

Edinburgh College

Self Assessment Report

2014

Creating Opportunities for Edinburgh and the Lothians

January 2014



Contents

Introduction.....	2
Self-Evaluation Summary for 2012/13.....	3
College Facts and Figures 2012/13.....	4
Student Performance Indicators.....	5
Student Outcomes.....	7
Programme Area Self-Evaluation: Key Themes.....	8
Student Satisfaction Surveys 2012/13.....	12
Programme Area Self-Evaluation.....	13
College Self-Evaluation: Judgement of Effectiveness.....	14
Creative Industries	
Art and Design.....	15
Broadcast Media and Photography.....	26
Computing.....	31
Music and Sound Production.....	35
Performing Arts.....	39
Edinburgh Business School	
Business and Finance.....	45
Management and Enterprise.....	52
Engineering+	
Automotive Engineering.....	58
Electrical Engineering.....	61
Engineering.....	64
STEM.....	67

Health, Wellbeing and Social Sciences

Childhood Practice.....	72
English, Communications and Highers.....	75
Health and Social Care.....	78
Health and Veterinary Professions.....	83
Social Sciences.....	86
Sport and Fitness.....	95

Institute of Construction and Building Crafts

Built Environment.....	100
Carpentry, Decorating, Plumbing and Wet Renewables.....	104
Trowel Trades and Allied Skills.....	110

International

ESOL and English Language Teacher Training.....	113
---	-----

Hospitality

Beauty Therapy.....	117
Hairdressing.....	122
Hospitality and Professional Cookery.....	128
Retail and Events.....	131
Travel, Tourism and Modern Languages.....	134

College Communities

Additional Support with Mental Health Outreach.....	137
Community-based ESOL.....	143

Introduction

College Vision:

“Working together with students and staff to deliver a prosperous economy”

Edinburgh College has been formed as a result of the merger between Edinburgh’s Telford College, Jewel & Esk College and Stevenson College Edinburgh. We have four main campuses: Granton (formerly Edinburgh’s Telford College), Milton Road and Midlothian (both formerly Jewel and Esk College) and Sighthill (formerly Stevenson College Edinburgh).

With over 26,000 students and 1,400 staff, Edinburgh College combines the existing strengths of the three colleges to serve Edinburgh, East Lothian and Midlothian.

The College is developing a broad curriculum based around seven key hubs, which will underpin the development and sustainability of the Edinburgh and Lothians key economic sectors, working hand in hand with industry.

The new College will be good for the capital, good for business and good for the communities in which we serve. We are the largest college in Scotland and one of the largest in the UK, with an annual turnover of £65 million. We have the strongest single student body in Edinburgh and our key commitment is to put students at the centre. Strong and vibrant vocational and educational provision is our highest priority as are strong links with employers and our local universities.

Self-Evaluation Summary for 2012/13

Self-evaluation is the process of critically reviewing the quality of our performance and provision.

In line with the rest of the FE sector, the College is committed to using self-evaluation and a continuous quality improvement strategy to:

- enhance the student experience
- provide a strong basis for good planning and management

College Facts and Figures 2012/13

Student profile 12/13

(for courses leading to recognised qualifications lasting 160 hours or more)

Age profile	
under 18	24.8%
18-20 year olds	30.0%
21-24 year olds	13.7%
25-40 year olds	23.5%
41 and Over	8.1%
Gender	
Female	47.6%
Male	52.4%
Ethnicity and Disability	
Ethnic minority	8.4%
Disability	12.3%

Student Performance Indicators Sector Comparison

Full-time student success rates 2012/13

(for courses leading to recognised qualifications lasting 160 hours or more)

College	Edinburgh College	Sector	College/ Sector (+/-)
FE FT%	66.6%	65.4%	+1.2%
HE FT%	72.4%	70.4%	+2.0%

Student Performance Indicators by Delivery Mode

Student success rates 2010/11 to 2012/13
(all courses)

Mode of Delivery	FE%				HE%			
	College 2011-12	College 2012-13	Sector 2012-13	College/ Sector (+/-)	College 2011-12	College 2012-13	Sector 2012-13	College/ Sector (+/-)
Full Time	65.1%	66.6%	65.4%	+ 1.2%	74.5%	72.4%	70.4%	+ 2.4%
320 hours up to FT	73.9%	73.1%	74.0%	- 0.9%	74.9%	87.2%	82.5%	+ 4.7%
160 up to 320 hours	76.4%	73.5%	71.2%	+ 2.3%	81.7%	72.4%	75.2%	- 2.8%
80 up to 160 hours	83.6%	72.9%	77.4%	- 4.5%	67.4%	74.0%	72.9%	+ 2.9%
40 up to 80 hours	82.6%	84.4%	76.1%	+ 8.3%	77.0%	70.6%	78.0%	- 7.4%
10 up to 40 hours	91.1%	68.8%	87.6%	- 18.8%	0.0%		75.0%	
under 10 hours	100.0%	65.4%	96.2%	- 30.8%				

