD Oct – June 2018</p> <p>HoFs/PLs Sept 2017 onwards</p> <p>LTDD and H of ISLT Oct – June 2018</p>			
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			classroom – especially in the use of technology.				
EP6	To improve information sharing and collaboration between curricular staff, the various student support services, external agencies and between them and the faculties to ensure that the most appropriate support is provided to students where needed and in a timely manner. Thereby increasing retention and learner success.	<p>i) Improved transitions with more meaningful information shared between support agencies, schools and the college.</p> <p>ii) More appropriate and better planned interventions that focus on promoting independence in learning.</p> <p>iii) Clearer understanding by students of the range of services on offer within the college.</p> <p>iv) Prompt referral for support by lecturing staff.</p>	<p>i) To revise the admissions process so there is a greater focus on transition and preparation for the applicant starting at college.</p> <p>ii) To agree and implement data sharing protocols with the local authority that will allow for information sharing for learning support, LAC and young carers.</p> <p>iii) To merge the student support and learning support services into a single team.</p> <p>iv) To develop lecturing staff knowledge and skills of learner support needs so that they can be identified at the earliest opportunity.</p> <p>v) To promote the range of student support functions to all lecturing staff so they are aware of the services and refer both promptly and appropriately to the correct service.</p>	<p>Head of Student Services Nov 2017</p> <p>Head of Student Services Nov 2017</p> <p>Head of Student Services Sept 2017</p> <p>Head of Student Services Sept 2017</p> <p>Head of Student Services Sept 2017</p>	AI1.3, 2.4. 2.5		
EP7	To ensure that information and practices around safeguarding, including PREVENT are well understood by all staff and students	<p>i) All staff have a greater awareness of first response requirements in the case of a safeguarding event.</p> <p>ii) Students help shape policy regarding</p>	<p>i) All staff to be issued with new safeguarding cards with their managers explaining the card's details and ensure their teams know what is required of them in the case of a safeguarding issue.</p> <p>ii) Plans to prevent or respond to radicalisation and to deal with a major terrorist incidence are</p>	<p>SLT members Sept 2017</p> <p>VP Finance & Resources Jan 2018</p>	AI2.1		

		<p>Safeguarding, including PREVENT.</p> <p>iii) Clear understanding amongst staff and students of what to do in the case of a major security event.</p>	<p>developed and implemented, including scenario planning, in conjunction with student representatives.</p> <p>iii) Appropriate training in PREVENT is provided based on the plans agreed in ii) above.</p> <p>iv) To appoint a new lead senior manager for safeguarding and ensure full induction and training for the role.</p>	<p>VP Finance & Resources Jan 2018</p> <p>Principal Sept 2017</p>			
EP8	To ensure that long term curriculum planning is well managed within available resources and meets the needs of all learners, the local community and business.	<p>i) All curricular areas have introductory level programmes</p> <p>ii) Resources are well used to ensure any new programme is fit for purpose and delivered well.</p> <p>ii) The curriculum remains up to date and relevant to need.</p>	<p>i) Changes to curriculum are based on market research and included with the ROA.</p> <p>ii) The sport curriculum is reviewed and redesigned to include entry level provision and clear learning and assessment plans that are well understood by learners.</p> <p>iii) The new Senior Leadership Team meetings will manage the approval activity.</p>	<p>HOFs BDU Ongoing</p> <p>HoF, PL Sport March 2018</p> <p>Principal Ongoing</p>	AI2.2 AP7, 8, 9		
EP9	To ensure that the College is meeting its general duty under the Equality Act and promotes equality and diversity across the curriculum and in its recruitment practice.	<p>i) Students are actively involved in promoting equality and diversity in every curricular area.</p> <p>ii) The number of single gender programme groups is reduced by 5%.</p> <p>iii) Mental health issues are</p>	<p>i) Faculty teaching staff work with their students to promote equality and diversity through the curriculum and wider college activity including the celebration of cultural and diversity events.</p> <p>ii) Recruitment practice includes positive action to reduce the gender segregation across the curriculum.</p> <p>iii) Understanding of mental health issues is improved across the staff</p>	<p>HoFs, PLs and Lecturers Ongoing – June 2018</p> <p>HoFs August 2018</p> <p>H of Student Services</p>	AI 2.2, 3.1, 3.2 E2.3, 5.1, 5.3		

		<p>recognised early and staff respond appropriately.</p> <p>iv) Young students will feel they have voice in the College and issues specific to them are understood.</p>	<p>through a sustained programme of mental health awareness and first aid. The college promotes mental health and well-being through campaigns and initiatives.</p> <p>iv) Investigate the issues that are of concern to young people about the way they are treated at college, to understand this more clearly and take action to address their concerns.</p> <p>v) Increase recruitment from SIMD1 areas of the region and run outreach programmes within these areas.</p>	<p>Sept 2017 onwards</p> <p>H of Student Services Sept 2017 onwards</p> <p>HoFs August 2017 Onwards</p>			
EP10	To develop a more flexible, empowered workforce.	<p>i) Everyone takes responsibility for student success.</p> <p>ii) Leadership is distributed with timely interventions and decisions being made to ensure student success.</p> <p>iii) Staff have the confidence to differentiate, meeting the needs of individual students and employers.</p>	<p>i) Leadership development programme for wider SLT.</p> <p>ii) Provide staff with clarity regarding priorities and expectations.</p> <p>iii) Support staff to gain confidence through improved knowledge/skills to take ownership.</p>	<p>Head of HR & D Sept – March 2018</p> <p>Principal Aug 2017 onwards</p> <p>Principal Aug 2017 onwards</p>	AP5, 10		
EP11	To improve equity of success for all our learners.	<p>i) More FT and school LGBT+ students achieving.</p> <p>ii) More FT students with mental health issues achieving</p> <p>iii) More FT care experienced</p>	<p>i) To implement, monitor and review the at risk process ensuring lecturers and achievement coaches are well aware of the students most at risk within their group.</p>	<p>HoMIS, HoF, PLs, Lecturers, Achievement Coaches Sept 2017 onwards</p>	AI3.1,3.2		

		students achieving iv) More teenage student in the Creative Industries and Sport Faculty achieving v) More FT students from SIMD1 achieving.	ii) Achievement Coaches and Course Tutors take a differentiated approach meeting more regularly with those at risk. iii) To monitor outcome achievement and attendance of at risk groups more closely and intervene early when there are associated issues.	Achievement Coaches, Course Tutors Sept 2017 onwards Achievement Coaches, Course Tutors Sept 2017 onwards			
EP12	To increase our use of digital technology in both learning and in our business processes; reducing cost and becoming more effective and efficient in our use of information systems and management.	i) A greater percentage of the curriculum delivered more flexibly through digital technology. ii) Learners have better access to the information help by the college about themselves. iii) Staff have easier access to online resources and information about their students' performance.	i) Student Advantage is made available to all students so that they can track their own attendance and achievement. ii) Staff advantage is made available and allows easy access to student attendance and achievement for lecturers and achievement coaches. With staff intervening early when student performance leads to concern. iii) CELCAT is implemented fully so students and staff receive their timetables online with live updates. iv) The College creates and implements a clear strategy for the use of technology in learning to improve staff confidence and skills in using the technology on offer.	H of MIS Aug 2017 onwards H of MIS Aug 2017 onwards H of MIS Aug 2017 onwards H of ISLT Aug 2017 onwards	AP6, 11, 12 AI3.2		
EP13	To deepen and broaden consultation and partnership with students and the Students' Association to ensure that the students' views are considered fully and impact on the operation of the	i) Students feel that staff listen to their concerns. ii) Students are co-creators of teaching and learning activity. iii) The Principal	i) To consult fully with students on the operation of student funding to ensure policies and procedures for attendance and payment are not having unintended consequences. ii) All curricular areas to	H of Finance Nov 2017 HoFs/PLs Oct 2017	AP9 AI 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4		

	College.	leads the partnership with students setting this as an important cultural aspect of the college.	regularly consult with students about learning and teaching at both programme and faculty level seeking feedback on performance and implementing change where required. iii) Implement <i>Buzz the Boss</i> and <i>Ask Angela</i> so students have direct access to the Principal both face-to-face and by text. iv) To restructure so that the Students' Association has direct access to the Principal.	onwards Principal Aug 2017 Principal Aug 2017			
EP14	To improve our work with external stakeholders including employers, local agencies, schools and universities to diversify our curriculum, appropriate to need, and to improve learner success.	i) Employer satisfaction improves, number of students progressing to employment increases. iii) HE provision is expanded.	i) Identify employers and match suitable activities to curriculum areas where employers can influence the content particularly in relation to employability skills. ii) To work with the universities to expand our HE provision in the Borders. iii) To revise the school/college programme to fit more closely with the school year, finish before the start of the exam diet. iv) To liaise closely with the schools and plan for any events at school that may impact on attendance to mitigate the effect. v) To provide schools with revised and more detailed information about the programmes on offer. vi) To provide more of the part time programmes material on Moodle.	HoFs/PLs Oct 2017 onwards Principal/ HoFs/ PLs Oct 2017 onwards HoFs Dec 2017 PLs Ongoing HoFs Dec 2017 Lecturers and	AP7 AI1.1 2.6		

			vii) To liaise closely with employers whose staff are studying on a college programme to ensure the continuing support of the employer throughout the period of study.	Assessors Ongoing HoBDU HoFs Ongoing			
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PART SIX – GRADES

Details of grades awarded for each principle, using the six-point scale as follows:

- Excellent
- Very good
- Good
- Satisfactory
- Weak
- Unsatisfactory

Key Principle	Grade
Leadership and quality culture: How good is our leadership and approach to improvement?	Grade
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?	Grade
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners?	Grade
Capacity to Improve What is our capacity for improvement?	Supporting statement

EXCELLENT PRACTICE IDENTIFIED

Select on merit from the sub-level reports **HA/DK**



Working Together

Evaluative Report 2016/17 Draft

September 2017

Charity Number SC021180



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1. The College and its Operating Context

Borders College is located in the Scottish Borders and offers a wide range of courses to approximately 5,000 students each year, from SCQF level 1 to 9, including a wide range of foundation and modern apprenticeships. It also provides a large number of on-the-job training courses for businesses primarily in the Borders.

