

## How Good is our College – Enhancement Plan 2017 – 2020



| QI                | Area for development  | Action   | Outcome and Intended impact   | Led by:                  | Completed by: |
|-------------------|---|--|---|--------------------------|---------------|
| 1.2<br>2.2        | Sharing good practice / feedback from staff attending staff development opportunities | Implement a system to share good practice within and across teaching teams and ensure feedback is received from attending events, CPD, conferences etc | Staff share and learn from colleagues. Awareness of good practice is highlighted, resulting in an overall improvement in teaching practice within the college, impacting on the student experience and improving KPIs | Heads of Curriculum      | Aug 2019      |
| 1.2               | Learning and Teaching Strategy  | The Learning and Teaching strategy will be finalised following staff consultation  | Teaching staff take ownership of the strategy which reflects the framework within which the curriculum is delivered   | Depute Principal         | May 2018      |
| 1.2<br>2.3        | Peer review and mentoring   | A peer review and mentoring system will be implemented and embedded into the culture of teaching and learning  | Staff learn from each other and share practice between and across teaching teams, improving the overall teaching practice and impacting positively on the student experience  | Heads of Curriculum      | Aug 2019      |
| 1.2               | Tutor induction   | Review and evaluate the tutor induction processes  | A more effective tutor induction is in place, delivered consistently to ensure all teaching staff have the knowledge and information required to perform their job  | Heads of Curriculum      | June 2018     |
| 1.2<br>2.2<br>2.4 | Engagement with HISA and student representatives                                      | Increase engagement with HISA and train student representatives  | Students and staff are more aware of the role of HISA. The impact of the student voice on college activities is increased.  | Head of Student Services | Aug 2018      |
| 1.2               | Training for new Curriculum Leads   | A series of induction and training sessions will be organised for curriculum leads   | Curriculum Leads have the skills, knowledge and understanding to carry out their role. Management of the curriculum is effective, impacting positively on the student experience                                      | Heads of Curriculum      | June 2019     |

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| 1.3 | Staff appraisal system                                     | A formal staff appraisal system will be implemented  | All staff have the opportunity to formally discuss their performance with their line manager, resulting in staff being clear on their role and their impact, leading to a most focussed workforce     | HR Officer                           | Aug 2018      |
| 1.3 | Review and Evaluation of support functions                 | A formal system of review and evaluation of support functions will be implemented  | Support teams aware of the impact of their role on other areas of the college and the student experience. Leads to improvements in support functions  | Depute Principal                     | June 2019     |
| 1.4 | Review and feedback of course SEDs                         | A structure will be adopted to ensure there is scrutiny of course SEDs, feedback to teaching teams and links to overall quality improvements | This closes the quality loop and provides a clear process for continuous improvement within the college and communication to all staff  | Depute Principal                     | Dec 2018      |
| 2.3 | Feedback and feed-forward to students                      | Ensure a consistent process is in place for student feedback and feed-forward that all staff adopt   | Feedback and feed-forward is consistent to all students across all areas of college curriculum. Students are aware of the timeframes for feedback and the standard format.                            | Heads of Curriculum                  | Aug 2019      |
| 2.4 | Common support needs of students                           | Train teaching and centre staff in identifying and assisting with the areas of most common student support need                              | More staff trained in identifying and assisting with the most common support needs of students, ensuring earlier action to assist students and thereby impacting positively on the student experience | Head of Student Services             | June 2019     |
| 2.5 | Information and guidance to students on progression routes | Implement a system whereby all students receive information and guidance on progression routes available to them for further study           | Students made aware of possible progression routes available to them to allow them to plan further study and career paths   | Heads of Curriculum                  | Feb 2019      |
| 2.6 | Commercial training opportunities                          | Review the current commercial training courses delivered by the college to ensure employer demands are met                                   | A programme of commercial training opportunities that meets local employer demand is in place, strengthening college and employer engagement  | Head of Marketing and Communications | June 2019     |

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| 3.2 | Partial Success      | Review and evaluate the reasons for the increase in partial success within full time programmes; identify ways to reduce partial success | Converting partial success to complete success increases the positive outcome of students and improves their prospects of progressing to further study or employment | Depute Principal | Dec 2018      |