

Newbattle Abbey College



Enhancement Plan – 2018-21

Outcomes & Impacts						
Quality Indicator 3.1 - Wellbeing, equality and inclusion						
Area for Development 1	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
A culture of inclusion is not yet fully embedded into all college practice and across all college teams.	Build on the previous induction programme to ensure a positive start and inclusion for all from the outset.	Sep 2018	Gather feedback, review and if required continue to build on/amend induction programme to aim for 100% satisfaction levels.	Aug 2019	Conduct 3-year review of induction process. Identify areas for development and examples of good practice.	Aug 2020
	Ensure that leading on Equalities good practice is assigned to a member of the SfL team.	Sep 2018				
	Enhance staff development opportunities to	Feb 2019	Review staff development opportunities and	Feb 2020	Conduct 3-year review. Identify areas for	

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	<p>improve existing Equalities practice.</p> <p>Appoint an Equalities and Inclusion student representative to review existing provision and advise on possible improvements.</p>	Oct 2018	<p>continue to improve on existing practice.</p>		<p>development and examples of good practice.</p>	
	<p>Extend the role of the Student Representative Council (SRC) in Quality and key college committees. Ensure representation is 100%</p>	Oct 2018	<p>Review the role of the Student Representative Council (SRC) in the college and extend if required.</p>	Aug 2019	<p>Continue to develop the role of the Student Representative Council (SRC).</p>	Aug 2020
	<p>Ensure full student representation on course review panels, and college</p>	Nov				

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	<p>Board/Committees</p> <p>Extend SPARQs training for student representatives particularly focussing on how students can contribute to overall quality calendar.</p> <p>Enhance opportunities for student social activities supported by the sub-wardens.</p> <p>Build on mental health awareness training carried out last year - extend to all staff. Organise drop-in surgery and training/information</p>	<p>2018</p> <p>Sep 2018</p> <p>Sep 2018</p> <p>Feb 2019</p>	<p>Review the SPARQs training and extend if required.</p> <p>Review and develop student social activities (residential and non-residential) in collaboration with the SRC.</p> <p>Assess changing requirements/review mental health awareness needs and extend/develop</p>	<p>Sep 2019 (induction)</p> <p>Jan 2019</p> <p>Feb 2020</p>	<p>Review past 3 years and continue to develop social activities for students/build on successful events if required.</p> <p>Review procedures and overall mental health</p>	<p>Dec 2020</p>
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	<p>session for February Quality Day.</p> <p>In partnership with the HUB for SUCCESS provide support and resources for care-experienced students involving care-experienced alumni.</p>	<p>March 2019</p>	<p>if required.</p> <p>Review existing provision and build on support provided for care-experienced students in partnership with the HUB for SUCCESS.</p>	<p>March 2020</p>	<p>awareness and extend training as required.</p>	
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Quality Indicator 3.2 – Equality, attainment and achievement for all learners						
Area for Development 2	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
There is a need to ensure that revised procedures for monitoring attendance, facilitating learning and evaluating student progress are in place and used consistently to reduce withdrawal rates and increase attainment.	Ensure a seamless recruitment/contact process from first enquiry to beyond college.	July 2018	Review recruitment process and amend/build on as required for 100% satisfaction.	July 2019	Gather feedback and review the process in order to achieve 100% satisfaction levels.	July 2020
	Restructure SharePoint to enhance student access to learning materials and resources so that learners achieve the required outcomes.	Sep 2018	Review and amend/extend the online student learning environment. Explore other options.	June 2019	Continue to review and develop the optimum online student learning environment.	June 2020
	Introduce a ‘traffic light’ warning system from the	Sep 2018	Review new system in light of	Sep 2019	Review procedures and	Sep 2020

	<p>beginning of the academic session to flag up potentially at risk students, monitor student progress and facilitate early intervention to reduce withdrawal rates and maximise retention. Aim for 70% achievement rates for both HE and FE students.</p>		<p>retention and achievement data and amend/extend if required.</p>		<p>amend/extend if required to aim for a minimum of 70% retention.</p>	
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Delivery of learning and services to support Learning - How good is the quality of the provision and services we deliver?						
Quality Indicator 2.2 - Curriculum						
Area for Development 3	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
Opportunities to develop employability across the curriculum are not yet fully embedded in all courses.	Build on existing employer partnerships/SDS to enrich the curriculum and provide information on employability. Ensure that there are clear progression pathways and employability options embedded in every course. Link the curriculum	March 2019 Sep 2018	Review employability partnerships and extend if required. Review and extend the links to STEM	Sep 2020	Continue to enrich the curriculum by reviewing and extending employability opportunities. Continue to build STEM into the	Sep 2021

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	<p>to the STEM Strategy if possible.</p> <p>Liaise and consult with SDS, employers and industry professionals to support employability and ensure currency of provision.</p> <p>Explore the option of progression to a Modern Apprenticeship for Rural Skills (NC) students.</p> <p>Explore additional pathways for the Rural Skills students either via college or employment.</p>	<p>Sep 2018</p> <p>June 2019</p> <p>Feb 2019</p> <p>Feb 2019</p>	<p>strategy if required.</p> <p>Review procedures in place to ensure currency of provision and support employability. Extend if required.</p>	<p>Sep 2019</p> <p>Aug 2020</p>	<p>curriculum.</p>	<p>Sep 2020</p>
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Quality Indicator 2.3 – Learning, teaching and assessment						
Area for Development 4	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
Meeting learner needs is not yet fully effective in improving attainment, particularly at FE level.	Enhance support documentation such as lesson plans, ILPs, schemes of work and assessment schedules.	Sep 2018	Review and extend/add to existing documentation if required.	June 2019	Continue to monitor/ensure that support documentation effective in meeting targets.	June 2020
	Extend staff development opportunities to ensure that tutors are maximising the use of online resources and digital technology in their teaching and assessment.	Aug 2019	Review staff development opportunities in relation to digital technology and online resources.	June 2020		
	Extend the use of evaluation procedures for the L & T team to monitor performance levels	Ongoing (complete by June)	Review the evaluation procedures implemented and amend/extend as	June 2019	Continue to ensure that effective evaluation mechanisms are in	June 2020