Courses are offered on a full-time or part-time basis, during the day or in the evenings and at locations throughout the south east of Scotland.

Scottish Borders Campus at Netherdale in Galashiels is the College's main campus, with smaller campuses in Hawick, which is the Centre for Business Development, and the land-based campus at Newtown St Boswells. A new Construction Hub at Tweedbank opened in 2017. The Scottish Borders Campus is shared with Heriot-Watt University where both organisations benefit from shared service arrangements for the library, IT and facilities services.

Partnerships have been developed with a number of Scottish universities to provide students with a seamless progression to degree level programmes with opportunities available to progress with advanced standing.

The College has developed its provision in line with local needs and has extensive links with industry and commerce by way of its industrial liaison network. Working closely with its local partners, the College has shaped its curriculum in line with the needs of the local labour market.

Partnership working with other statutory agencies is enhanced by being coterminous with the College. This simplifies involvement within the Community Planning Partnership (CPP) for all organisations and helps in joint planning. These stakeholders have regular input into the College's regional outcome agreement as the College has had opportunity to influence and contribute to the Local Outcome Improvement Plan. The organisational structure of the CPP fits well with the College's purpose with a focus on efficient service, economic development, environmental impact and equalities.

The medium term future of the College is going to be heavily influenced by national bargaining for staff pay and conditions, particularly the Government's response to its impact, the Edinburgh City Region Deal and the creation of the South of Scotland Enterprise and Skills entity. Senior staff and governors are heavily involved in each of these influencers and will help to shape their future.

The College's strategy and services over the last five years have been shaped by government strategy and local need. The College has grown its full time provision to ensure it plays a significant role in *Opportunities for All*, with the region having one of the highest levels of positive destinations for school leavers in Scotland. It has responded to both the national strategy and local need to increase STEM provision, with it now accounting for 15.5% of activity. It has monitored its recruitment practice closely with an increased emphasis on providing opportunities for the region's most disadvantaged groups. There is a negative correlation between the College widening access with declining student achievement; however this is recognised, and the priority focus for the future is on improving retention and achievement while maintaining its wider access policy.

2. Methodology used to evaluate the quality of provision and services

This is Borders College's first published evaluative report and enhancement plan.

Education Scotland and the Scottish Funding Council (SFC) published jointly the new guidance on quality assurance and enhancement - *How good is our college? (HGIOC?)* in December 2016. This sets out the requirements placed upon colleges to evaluate the quality of their leadership, practice and outcomes. The report and plan were scrutinised and endorsed by the SFC and Education Scotland prior to publication.

The College has a longstanding practice of using the Education Scotland quality indicators (QI) as the basis for its quality systems and approach to service improvement. From these QIs it produced a self-evaluation toolkit including separate self-evaluation templates for each of its departments and faculties. Through these department and faculty self-evaluations and enhancement plans the College builds a whole-organisation plan for improvement. The toolkit was updated following the publication of HGIOC? to reflect the new QIs.

Faculty managers consult with both staff and students during the year through course team meetings and faculty councils. They also meet with employers through their employer engagement activities. In each case, the meetings are used to seek views to help shape the content and delivery of the curriculum. The information and feedback they obtain through these activities helps to inform the self-evaluation. At college level, the managers work closely with the Students' Association to discuss and plan activities for improvement. Many College committees have places for student and staff representation. In this way, evaluation and improvement is an ongoing activity, which is recorded formally in the department, faculty and college evaluative reports and enhancement plan.

How good is our college? has brought significant change to the evaluative process with a number of new areas of focus. Senior managers at the College have supported colleagues and their teams to interpret these new QIs as they relate to the service they provide. This has been achieved through a series of training days, workshops and one-to-one support meetings.

The Regional Board commissioned an independent evaluation of their performance from which they have developed their own action plan. They have also developed a self-evaluation toolkit based on the *Code of Good Governance in Scotland's Colleges* while the Students' Association have made good use of the *Framework for the development of strong and effective college Students' Associations* in undertaking their own self-evaluation.

The College put the first draft of the Evaluative Report and Enhancement Plan out to consultation with staff, students, through the Students' Association, and to external stakeholders. Their feedback is considered and used to create the final draft submitted for scrutiny.

The process has had the ongoing support of Education Scotland. The College HMI has met with managers, staff and governors to guide the self-evaluation process and also provided a team of HMIs and Associate Assessors to undertake classroom observation along with staff and student interviews. Education Scotland and SFC have supported

the College in scrutinising and advising on the early draft prior to formal submission in late October of the final draft which is endorsed by the Regional Board.

The formal output from this process is three documents including this evaluative report and the accompanying enhancement plan, which are for publication in December 2017.

The third document is internal to the College, providing a much more detail analysis and a working action plan with SMART targets. This draws from a number of important strategic level documents including; *HG/OC?* self-evaluation, the College Equality Outcomes and Action Plan, the Gender Action Plan, the corporate risk register, the College Strategic Plan and its Annual Priorities. In this way, the college produces a single college-wide action plan to drive all areas for enhancement. This process also allows for the ongoing monitoring of progress for each of the published enhancement plan aims and the wider aims of the College. Progress against all aims is monitored by the executive team with interim and final reviews during the year.

Each faculty and support department is required to present their self-evaluation and enhancement plan to the executive team. Formal interim and final review meetings are held for each area, where progress against the enhancement plan aims is discussed and further actions agreed where this is necessary. Where aims are either partially achieved or not achieved these can be carried into the following year. The monitoring at college, faculty and support department levels allows for good tracking of progress in improving service and outcomes, and helps to inform the next annual self-evaluation.

The College sets targets against each of the Regional Outcome Agreement measures each year. The output against each of these measures is shown in the annex to this report along with 5-year trends. The College has commented on the most significant points to be drawn from its outputs against these measures within the annex. Within the Regional Outcome Agreement the College sets out its ambitions in relation to national policy and where appropriate these are commented upon with the text of the Evaluative Report.

3. Outcomes of evaluation

3.1. Leadership and Quality Culture

3.1.1 Governance and leadership of change

Areas of positive practice

- The Regional Board has a strong focus on learner success, setting meet or beat targets for the College. Annual Priorities are agreed by the Board in pursuit of achieving the strategic goals set out in the strategic plan, *Our Strategy -Towards 2020*. The Board task the senior leadership team with achieving these priorities and monitor progress towards achievement regularly.
- The Board has a thorough and systematic approach to assuring itself that evaluation and enhancement plans are accurate, helping to drive service improvement across the College.
- The Regional Board engage well with the Borders College Students' Association (BCSA) with the student president and vice president active members of the full Board and committees. Their views and contributions as full Board members have been sought and valued by other Board members. A partnership agreement sets out clear, shared priorities based around improving outcomes for students. Collaborative work ensures that ambitions within the partnership agreement are met.
- Regional Board members engage well with staff and students through their *Learning for Leading* scheme. This improves Board members' understanding of the College's operation and the needs of their students.
- The Curriculum and Quality Committee of the Board provides effective scrutiny and challenge to senior managers to improve the services to students and their outcomes.
- The Regional Board undertook a wide-ranging evaluation of its effectiveness in 2016/17, identifying many areas of positive practice and providing a clear set of goals for further improvement.
- The Board has developed a self-evaluation toolkit to help it undertake a wide-ranging self-evaluation of its activity, based on the Code of Good Governance.
- The Principal and senior team undertook wide consultation with the College teams and student representatives when developing the College Strategy – Towards 2020, helping to inform its content and reaffirm the College's values with the resulting vision, aims and values well understood by most staff.
- College strategies are carefully planned and developed to link with its strategic plan and with national priorities.
- The College's commitment to champion equality and diversity in its aims and values is reflected in its plans and strategies, ensuring that tackling gender imbalance and poorer outcomes for disadvantaged groups are high priorities.
- The College works closely with the Students' Association when planning for change that impacts on the students' experience, ensuring that student opinions are taken into account and changes made for the better.
- The Students' Association have improved the function and representation on *Faculty Councils* through their active involvement and worked very closely with the student support staff to extend the range and improve the quality of the support services for students.
- The College sets stretching targets for student satisfaction. Where these are not met detailed actions plans are implemented and conveyed to students; examples include the expansion of the social space on campus and the introduction of the online bursary system.

Areas for development

- Currently, there is insufficient direct involvement between the Board, students and external partners which limits their depth of understanding of student issues and stakeholders needs. (EP1)
- Self-evaluation by the Board has been limited and focused on only a few areas of its operation. (EP1)
- The evolution of the DYW Industry Group is in its early stages and the College is yet to maximise the opportunities that this will afford in meeting the aims of this national strategy. (EP2)
- In a few areas of the College, staff are not sufficiently involved in the self-evaluation process and planning for improvement. In these cases, staff are insufficiently aware of the available data that would help them to analyse performance. (EP4)

3.1.2 Leadership of learning and teaching

Areas of positive practice

- The training and development of high quality learning and teaching is led well, providing targeted support and specific training in innovative approaches.
- Approvals panels scrutinise learning and teaching materials thoroughly prior to delivery to ensure a diversity of appropriate teaching and learning activities, including the use of digital technology.
- Employers have a significant impact on curriculum design, particularly in influencing areas of growth such as engineering and childcare, and at the point when courses are approved prior to delivery helping to ensure that the curriculum meets local and national priorities.
- Senior staff have a continual focus on areas requiring improvement, which is communicated well to staff within teams through monitoring of student attendance, achievement and student feedback.
- The *PL Forum* has ensured that first-line managers of learning and teaching are well informed and share good practice, providing consistency across the College.
- The College has a comprehensive programme for developing and training its new lecturers and assessors with 94% of teaching staff qualified to TQFE and many of those staff involved demonstrating innovative approaches to learning and teaching.
- Career Long Professional Learning (CLPL) is planned annually and focuses on developing learning and teaching skills, particularly relating to the use of information technology. This has ensured that overall access to good online learning materials increases each year through the College's virtual learning environment.
- The role of the class representatives is well understood by students. In many classes there is a "depute". *Faculty Council* arrangements work well and provide the opportunity for student representatives to influence the work of the faculty and influence curriculum design.

Areas for Development

- There is no direct observation of teaching practice to complement other forms of evidence limiting the College's ability to evaluate the quality of education provided. (EP5)
- Too many staff rely on traditional teaching methods as their main approach and fail to demonstrate innovative approaches. (EP5)
- A quarter of our students feel they are not asked to comment on their lessons and teaching approaches. (EP5)

3.1.3 Leadership of services to support learning

Areas of positive practice

- College internal review processes work well as a strategic tool to identify and implement improvements to support services for students. Implementation is monitored regularly by the Regional Board's Curriculum and Quality Committee.
- Services to support learners are well planned with a focus on *Opportunities for All* and at risk groups. This has shaped the strategy for access and inclusion.
- The College Care Aware initiative ensures that staff are well informed of their responsibilities for looked after children and young carers by providing a specialist staff member who is able to advise staff, work with the young people involved and help to resolve any issues.
- The Learning Support team has successfully implemented a range of learning technologies to support students and provides effective training to members of staff and students.
- The establishment of a new Learning Support team and its flexible structure has transformed the availability of staff to enable a cohesive learning support service, providing high quality learning support.
- Well planned regular team meetings are held to enable thorough case discussions in both learning support and student support services which inform appropriate interventions by the service's staff.
- Managers review their services effectively through self-evaluation, survey results and more in-depth internal reviews when required, leading to improvements in service.
- Managers collaborate well with the Borders College Students' Association, having designed and implemented shared provision and many joint campaigns, with the LGBT charter, Help-U booklet, student support network and a striking and successful mental health campaign being particularly good examples.
- Learning Support services have developed effective information-sharing procedures that ensure curricular staff have access to information on students' current learning support needs.
- Managers meet with all staff to review their performance and their development needs. Through this process individual learning needs are identified and arrangements made for them to be met. All staff have benefited from the process, improving their understanding and skills.
- Well-developed and effective working relationships with a range of external support services including corporate parents, mental health, education and social services ensure that necessary referrals for additional support are made appropriately.

Areas for development

- The College hasn't implemented fully its differentiated approach to intervening to reduce the risk of students withdrawing. (EP3)
- Learning support and student support services within the college are not yet integrated fully. (EP6)
- Although student satisfaction has improved from 2015-16, too many students do not believe their suggestions are taken seriously. (EP4)
- Actions to improve student attendance are not always well coordinated or planned between curriculum and student support staff. (EP3)
- LAC Data sharing protocols are not yet in place with the local authority, limiting the effectiveness of the transition process. (EP6)

3.1.4 Evaluation leading to improvement

Areas of positive practice

- *Faculty Councils* have effective approaches to engaging students in evaluating programmes with student representatives well-trained by the Students' Association enabling them to accurately represent the views of their fellow students.
- Managers make good use of the *Faculty Councils* to inform self-evaluation and plans for improvement.
- All managers are involved in the evaluation of provision. Evaluation is overseen by the Vice Principal: Quality & Innovation who has developed templates for each managed unit within the College's structure. These support the manager in leading the process and making meaningful contributions to the overall college evaluation and enhancement planning.
- Managers take an active role in the internal review process. Within faculties, managers identify programmes where there are specific issues and undertake detailed programme reviews with the staff and students. College-wide internal reviews involve teams of managers who take an in depth look at aspects of provision. In this way, areas in need of improvement are given detailed analysis and plans for improvement are devised, implemented and monitored through to completion.
- The College has effective, longstanding and close working relationships with its community planning partners. Regional Outcome Agreement plans are shared with the Community Planning Partnership and college data and plans have helped shape the Local Outcome Improvement Plan (LOIP). These close working relationships are helping to improve outcomes for school leavers and contributing to the high percentage of leavers in positive destinations.
- School partnership work is well led by senior managers and involves all secondary schools in the region. This has contributed to the curriculum for senior phase pupils undergoing significant change in line with Developing the Young Workforce, increasing the number of vocational qualifications on offer and the number of pupils involved.
- The College has played a major role in establishing the DYW industry group, helping to lead its inception and maintain its function. This has allowed local employers to become more involved in supporting young people into work experience and employment.
- Data-sharing arrangements with local strategic partners has allowed for better analysis of the operating environment and an improved impact assessment of the College's contribution.
- Managers complete detailed analysis of student outcomes. The focus is on withdrawal rates and learner success, looking at trends and in-year figures. This includes identifying courses for concern, undertaking individual programme review and internal reviews. This analysis leads to detailed plans for improvement.

Areas for development

- The availability and access to well-analysed data is limited by the current IT systems and software. (EP3)
- Teaching staff have made little use of unit achievement data in recent years to evaluate the issues behind falling learning success rates. (EP3)
- While a detailed focus on analysing performance at programme level has ensured the College understands where improvement is required, there has been insufficient focus in sub-programme level data analysis including individual and weekly attendance rates, punctuality and unit achievement. (EP3)
- Insufficient use is made of personal data held to profile students at risk of withdrawal or not achieving. (EP3)

3.2. Delivery of learning and services to support learning

3.2.1 Safeguarding and child protection

Areas of positive practice

- The College policy and procedure for safeguarding children and vulnerable adults is well planned and aligned to the local authorities safeguarding approaches.
- The College safeguarding officers work closely with their local authority colleagues in social work and education to ensure good coordination and reporting.
- The College has a comprehensive training programme for staff on safeguarding of children as part of staff induction and as an ongoing and regular CPD session provided by the local authority safeguarding team.
- Implementation of PREVENT has been discussed widely with the Regional Board, managers and with the Students' Association. Concerns raised about PREVENT's implementation were taken into consideration when planning how to deliver it in a considered and measured fashion appropriate to the level of risk.

Areas for development

- Students and staff have had insufficient opportunity to influence and engage in the broader safeguarding issue of PREVENT. (EP7)
- Not all staff are aware of college safeguarding policy and procedures. (EP7)

3.2.2 Curriculum

Areas of positive practice

- Curriculum design has been strongly influenced by national policy, recent examples being the impact of DYW on the senior phase curriculum and the creation of the Schools Academy; the increased provision in engineering in response to sector skills reports, and increased childhood practice places in response to the Scottish Government childcare strategy.
- The faculties have designed their curriculum to match local need and to create opportunities for progression. Subject areas have clear progression routes through to HNC/D. Where there are progression opportunities to higher education these are being maximised with more students progressing on to university.
- Course teams review programme content regularly, adjusting the units on offer to meet student and external stakeholder demand. The most recent cross-college example was the change to the work experience units.
- Faculty teams plan carefully for the renewal of their curriculum, updating qualifications in line with developments by awarding bodies.
- Employer engagement is well-coordinated with events planned in most curricular areas to allow for a sharing of views between employers and college staff about curriculum design.
- Most staff take the opportunity to allow students to plan and personalise their own learning. This is particularly the case in the choice of placements, in project work and with assignments. They are able to select a topic of interest and are encouraged to set study plans to meet the deadlines set. In the best examples, staff show high degrees of innovation in their lesson planning, using techniques such as the flipped classroom where students are leading learning.
- Curriculum areas where aspects of equality and diversity are studied within their

programmes have a good understanding of these issues.

- Curriculum teams plan well in most cases to ensure that their programmes are carefully designed and up to date, meeting the requirements of industry and managing agents. Therefore, the curriculum provides the knowledge and skills required to ensure that students are work ready or prepared for the next level of study.
- Curriculum teams use the Faculty Councils to receive feedback from student representatives, informing improvements to the curriculum, particularly programme design.
- Most core skills teaching is contextualised to the vocational area, helping to increase the relevance to the students and encouraging them to do well.
- Several curricular areas promote student involvement in fund raising and charity work, promoting a sense of community and a culture of giving.
- There are a large number of placements available across the curriculum, providing a high degree of student choice. Placements are well planned and coordinated, ensuring that most students benefit from highly relevant work experience. Many students report achieving employment through work experience.
- Where students are not ready for placement or are on introductory programmes they benefit from well-equipped realistic work environments within the College.
- In a few areas curriculum staff make use of client initiated projects. These provide realistic work scenarios for students. In the case of a project initiated by a local housing association, the design concepts provided by the students were taken into production.
- In nearly all areas teams have designed the curriculum to include entry level programmes, ensuring wide access to a range of opportunities for applicants.
- In all curricular areas there are clear progression routes to at least SCQF Level 7.
- Good and expanding progression opportunities exist to HEIs and to Edinburgh College.
- Students are supported well in making their applications through UCAS with increasing numbers applying and attaining places on higher education programmes.