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	<p>and gather learner feedback at all key stages.</p> <p>Ensure that the L & T team continue to pursue a collaborative approach with their teaching and assessments.</p> <p>Ensure that the L & T team maintain their up-to-date knowledge of current workplace/CLPL practice.</p>	<p>2019)</p> <p>Ongoing (complete by June 2019)</p> <p>May 2019 (Review as part of PRP)</p>	<p>required.</p> <p>Review the collaborative approach taken and amend if required.</p> <p>Continue to develop CLPL practice and knowledge of workplace.</p>	<p>June 2020</p> <p>May 2020</p>	<p>place.</p> <p>Continue to build on the collaborative approach to teaching/assessments.</p> <p>Review CLPL activity and ensure that CLPL practice still current.</p>	<p>June 2021</p> <p>May 2021</p>
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Quality Indicator 2.4 – Services to support learning						
Area for Development 5	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
Learner attendance and attainment are not monitored sufficiently closely in order to identify support needs and improve retention and attainment.	Introduce a pre-entry Support for Learning guidance interview for learners with identified additional needs in order to maximise retention and overall achievement.	Sep 2018	Monitor and review pre-entry SfL procedures if required.	June 2019	Continue to ensure that support needs are being met to improve retention and attainment. Aim for 70% retention	June 2020
	Restructure reporting mechanisms to allow for more detailed recording of guidance meetings to support learner needs	Sep 2018	Review reporting mechanisms.	June 2019		
	Enhance existing support documentation	Sep 2018	Review and amend support documentation if required.	June 2019		

	such as ILPs and PLSPs. Build on mental health awareness training carried out last year. Monitor and review.	June 2019				
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Leadership and Quality Culture – How good is our leadership and approach to improvement?						
Quality Indicator 1.1 - Governance and Leadership of Change						
Area for Development 6	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
There remains scope for the college to further plan and develop the curriculum in collaboration with all relevant stakeholders.	Implement marketing plans and procedures for all curriculum-related areas and expand marketing activities to encompass the college’s national remit.	Sep 2018	Establish if marketing objectives met. Build on previous activity. Review at regular intervals.	July 2019	Continue to develop the college’s marketing activity. Review PIs.	July 2020
	Monitor LMI in order to better inform curriculum development where possible.	Ongoing	Continue to monitor LMI in order to ensure currency of provision.	Ongoing	Continue to monitor LMI in order to ensure currency of provision.	Ongoing
	Explore potential collaborative	June 2019	Continue to explore/build on	June 2020	Review partnerships in light	June 2021

	<p>partnerships with relevant HE/FE providers.</p> <p>Continue to contribute to collaborative groups such as the Regional Learner Passport (RPL) and the FE/HE City Deal.</p> <p>Introduce and continue to develop new SWAP Access pathway to the BA Hons Education Studies (Primary) at QMU.</p>	<p>Ongoing</p> <p>Sep 2018</p>	<p>partnership working. Explore other opportunities. Where possible tying in with government priorities and identified areas of need/high demand.</p> <p>Build on existing pathway in light of the outdoor learning agenda.</p> <p>Review the</p>	<p>Sep 2019</p>	<p>of previous criteria. Extend allowing for capacity/facilities required.</p> <p>Continue to extend Access pathway and explore additional options.</p> <p>Continue to extend</p>	<p>Sep 2020</p>
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	<p>Involve the L & T team and student representatives in the curriculum planning process.</p> <p>Review the college risk register and amend/extend as required.</p>	<p>Ongoing to June 2019</p> <p>Nov 2018</p>	<p>involvement of the L & T team and student representatives in the curriculum planning process.</p>	<p>June 2020</p>	<p>and develop the role of the L& T team and student representatives.</p>	<p>June 2021</p>
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Quality Indicator 1.4 – Leadership of evaluation leading to Improvement						
Area for Development 7	Planned Actions – 2018-19	Actioned by	Planned Actions – 2019-20	Actioned by	Planned Actions – 2020-21	Actioned by
Our evaluative processes do not consistently inform our planning procedures.	Improve evaluation and methods for recording/storing feedback across the curriculum in order to improve and guide future planning, recruitment and retention.	Ongoing to June 2019	Review the revised mechanisms and amend/extend as required.	June 2019	Continue to maximise and develop the evaluative procedures in order to better inform planning.	June 2020
	Make use of the greater involvement of observation and scrutiny visits from Education Scotland	Ongoing	Continue to build on this input and advice/recommendations received.	Ongoing	Use the information obtained in order to review existing procedures and build on good practice.	Ongoing
	Build on the peer	June 2019				

	learning/observation (Learning & Teaching) programme.		Monitor and review the peer learning and observation programme.	June 2020		
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