Areas for development

- Students were generally unaware of issues related to equality and diversity, although some mentioned work done by the Student Association. (EP9)
- Levels of gender segregation across the curriculum are unacceptably high, with 75% of all courses having less than 25% of one gender. (EP9)
- In Sport the curriculum delivery has been poorly designed with many students not being well prepared for assessment, resulting in low levels of achievement. (EP8)
- Core skills lessons do not motivate students who have already reached the required level prior to the start of their programme, but still have to attend the classes to “maintain” the level. (EP2)
- In Sport there are no entry level programmes, with SCQF level 6 – 8 programmes only. This restricts access to applicants with low levels of achievement from school. (EP8)

3.2.3 Learning, teaching and assessment

Areas of positive practice

- All students are enthusiastic about their college experience. They present themselves as very loyal to the College and emphasise how much they value college staff and their expertise.
- Relationships between teaching staff and students are positive.
- Students make good use of the extensive range of work experience activities (including placement and RWE) to develop employability skills, practical skills and to secure work.

- Most students are clear about the programme goals and discuss them with their course tutor regularly.
- In the majority of areas, staff work with the students well to plan for learning by providing topic choices, working in groups, providing staff with feedback on lessons and amending lesson plans accordingly.
- Almost all students value college staff and their expertise.
- Staff use a wide variety of teaching approaches to develop the skills, knowledge and understanding of the students.
- Most lessons include a good range of activities with students well engaged, particularly within practical classes.
- Staff use a wide range of up to date resources across all curricular areas.
- Staff optimise the use of the College's excellent realistic work environments.
- In almost all programme areas, assessments are well planned with students aware of the assessment schedule for their programme and units.
- Students are provided with useful and encouraging feedback on their performance and where necessary are provided with clear guidance on what needs to improve.
- Assessment Arrangements are well managed and understood by staff and students readily identifying when they have a difficulty and require support.
- Managers analyse student performance at programme level well, enabling them to establish actions for improvement with limited involvement of the whole team.
- Managers use Faculty Council meetings to receive detailed feedback from student representatives on the learning experience.
- Almost all staff adapt their lessons based on the needs, behaviour, interests and the learning styles of the students within their classes. This can be in terms of pace, methods of delivery, classroom activities and content.

Areas for development

- Students cannot easily track their own performance online in terms of unit outcome and attendance with an over-reliance on paper systems. (EP12)
- Student attendance in more than a few programme areas is too low and has a negative impact on learner success. (EP3)
- A few young students have stated that they feel they are treated differently because of their age and young student success rates are lower than for other age groups. (EP11)
- More than a few students state that they don't get an opportunity to comment on teaching approaches or influence their choice of topic. (EP13)
- Many staff feel that they make insufficient use of technologies because of lack of access to up to date technology and because of a need to upskill through training. (EP12)
- Students often work independently, with teaching staff available to facilitate. However, opportunities to make the sessions more engaging and vibrant were sometimes overlooked. (EP5)
- Questioning techniques in a few lessons are not always effective in engaging all students and in ensuring that all students participate. (EP5)
- In sports programmes students generally were unaware of their achievement to date and didn't have clear information on assessment schedules. (EP3)
- Evaluation by staff and students at lesson and unit level is limited. There is very little understanding of how/why teaching staff might have an interest in analysing data. (EP4)
- Teaching staff have limited awareness of college self-evaluation processes. A few staff mentioned faculty meetings which they recognised as potentially feeding information into self-evaluation. The majority of staff described self-evaluation based on informal and ad hoc discussions. (EP4)

3.2.4 Services to support learning

Areas of positive practice

- The College survey is completed by most full time students and a minority of part time students, providing useful feedback on the quality of support services. This intelligence is used to plan for improvement and has had significant impact including changes within the Student Union and moving to an online bursary system.
- Students influence the planning of student support services including the creation of the *Help U* initiative, which now involves tripartite meetings between the College support service, Students' Association and external agencies.
- Students plan and manage the well-attended Freshers Fayre where many external support agencies are represented, providing important information and advice to new students and smoothing their transition to life as a college student.
- The College has worked closely with *Who Cares? Scotland* and with the *Robertson Trust* to provide dedicated support to care leavers and looked after children.
- The College, through the Corporate Parenting Operational Group, have drafted clear data sharing protocols that provide a framework for greater sharing of support information.
- The College operates a well-planned admissions process based on best practice recruitment principles that ensures students have a fair opportunity to secure a place on a programme that meets their vocational aspirations and at an appropriate level of programme.
- Student funds are disbursed in accordance with national regulations and used appropriately to support students with childcare and those in particular hardship. This helps students to maintain their place at college and to complete their studies.
- Learning support arrangements are well organised, providing detailed assessment of need and appropriate intervention and often making good use of assistive technology. These arrangements are appreciated by the students who are succeeding well.
- Assessment Arrangements for students are well managed, ensuring that appropriate reasonable adjustments are in place where needed so as not to disadvantage the candidate.
- Almost all full time students receive a one-to-one meeting with their course tutor each block to discuss their progress and future plans.
- Services to support students applying to university or for more advanced levels of study at college are well organised and timely, with the majority achieving a positive outcome from their applications.

Areas for development

- The bursary policy has had the impact that students who had dropped out, had exemptions or had previously completed units in FE programmes were still required to travel to the College just to "sign in" and go home again (including from Eyemouth). (EP13)

3.2.5 Transitions

Areas of positive practice

- There is good liaison with the majority of the region's secondary schools through transitions meetings and through direct contact between college and school learning

support teams. This helps to ensure early planning and appropriate support for the majority of students with previously identified learning support needs.

- The *Robertson Trust* funded *Borders Young Talent* programme allows the College to support the most at risk senior phase pupils to remain engaged and make a successful transition to further study or work. It has high success rates.
- Students have a high level of awareness of progression opportunities and are actively supported by staff to make the most of these.
- Staff participate in careers fayres and HE conventions to raise awareness amongst potential applicants of training opportunities and career pathways.
- Student Support offers an effective service for students wishing to progress to university, providing guidance on making a high quality application to maximise their chances. This has led to increased numbers of applications and acceptances.

Areas for development

- In a few cases the transition process and liaison with Borders agencies, including secondary schools and social work, is limited, reducing the degree to which the College can prepare for applicants with support needs. (EP14)

3.2.6 Partnerships

Areas of positive practice

- Managers work closely with other stakeholders as part of the Corporate Planning Partnership (CPP), contributing to the Local Outcome Improvement Plan (LOIP). Partners within the CPP contribute to the College's Regional Outcome Agreement. In this way the work of the College and these key agencies within the region is aligned.
- The College has membership on all CPP delivery teams ensuring that it is contributing to each of the themes within the CPP.
- Special programmes for people with disabilities have been designed in partnership with other agencies to ensure that they improve employment opportunities and support improving independence. [For example, Project Search is delivered in partnership with the NHS and has led to the majority of students with a disability gaining employment.]
- Staff across all faculties work well with employers to expand the range of work placement opportunities available to students. This work includes taking a less traditional view of how work placements are delivered and includes different approaches, such as work simulation and work inspiration activities matched to the level of the students' abilities.
- The College's involvement in the DYW Industry group has led to employers reporting they have a greater influence over curriculum design and delivery.
- The faculties and Business Development Unit have a wide range of stakeholders and key employers with whom they work closely. Employers contribute well to the design and approval of new programmes, ensuring that they match well with local employer needs.
- Programmes designed for employees of local businesses and agencies provide candidate choice and options to ensure they fit with job roles and employer need.
- BDU programmes are often provided on a roll-on-roll-off basis, allowing candidates and employers to start at a date of their choosing and progress at their own pace, therefore fitting with business need.
- All faculties have Industry Advisory Boards that provide useful support and advice to ensure the curriculum is meeting industry needs.
- The College supports businesses to develop credit rated provision through third party

credit rating. [Examples include the 0-3 Years Child Development, IKEA programme and CDN programmes.] This provides bespoke programmes specifically designed to meet an employer/CPD need.

Areas for development

- None identified

3.3. Outcomes and Impact

3.3.1 Wellbeing, equality and inclusion

Areas of positive practice

- The College complies with equalities legislation and has in place comprehensive equality and gender action plans.
- The College actively promotes the general duties. It has trained most of its staff with regards to LGBT+, improving understanding of transgender in particular. In this way it is better equipped to promote good relations between groups. It has gained the silver LGBT+ Young kite mark for its efforts.
- Applications, enrolments and achievements are monitored by protected characteristics which helps the College identify those most at risk and take action to address any issues. In this way it is taking active steps to ensure that it avoids either direct or indirect discrimination.
- Early identification of learning support needs at the application stage has allowed the learning support team to work with applicant prior to enrolment with plans in place and summer schools attended. This helps prepare future students for college and eases transition.
- Support for young carers and care experienced students is having a positive impact with achievement rates improving.
- The College has met almost all of its agreed targets with the SFC against national Regional Outcome Agreement (ROA) measures to improve access for priority and disadvantaged groups.

Areas for development

- Staff do not always take opportunities to celebrate cultural and diversity events, limiting student awareness of equality and diversity issues. (EP9)
- Mental health issues are not always well understood by staff and fellow students. (EP9)
- A few teenage students report that they are treated differently because of their age. (EP9)
- Two ROA targets were not met by the College, with the numbers of enrolments from SIMD1 declining and apprenticeship numbers lower than targeted. (EP2)

3.3.2 Equity, attainment and achievement for all learners

Areas of positive practice

- Early withdrawal is below the sector average for both HE and FE full time programmes; however there has been an increase in early withdrawal across all programmes compared with 2015/16.
- Learner success rates for FE and HE part time programmes are above the sector average and ahead of college meet or beat targets. FEPT at 83.6% is very high.
- FE part time success rates are highest in SVQs in Care and Early Years and in the Construction, Engineering and Landbased Faculty.
- HE part time success rates are highest in SVQs in Early Years and in the evening class programmes.
- In almost all full time students are achieving their core skills well.
- High numbers of full time students have successful work experience, with many

securing employment or places on apprenticeship schemes.

- Success rates for students with disabilities on mainstream programmes is higher than that for students with no disability with the exception of students with mental health problems, where the rate is 19% lower and for students with sight impairment where the rate is 10% lower.
- The overall success rate for students with dyslexia is 78% for mainstream programmes. This is 3% higher than the rate for those with no disability.
- The learner success rate for HE full time LGBT+ students is high at 80%, which is 10% above the overall HEFT rate.
- The learner success rate for part time LGBT+ students, excluding Schools Academy is high at 88%, which is 4% above the overall rate for FEPT.
- The learner success rate for part time care experienced students, excluding Schools Academy is high at 90%, which is 6% above the overall rate for FEPT. The School Academy rate for care experienced students is 66.7% which is also comparatively high.
- The learner success rate for part time students with mental health issues is high at 84%.

Areas for development

- Early withdrawal is above the sector average for both HE and FE part time programmes with an increasing trend from the previous year. (EP3)
- Further withdrawal is above the sector average for both HE and FE full time programmes and HE part time programmes. (EP3)
- Learner success rates have declined for both FE and HE full time programmes over the last three years. FE full time is now at the sector average and HE full time is below the sector average by 1.2%. (EP3)
- Partial success rates have increased in all but HE part time. (EP3)
- FE part time success rates are lowest for employability programmes and in the Creative Industries and Sports faculties. (EP3)
- HE part time success rates are lowest for the schools' QMU Academy programme, SVQs in Care, Counselling Skills and in Management programmes, and the Creative Industries and Sports faculty had the lowest overall rate. (EP3)
- In a few programmes achievement of core skills numeracy at higher level is low, leading to a lower learner success rate. (EP3)
- Achievement and attainment is lower and withdrawal from programmes is higher for young students, students with mental health issues and students with sight impairment. (EP11)
- There are very low learner success rates for students with mental health issues in the Construction, Engineering and Landbased faculty and the Creative Industries and Sport Faculty. (EP11)
- The learner success rate for FE full time LGBT+ students is low at 48% and for School Academy LGBT+ students it is very low at 42%. (EP11)
- Learner success rates for 16-19 year olds in the Creative Industries, Sport and Business Faculty were almost 20% lower overall than the rates for the other two college faculties. (EP11)
- The learner success rate for FE and HE full time care experienced students is low at 51.9% and 58.3% respectively. (EP11)
- The learner success rate for FE full time SIMD1 students is low at 59%, which is 6% below the overall FEFT rate. (EP11)

4. Capacity to Improve

The College has significant capacity to improve in a number of important areas of its governance, management and operations.

The Regional Board operates effectively; its meetings are well attended and it has in place a committee structure that provides the right focus and scrutiny of the College's activity. Much of its practice was commended in its commissioned independent evaluative report and it has in place plans to further improve its function and the diversity of its membership.

The College's strategic direction and curriculum is heavily influenced by external stakeholders, local plans and national strategies. The College has responded well to Developing the Young Workforce, contributes well to the Local Outcome Improvement Plan and is heavily involved in the Edinburgh City Deal and the South of Scotland Skills and Enterprise planning for the future. This will ensure that it is best placed to respond as required to these future developments.

Quality systems are operating effectively with internal and external audit identifying much good practice. The self-evaluation process covers all academic and support functions within the College; however, with this being the first year of HGIOC?, managers have not involved staff, students and external stakeholders from an early enough stage. 2017/18 will allow for a review of these processes to rectify this issue.

A high percentage of full time students complete the annual quality survey providing very positive feedback about their experience, particularly in relation to the teaching they receive. The College prepares staff thoroughly as teachers and assessors with its in-house programme of professional development leading to almost all lecturers holding TQFE and L&D awards, where required. Evaluation of learning and teaching is indirect through review and developmental opportunities. Processes, other than student feedback, are not well developed for directly evaluating learning and teaching, with this being a priority area for development in the coming year.

Learner success for part time HE and FE programmes has improved on previous years; however there has been a small decline in the FE full time success rate, continuing a trend from previous years, and a significant decline in HE full time learner success. Detailed analysis has been undertaken by the College and addressing this is will have significant focus in the coming year.

Student involvement is embedded within many of the College's practices and is actively encouraged. The Principal has a close and meaningful working relationship with the Students' Association. An important focus of the work in the coming year is extending this involvement further.

5. The Borders College Regional Board Statement of Assurance

On behalf of the Borders College Regional Board, We confirm that the Board endorses the above evaluative report and have considered the College's arrangements for leadership and quality culture, delivery of learning and services to support the learner, and outcomes and impact for AY 2016/17. I further confirm that we are satisfied that the College has the capacity to improve as detailed within this report. We can therefore provide assurance to Education Scotland and to the Scottish Funding Council (SFC) that the quality of the learning provision at this institution continues to meet the requirements set by the SFC.

Chair of the Borders College Regional Board

Principal and CEO

Mr Tony Jakimciw

Mrs Angela Cox

Annex - Regional Outcome Agreement: Performance against Measures

The College has achieved almost all of the targets against the measures set as part of the Regional Outcome Agreement. Points to note:

- The College achieved its credit target for the year delivering 25,101 credits.
- The percentage of credits delivered to young people met the targets set in the ROA, with 60% of activity undertaken with those under 20 and 76% of total activity delivered to those under 25 years of age. The total amount of credits delivered on full time programmes to young people under the age of 25 was 83%.
- The ethnic profile of the student population is as anticipated in the ROA and in line with the region's population profile, with very few students (1.4%) of a non-white ethnicity.
- The proportion of credits delivered to students with a declared disability remains high and slightly greater than the ROA target at 33.7%.
- The proportion of credits delivered to males is increasing towards parity with females at 48.4%, exceeding the ROA target.
- The proportion of students identifying as gay male or lesbian is 1.3% with another 3% self-identifying as bisexual. 11% of students choose not to share information about their sexuality.
- The proportion of students identifying as Christian is 17% with a further 1.7% declaring a religion other than Christian. Nearly three quarters of students stated that they had no religion. This is in line with the profile anticipated in the ROA.
- The proportion of credits delivered to students disclosing that they are a care leaver is higher than anticipated in the ROA at 7.4%, suggesting that the College has significantly underestimated the number of care experienced students. The proportion is higher than would be anticipated from the general population profile.
- The proportion of credits delivered on HE programmes to students from SHEP schools has increased over the three-year period and now accounts for 3.5% of credits delivered.
- The proportion of credits delivered for STEM programmes has increased over the three-year period, almost doubling to 15.5% of activity.
- The proportion of credits delivered to school students undertaking vocational study is almost double the 2016/17 target.
- The total number of credits delivered to students from the most deprived postcode zone (SIMD1) was 3.5%; three percentage points below target. This has been influenced significantly by the reduction in SIMD1 zones within the region.
- The number of apprenticeship starts has increased during the three-year period but at 93 (the highest number of starts recorded) is still significantly below the target of 125 starts set by the College in the 2016/17 ROA.
- Recruitment to full time programmes for 2017/18 has been good, with the College exceeding its enrolment target. Transfers are higher than previous years, indicating that the new Achievement Coaches are focused on getting students on the right course. At present withdrawal is low.
- Increased numbers of students applied and received acceptances for entry to university in 2017/18. There were 60 applicants with 40 placed; an increase of 17% on the previous year.

Table: 5-Year Trends against ROA Target

	= National Aspiration	Actual						Target
		2012/13	2013/14	2014/15	2015/16	2016/17		2016/17
	= Data not available							
Measure								
	SFC Priority - Efficiency & Sustainability							
1	Gross Carbon Footprint (3 year period)	1386	1360	1550	1123	tbc Nov 17		802
	SFC Priority - Right learning in the right place							
2	Total credits delivered in the region (SUMs prior to 2015/16)							
		25705	26876	27673	25188	25101		25095
3	Volume & proportion of credits delivered to learners aged 16-19 and 20-24 (SUMs prior to 2015/16)							
	Total credits delivered in the region (SUMs prior to 2015/16)	25705	26876	27673	25188	25101		25095
	<u>16-19</u>							
	Total credits delivered to 16-19 (SUMs prior to 2015/16)	16446	16321	16541.07	14684	14960		15057
	Proportion delivered to 16-19	64.0%	60.7%	59.8%	58.3%	59.6%		60.0%
	<u>20-24</u>							
	Total credits delivered to 20-24 (SUMs prior to 2015/16)	3569.621	4029	4588.78	4178	4131		4115.58
	Proportion delivered to 20-24	13.9%	15.0%	16.6%	16.6%	16.5%		16.4%
	4	Volume & proportion of credits delivered to full-time learners aged 16-19 and 20-24 (SUMs prior to 2015/16)						
	Total credits delivered in the region (SUMs prior to 2015/16)	20958	22001	22628.5	20240	19696		19144
	<u>16-19</u>							
	Total FT credits delivered to 16-19 (SUMs prior to 2015/16)	14945	15240	15207.75	13434	13275		12903.056
	Proportion delivered to 16-19	71.3%	69.3%	67.2%	66.4%	67.4%		67.4%
	<u>20-24</u>							
	Total FT credits delivered to 20-24 (SUMs prior to 2015/16)	2765	3133	3740.75	3289	3110		3120.472
	Proportion delivered to 20-24	13.2%	14.2%	16.5%	16.3%	15.8%		16.3%
	5	The volume & proportion of credits delivered to learners in the most deprived 10% postcode areas (SUMs prior to 2015/16)						
	Number of credits delivered to SIMD1 (SUMs prior to 2015/16)	1658	1859	1751	1654	890		1631
	Total number of credits delivered in the region (SUMs prior to 2015/16)	25705	26876	27673	25188	25101		25095
	Proportion	6.5%	6.9%	6.3%	6.6%	3.5%		6.5%

	= National Aspiration	Actual					Targets	
	= Data not available	2012/13	2013/14	2014/15	2015/16	2016/17		2016/17
6	The volume and proportion of credits relating to learners from different protected characteristic groups and care leavers (where data is available) (SUMs prior to 2015/16)							
	Ethnicity							
	White	25415	26445	27291	24804	24711		24693
	Proportion	98.87%	98.40%	98.62%	98.48%	98.45%		98.40%
	Any mixed background	96	80	42	50	79		79
	Proportion	0.37%	0.30%	0.15%	0.20%	0.31%		0.31%
	Asian, Asian Scottish or Asian British	147	164	195	166	178		176
	Proportion	0.57%	0.61%	0.70%	0.66%	0.71%		0.70%
	Black, Black Scottish or Black British	46	151	139	122	87		125
	Proportion	0.18%	0.56%	0.50%	0.48%	0.34%		0.50%
	Other ethnic background	1	21	4	20	3		10
	Proportion	0.00%	0.08%	0.01%	0.08%	0.01%		0.04%
	Information refused	0	0	1	26	19.75		0
	Information not known	0	0	1	0	24		0
	Disability							
	No know disability	18154	18821	18566	18066	16649		17065
	Proportion	70.62%	70.03%	67.09%	71.72%	66.33%		68.00%
	Disabled	7551	9644	9107	7122	8452		8030
	Proportion	29.38%	35.88%	32.91%	28.28%	33.67%		32.00%
	Information refused	0	0	0	0	0		0
	Information unknown	0	0	0	0	0		0
	Sex							
	Male	11435	12708	12693	11392	12151		11379
	Proportion	44.49%	47.28%	45.87%	45.2%	48.4%		45.34%
	Female	14270	14163	14976	13777	12950		13717
	Proportion	55.51%	52.70%	54.12%	54.7%	51.6%		54.66%
	Other	0	6	4	18	0		1
	Proportion	0.00%	0.02%	0.01%	0.07%	0.00%		0.00%
	Sexual Orientation of Student							
	Heterosexual			22336	21869	21126		21330.75
	Proportion			80.71%	87%	84%		85%
	Gay Man			137	178	194		250.95
	Proportion			0.50%	0.71%	0.77%		1%
	Gay Woman/Lesbian			46	45	130.6		250.95
	Proportion			0.17%	0.18%	0.52%		1%
	Bisexual			614	427	747		627.375
	Proportion			2.22%	1.70%	2.98%		2.50%
	Other			132	28	90.2		125.475
	Proportion			0.48%	0.11%	0.36%		0.50%

	Prefer not to say/blank			894	1021	2814		2509.5
	Proportion			3.23%	4.1%	11.2%		10.0%
	Religion, Religious denomination or body							
	None			20191	18512	18184.8		18444.825
	Proportion			72.96%	73.50%	72.45%		73.50%
	Christian/Protestant			1651	2488	2599		1480.605
	Proportion			5.97%	9.88%	10.35%		5.90%
	Roman Catholic			1037	1160	1120.3		941.0625
	Proportion			3.75%	4.61%	4.46%		3.75%
	Other Christian			984	577	501.2		878.325
	Proportion			3.56%	2.29%	2.00%		3.50%
	Muslim			99	74	77.75		175.665
	Proportion			0.36%	0.29%	0.31%		0.70%
	Buddhist			5	36	46.75		25.095
	Proportion			0.02%	0.14%	0.19%		0.10%
	Sikh			32	24	24		25.095
	Proportion			0.12%	0.10%	0.10%		0.10%
	Jewish			0	0	0		25.095
	Proportion			0.00%	0.00%	0.00%		0.10%
	Hindu			0	0	44		25.095
	Proportion			0.00%	0.00%	0.18%		0.10%
	Another religion or body			294	197	225.75		250.95
	Proportion			1.06%	0.78%	0.90%		1.00%
	Prefer not to say/blank			3376.106		2278.4		2747.9025
	Proportion			12.20%		9.08%		10.95%
	Care Leavers							
	Volume				1683	1846.3		370
	Proportion				6.68%	7.36%		1.47%
7	The volume & proportion of credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement (SUMs prior to 2015/16)							
	Volume			139	121	89.35		130
	Proportion			0.50%	0.48%	0.36%		0.52%
8	Volume & proportion of credits delivered to learners at S3 and above as part of 'school-college' provision (SUMs prior to 2015/16)							
	Volume	864	1801	1742	2001	1888.8		2360
	Proportion	3.36%	6.70%	6.29%	7.94%	7.52%		9.40%
9	Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)							
	Volume			733		865		815
	Proportion			2.65%		3.45%		3.25%
10	Volume and Proportion of Credits delivered to learners enrolled on STEM courses (SUMs prior to 2015/16)							
	Volume			2430		3883		2450
	Proportion			8.78%		15.47%		9.76%

	= National Aspiration	Actual						Targets
	= Data not available	2012/13	2013/14	2014/15	2015/16	2016/17		2016/17
	SFC Priority - High quality learning							
11	Percentage of enrolled students successfully achieving a recognised qualification							
	FE - Full time - Total enrolments	1034	1021	1045	1039	979		1052
	FE - Full time - Successfully completed enrolments	727	754	722	693	642		736
	FE - Full time - Proportion	70.3%	73.8%	69.1%	66.7%	65.6%		70.0%
	HE - Full time - Total enrolments	132	184	209	213	223		220
	HE - Full time - Successfully completed enrolments	94	139	157	163	158		165
	HE - Full time - Proportion	71.2%	75.5%	75.1%	76.5%	70.9%		75.0%
	FE - Part time - Total enrolments	1175	1453	1678	1282	1584		1750
	FE - Part time - Successfully completed enrolments	866	1164	1342	988	1325		1365
	FE - Part time - Proportion	73.7%	80.1%	80.0%	77.1%	83.6%		78.0%
	HE - Part time - Total enrolments	109	110	183	152	427		145
	HE - Part time - Successfully completed enrolments	74	82	137	108	338		115
	HE - Part time - Proportion	67.9%	74.5%	74.9%	71.1%	79.2%		79.0%
12	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing							
	Number of AS articulating students	14	9	8	14	tbc		14
	Number of HNC/HND leavers	122	132	179	163	202		185
	Proportion	11.5%	6.8%	4.5%	8.6%	tbc		7.6%
13	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (baseline to be set autumn 2014)							
	Number	755	841	686	663	tbc		865
	Proportion	92%	94.13%	94.75%	89.47%	tbc		96.00%
	SFC Priority - A developed workforce							
14	The number of starts for direct contracted apprenticeships (e.g. in construction)							
	Number		46	66	85	93		125
15	The number of full-time learners with substantial placements (more than ten days) in business and industry							
	Number	719	782	735	723	752		750
16	Number of senior phase pupils studying vocational qualifications delivered by colleges							
	Number					103		83
17	Volume and proportion of credits delivered to senior phase pupils studying vocational qualifications delivered by colleges							
	Volume					578		302
	Proportion					2.3%		1.2%



Working Together

Enhancement Plan 2017/18 Draft

September 2017

Charity Number SC021180



Enhancement Plan 2017/18

No.	Aim	Area for development	Impact	Actions to be taken
EP1	To improve the operation of the Regional Board by increasing the involvement of Board members with learners and with strategic partners, and by improving Board self-evaluation.	<p>Currently, there is insufficient direct involvement between the Board, students and external partners which limits their depth of understanding of student issues and stakeholders needs.</p> <p>Self-evaluation by the Board has been limited and focused on only a few areas of its operation.</p>	Greater understanding of curriculum delivery, learner issues and the College's operating environment.	<p>i) To develop and deliver a clear plan for Board member engagement.</p> <p>ii) All Board members to complete Learning for Leading visits and reports in 2017/18.</p> <p>iii) BCSA to liaise with Board to ensure Board members have the opportunity to attend Faculty Councils with Board members taking the opportunity to attend.</p> <p>iv) To organise and deliver a stakeholder dinner and a joint meeting with Dumfries & Galloway Regional Board to provide networking opportunities and greater understanding of the operating environment.</p> <p>v) To complete a full self-evaluation of Board activity using the newly developed evaluation toolkit based on Good Governance in Scotland's Colleges.</p> <p>vi) The Regional Board take positive action to recruit a more diverse membership attracting people whose protected characteristics are currently underrepresented.</p>
EP2	To ensure our curriculum strategy reflects the needs of our community and employment, allowing us to grow our business and our income.	<p>With a few teams there has been insufficient consultation with employers about developing in learners the necessary employability skills for their sectors.</p> <p>The evolution of the DYW industry group is in its early stages and the College is yet to maximise the opportunities that this will afford in meeting the aims of this national strategy.</p> <p>Core skills lessons do not motivate learners who have already reached the required level prior to the start of their programme, but still have to attend the classes to "maintain" the level.</p> <p>Two ROA targets were not met by the College with the numbers of enrolments from SIMD1 declining and apprenticeship numbers lower than expected.</p>	<p>i) A better trained workforce.</p> <p>ii) More students being work ready and better citizens. (ROA8)</p> <p>iii) Improved performance by our local economy.</p> <p>iv) Meeting the aims of DYW. (ROA4)</p> <p>v) Diversification of the curriculum where there is a need for new programme areas.</p>	<p>i) To create a college-wide five year strategy for the curriculum that is cognisant of the needs of the community and business.</p> <p>ii) For each faculty and the Business Development Unit to consult widely with employers, schools and students and demonstrate clearly how this has impacted on the curriculum for the better.</p> <p>iii) To analyse internal data on enrolment, attendance, withdrawal and achievement for all programmes and include action for improvement to the curriculum within each faculty and BDU.</p> <p>iv) To support the further development of the DYW industry group to increase the involvement of business leaders in delivering DYW both in terms of curriculum involvement and work experience opportunities for learners.</p> <p>v) To implement the employer engagement strategy meeting, associated targets for curriculum development, business growth and income generation.</p> <p>vi) To provide core and essential skills that allows progression or breadth of knowledge and understanding that students find stimulation, removing any repetition.</p>
EP3	To reduce the student withdrawal rate and improve learner	Insufficient use is made of personal data held to profile students at risk of withdrawal or not achieving.	<p>i) More students completing their course and achieving their</p>	<p>i) To create a Learner Success Strategy and implement it across the College.</p> <p>ii) Implement the achievement coach role and monitor its impact during the year.</p>

attendance and success.		<p>The College hasn't implemented fully its differentiated approach to intervening to reduce the risk of students withdrawing.</p> <p>Actions to improve student attendance are not always well coordinated or planned between curriculum and student support staff.</p> <p>The availability and access to well-analysed data is limited by the current IT systems and software.</p> <p>Teaching staff have made little use of unit achievement data in recent years to evaluate the issues behind falling learning success rates.</p> <p>While a detailed focus on analysing performance at programme level has ensured the College understands where improvement is required there has been insufficient focus in sub-programme level data analysis including individual and weekly attendance rates, punctuality and unit achievement.</p> <p>Student attendance in more than a few programme areas is too low and has a negative impact on learner success.</p> <p>In sports programmes students generally were unaware of their achievement to date and didn't have clear information on assessment schedules.</p> <p>Early withdrawal is above the sector average for both HE and FE part time programmes with an increasing trend from the previous year.</p> <p>Further withdrawal is above the sector average for both HE and FE full time programmes and HE part time programmes.</p> <p>Learner success rates have declined for both FE and HE full time programmes over the last three years. FE full time is now at the sector average and HE full time is below the sector average by 1.2%.</p> <p>Partial success rates have increased in all but HE part time.</p> <p>FE part time success rates are lowest for employability programmes and in the Creative Industries and sports faculties.</p>	<p>qualifications. (ROA4)</p> <p>ii) More students returning for further levels of study, going into employment or progressing to university. (ROA8)</p> <p>iii) Better and more timely use of data to track student risk profile, progress and achievement.</p>	<p>iii) Devise and implement an At Risk identification system and use for early interventions by teaching and relevant support staff.</p> <p>iv) Analyse data at unit and programme level, including identifying units/courses for concern, which leads to detailed actions for improvement.</p> <p>v) Improve attendance and punctuality monitoring at programme and individual level and intervene where levels fall below 80%.</p> <p>vi) To record online all unit outcomes at point of achievement to allow for monitoring of progress and provide interventions at the earliest opportunity.</p> <p>vii) Review progress of learner outcomes staged throughout the year and in more detail at the end of each block.</p> <p>viii) Develop, implement and effectively utilise the Advantage online reporting tool to provide accessible information on performance and attendance available to managers, staff and students.</p> <p>ix) Ongoing monitoring of achievement by protected characteristics, particularly the at risk groups including learners with mental health problems, young learners, care experienced, SIMD1 and LGBT+ learners and where necessary make early intervention on an individual level.</p> <p>x) To implement and evaluate the impact of an attendance policy that promotes attendance, complies with student funding requirements and doesn't penalise students unnecessarily.</p> <p>xi) To analyse the factors involved in our highly successful programmes and apply these to our less successful programmes.</p> <p>xii) To review the factors that have led to the lower overall success rates in the Creative Industries, Sport and Business and implement changes.</p> <p>xiii) To utilise the induction period well so students engage with their studies and their group through the use of team building exercises and other group forming activities.</p> <p>xiv) To revise teaching schedules so that essential units are delivered early within the programmes.</p> <p>xv) For all full time programmes to have a minimum learner success target of 70%.</p>
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		<p>HE part time success rates are lowest for the South East Scotland Academy Programme, SVQs in Care, Counselling Skills and in Management programmes. The Creative Industries and Sports faculty had the lowest overall rate.</p> <p>In a few programmes achievement of core skills numeracy at higher level is low, leading to a lower learner success rate.</p>		
EP4	<p>To improve the involvement of managers, staff and learners in the HGIOC self-evaluation and enhancement planning processes, including greater and more effective utilisation of both quantitative and qualitative data to analyse the quality of the curriculum, learning, teaching and results.</p>	<p>In a few areas of the College, staff are not sufficiently involved in the self-evaluation process and planning for improvement. In these cases staff are insufficiently aware of the available data that would help them to analyse performance.</p> <p>Although learner satisfaction has improved from 2015-16, too many students do not believe their suggestions aren't taken seriously.</p> <p>Evaluation by staff and students at lesson and unit level is limited. There is very little understanding of how/why teaching staff might have an interest in analysing data.</p> <p>Teaching staff have limited awareness of college self-evaluation processes. A few staff mentioned faculty meetings which they recognised as potentially feeding information into self-evaluation. The majority of staff described self-evaluation based on informal and ad hoc discussions.</p>	<p>i) Better understanding of HGIOC and its implications for college performance improvement approaches.</p> <p>ii) Better analysis of factors affecting performance and increasing the capacity to improve through more holistic planning.</p> <p>iii) Greater involvement of learners in evaluating teaching and learning and in influencing teaching approaches</p>	<p>i) To deliver a programme of individual and team self-evaluation training and development sessions.</p> <p>ii) To use and then review the effectiveness of the proformas developed for HGIOC self-evaluation and enhancement planning.</p> <p>iii) To revise the approach to team meeting and block team meetings to focus on HGIOC themes, in particular the quality of curriculum, teaching, performance indicators.</p> <p>iv) To involve learners in class and unit evaluation both during classes and at faculty councils.</p> <p>v) To involve lecturers in the evaluation of curriculum, learning and teaching and outcomes.</p> <p>vi) To undertake data analysis exercises with curriculum teams looking at withdrawal rates, SARU and learner success at programme level, using the data analysis to explore influencing factors particularly in relation to equality of outcome.</p>
EP5	<p>To improve the quality of teaching across the College especially in the use of digital technology</p>	<p>There is no direct observation of teaching practice to complement other forms of evidence limiting the College's ability to evaluate the quality of education provided.</p> <p>Too many staff rely on traditional teaching methods as their main approach and fail to demonstrate those innovative approaches.</p> <p>A quarter of our students still feel they are not asked to comment on their lessons and teaching approaches.</p> <p>Students are often working independently, with teaching staff available to facilitate. However, opportunities to make the sessions more engaging and vibrant are sometimes overlooked.</p> <p>Questioning techniques in a few lessons are not always effective in engaging all students, and ensuring that all students participated.</p>	<p>i) More innovative and imaginative lessons delivered with more engaged students.</p> <p>ii) Improved retention and results. (ROA4)</p> <p>iii) Students have regular opportunities across all curricular areas to influence teaching approaches and choice of topics.</p>	<p>i) To deliver a CPD programme focused on improving the quality of learning and teaching, including the use of learning technologies.</p> <p>ii) To have a clear strategy and college-wide long term commitment to implementing the use of new technologies in learning and teaching.</p> <p>iii) To design and implement a college-wide approach to the evaluation of learning and teaching, including direct observation of practice.</p> <p>iv) Curricular teams to monitor the quality of learning and teaching through professional dialogue, observation, learner unit evaluations and self-reflection.</p> <p>v) Learners are engaged in a choice of topics and are given the opportunity to comment on lessons.</p> <p>vi) To share good practice in learning and teaching, particularly in relation to teaching theory classes.</p>

				<p>vii) To develop lecturers' skills further in using good questioning techniques in lessons.</p> <p>viii) Ensure there are more explicit targets within staff reviews with regard to improving their teaching approach.</p> <p>ix) Provide more opportunities for teaching staff to try new approaches outside of the classroom – especially in the use of technology.</p>
EP6	To improve information sharing and collaboration between the various student support services, external agencies and between them and the faculties to ensure that the most appropriate support is provided to students where needed and in a timely manner; thereby increasing retention and learner success.	<p>Learning support and student support services within the college are not yet integrated fully.</p> <p>LAC Data sharing protocols are not yet in place with the local authority limiting the effectiveness of the transition process.</p>	<p>i) Improved transitions with more meaningful information shared between support agencies, schools and the College.</p> <p>ii) More appropriate and better planned interventions that focus on promoting independence in learning.</p> <p>ii) Clearer understanding by students of the range of services on offer within the College.</p>	<p>i) To revise the admissions process so there is a greater focus on transition and preparation for the applicant starting at college.</p> <p>ii) To agree and implement data sharing protocols with the local authority that will allow for information sharing for learning support, LAC and young carers.</p> <p>iii) To merge the student support and learning support services into a single team.</p> <p>iv) To develop lecturing staff knowledge and skills of learner support needs so that they can be identified at the earliest opportunity.</p> <p>v) To promote the range of student support functions to all lecturing staff so they are aware of the services and refer both promptly and appropriately to the correct service.</p>
EP7	To ensure that information and practices around safeguarding, including PREVENT are well understood by all staff and students.	<p>Students and staff have had insufficient opportunity to influence and engage in the broader safeguarding issue of PREVENT.</p> <p>Not all staff are aware of college safeguarding policy and procedures.</p>	<p>i) All staff have a greater awareness of first response requirements in the case of a safeguarding event.</p> <p>ii) Students help shape policy regarding Safeguarding, including PREVENT.</p> <p>iii) Clear understanding amongst staff and students of what to do in the case of a major security event.</p>	<p>i) All staff to be issued with new safeguarding cards with their managers explaining the card's details and ensure their teams know what is required of them in the case of a safeguarding issue.</p> <p>ii) Plans to prevent or respond to radicalisation and to deal with a major terrorist incidence are developed and implemented, including scenario planning, in conjunction with student representatives.</p> <p>iii) Appropriate training in PREVENT is provided based on the plans agreed in ii) above.</p> <p>iv) To appoint a new lead senior manager for safeguarding and ensure full induction and training for the role.</p>
EP8	To ensure that long term curriculum planning is well	In Sport the curriculum delivery has been poorly designed with many students not being well prepared for assessment, resulting	i) All curricular areas have introductory level programmes.	<p>i) Changes to curriculum are based on market research and included with the ROA.</p> <p>ii) The Sport curriculum is reviewed and includes entry level provision.</p>

	managed within available resources and meets the needs of all learners, the local community and business.	<p>in low levels of achievement.</p> <p>In Sport there are no entry level programmes with SCQF level 6 – 8 programmes only. This restricts access to applicants with low levels of achievement from school.</p>	<p>ii) Resources are well used to ensure any new programme is fit for purpose and delivered well.</p> <p>iii) The curriculum remains up to date and relevant to need.</p>	iii) The new Senior Leadership Team meetings manage the approval activity well
EP9	To ensure that the College is meeting its general duty under the Equality Act and promotes equality and diversity across the curriculum.	<p>Students were generally unaware of issues related to equality and diversity in a general sense during the HMIs' visits, although some mentioned work done by the Students' Association.</p> <p>Levels of gender segregation across the curriculum are unacceptably high with 75% of all courses having less than 25% of one gender.</p> <p>Staff do not always take opportunities to celebrate cultural and diversity events, limiting student awareness of equality and diversity issues.</p> <p>Mental health issues are not always well understood by staff and fellow students.</p> <p>Teenage students feel that they are treated differently because of their age.</p>	<p>i) Students are actively involved in promoting equality and diversity in every curricular area.</p> <p>ii) The number of single gender programme groups is reduced by 5%.</p>	<p>i) Faculty teaching staff to work with their students to promote equality and diversity through the curriculum and wider college activity, including the celebration of cultural and diversity events.</p> <p>ii) Recruitment practice includes positive action to reduce the gender segregation across the curriculum.</p> <p>iii) Understanding of mental health issues is improved across the staff through a sustained programme of mental health awareness and first aid. The College promotes mental health and well-being through campaigns and initiatives.</p> <p>iv) Investigate the issues that are of concern to young people about the way they are treated at college, to understand this more clearly and take action to address their concerns.</p> <p>v) Increase recruitment from SIMD1 areas of the region and run outreach programmes within these areas.</p>
EP10	To develop a more flexible, empowered workforce.		<p>i) Everyone takes responsibility for student success.</p> <p>ii) Leadership is distributed with timely interventions and decisions being made to ensure student success.</p> <p>iii) Staff have the confidence to differentiate, meeting the needs of individual students and employers.</p>	<p>i) Leadership development programme for wider SLT.</p> <p>ii) Provide staff with clarity regarding priorities and expectations.</p> <p>iii) Support staff to gain confidence through improved knowledge/skills to take ownership.</p>
EP11	To improve equity of success for all our learners.	<p>A few young students have stated that they feel they are treated differently because of their age and young learner success rates are lower than other age groups.</p> <p>Achievement and attainment is lower and withdrawal from</p>	<p>i) More FT and school LGBT+ students achieving.</p> <p>ii) More FT students</p>	<p>i) To implement, monitor and review the at risk process ensuring lecturers and achievement coaches are well aware of the students most at risk within their group.</p> <p>ii) Achievement Coaches and Course Tutors take a differentiated approach meeting</p>

		<p>programmes is higher for young learners, learners with mental health issues and learners with sight impairment.</p> <p>There are very low learner success rates for students with mental health issues in the Construction, Engineering and Landbased Faculty and the Creative Industries and Sport Faculty.</p> <p>The learner success rate for FE full time LGBT+ students is low at 48% and for School Academy LGBT+ students it is very low at 42%.</p> <p>Learner success rates for 16-19 year olds in the Creative Industries, Sport and Business Faculty were almost 20% lower overall than the rates for the other two college faculties.</p> <p>The learner success rate for FE and HE full time care experienced students is low at 51.9% and 58.3% respectively.</p> <p>The learner success rate for FE full time SIMD1 students is low at 59% which is 6% below the overall FEFT rate.</p>	<p>with mental health issues achieving.</p> <p>iii) More FT care experienced students achieving.</p> <p>iv) More teenage student in the Creative Industries and Sport Faculty achieving.</p> <p>v) More FT students from SIMD1 achieving.</p> <p>(All ROA4)</p>	<p>more regularly with those at risk.</p> <p>iii) To monitor outcome achievement and attendance of at risk groups more closely and intervene early when there are associated issues.</p>
EP12	<p>To increase our use of digital technology in both learning and in our business processes; reducing cost and becoming more effective and efficient in our use of information systems and management.</p>	<p>Learners cannot easily track their own performance online in terms of unit outcome and attendance with an over-reliance on paper systems.</p> <p>Many staff feel that they make insufficient use of technologies because of lack of access to up to date technology and because of a need to upskill through training.</p>	<p>i) A greater percentage of the curriculum delivered more flexibly through digital technology.</p> <p>ii) Learners have better access to the information held by the College about themselves.</p> <p>iii) Staff have easier access to online resources and information about their students' performance.</p>	<p>i) Student Advantage is made available to all students so that they can track their own attendance and achievement.</p> <p>ii) Staff Advantage is made available and allows easy access to student attendance and achievement for lecturers and Achievement Coaches, with staff intervening early when student performance leads to concern.</p> <p>iii) CELCAT is implemented fully so students and staff receive their timetables online with live updates.</p> <p>iv) The College creates and implements a clear strategy for the use of technology in learning to improve staff confidence and skills in using the technology on offer.</p>
EP13	<p>To deepen and broaden consultation and partnership with students and the Students' Association to ensure that the students' views are</p>	<p>More than a few learners state that they don't get an opportunity to comment on teaching approaches or influence their choice of topic.</p> <p>The bursary policy has had the impact that learners who had dropped out, have exemptions or have previously completed units in FE programmes were still required to travel to the College</p>	<p>i) Students feel that staff listen to their concerns.</p> <p>ii) Students are co-creators of teaching and learning activity.</p>	<p>i) To consult fully with students on the operation of student funding to ensure policies and procedures for attendance and payment are not having unintended consequences.</p> <p>ii) All curricular areas to regularly consult with students about learning and teaching at both programme and faculty level, seeking feedback on</p>

	considered fully and impact on the operation of the College.	just to "sign in" and go home again (including from Eyemouth). (EP13)	iii) The Principal leads the partnership with students, setting this as an important cultural aspect of the College.	performance and implementing change where required. iii) Implement <i>Buzz the Boss</i> and <i>Ask Angela</i> so students have direct access to the Principal both face-to-face and by text. iv) To restructure so that the Students' Association has direct access to the Principal.
EP14	To improve our work with external stakeholders including employers, local agencies, schools and universities to diversify our curriculum appropriate to need, and to improve learner success.	In a few cases the transition process and liaison with Borders agencies including secondary schools and social work is limited, reducing the degree to which the College can prepare for applicants with support needs.	i) Employer satisfaction improves, number of students progressing to employment increases. iii) HE provision is expanded. (ROA7)	i) Identify employers and match suitable activities to curriculum areas where employers can influence the content, particularly in relation to employability skills. ii) To work with the universities to expand our HE provision in the Borders. iii) To revise the school/college programme to fit more closely with the school year and finish before the start of the exam diet. iv) To liaise closely with the schools and plan for any events at school that may impact on attendance to mitigate the effect. v) To provide schools with revised and more detailed information about the programmes on offer. vi) To provide more of the part time programmes material on Moodle. vii) To liaise closely with employers whose staff are studying on a college programme to ensure the continuing support of the employer throughout the period of study.