Student Performance Indicators by HMIE Subject

Student Success Rates 2012/13 by HMIE subject

(for courses leading to recognised qualifications lasting 160 hours or more)

Subject Area	FE %			HE%		
	College 2012-13	Sector 2012-13	College/Sector (+/-)	College 2012-13	Sector 2012-13	College/Sector (+/-)
Art and design	74.9%	68.4%	+ 6.5%	89.1%	75.4%	+13.8%
Business, management and administration	57.9%	66.8%	- 8.9%	63.3%	69.8%	-6.5%
Care	69.7%	66.8%	+ 2.9%	69.2%	72.0%	-2.8%
Computing and ICT	55.3%	65.8%	- 10.5%	64.8%	67.2%	-2.5%
Construction	77.0%	74.0%	+ 3.0%	85.5%	76.0%	+9.5%
Education and training	57.4%	67.6%	- 10.2%	60.0%	74.3%	-14.3%
Engineering	74.6%	75.4%	- 0.8%	87.6%	72.1%	+15.5%
Hairdressing, Beauty and Complementary Therapies	73.1%	69.3%	+ 3.8%	78.2%	76.4%	+1.8%
Hospitality and tourism	69.4%	67.4%	+ 2.0%	76.7%	65.8%	+10.9%
Land-based industries	73.7%	69.6%	+ 4.1%		73.4%	
Languages and ESOL	77.8%	68.5%	+ 9.3%		75.0%	
Media	67.3%	59.9%	+ 7.4%	70.5%	66.6%	+3.9%
Nautical studies		86.1%			86.4%	
Performing arts	63.8%	64.2%	- 0.4%	80.3%	78.6%	+1.8%
Science	66.4%	57.4%	+ 9.0%	74.8%	71.5%	+3.4%
Social subjects	57.3%	53.8%	+ 3.5%	64.0%	69.0%	-5.0%
Special Programmes	64.8%	71.4%	- 6.6%	61.8%	67.0%	-5.1%
Sport and Leisure	75.2%	64.7%	+ 10.5%	73.4%	69.2%	+4.2%

Student Outcomes

by Equality Breakdown

(for courses leading to recognised qualifications lasting **160 hours or more**)

Calculation	College 2012-13 Retained/Enrolled	Sector 2012-13 Retained/Enrolled	College/Sector (+/-)	College 2012-13 Achieved/Enrolled	Sector 2012-13 Achieved/Enrolled	College/Sector (+/-)
College	85.7%	81.5%	+4.2%	71.1%	69.4%	+1.7%
Age Profile						
under 18	82.2%	66.0%	+16.2%	66.3%	54.9%	+11.4%
18-20 year olds	84.6%	70.3%	+14.3%	69.7%	59.6%	+10.1%
21-24 year olds	85.6%	66.9%	+18.7%	72.2%	57.7%	+14.5%
25-40 year olds	88.9%	69.7%	+19.2%	74.5%	60.8%	+13.7%
41 and Over	91.6%	74.3%	+17.3%	78.6%	65.3%	+13.3%
Gender						
Female	85.6%	80.5%	+5.1%	71.4%	69.7%	+1.7%
Male	85.8%	82.4%	+3.4%	70.7%	69.2%	+1.5%
Ethnicity						
Ethnic minority	86.9%	80.4%	+6.5%	70.9%	65.1%	+5.8%
Disability						
Disability	83.6%	80.7%	+2.9%	68.6%	68.0%	+0.6%

Programme Area Self-Evaluation: Key Themes

The following section includes common strengths and areas for improvement identified by course teams through self-evaluation, and also a number of broader actions to be addressed in session 2013/14.

Key strengths identified across a number of areas include:

Development of Excellent Industry Links:

- Strong partnership working with industry to provide work placement and employment opportunities for students, with employers being involved in course design, delivery and often the application process within Built Environment, Health and Veterinary Professions and Media, Broadcast and Photography areas. A number of students have gained employment as a result.
- Developing strong links with business sectors, e.g. Engineering, Automotive and Health and Social Care, creating more opportunities for students to find the education and career paths that suit them best. This collaborative approach allows our students to form a highly skilled and motivated workforce.
- Leading the way in green technologies in the further education sector with the introduction of the Green Transport Prize, one of the most high profile events in Scotland this year dedicated to research into innovative technologies.
- Building on the strength of our electric vehicle research project, in partnership with SEStran, Edinburgh Napier University and Mitsubishi Phoenix. We have begun installing 30 new public electric vehicle charging points from the north Highlands to the Borders and Ayrshire to Fife to help ensure that commuters will never be more than 50 miles from a charging post. The aim is to make electric vehicles a realistic option for travelling and a genuine alternative on the roads.
- Opening the Creative Exchange in June 2013, a vibrant new hub for creative entrepreneurs within Edinburgh, in partnership with the City of Edinburgh Council. This joint initiative guides small businesses starting out on their journey and is specifically targeted at the creative industries. All members can access a wide range of state-of-the-art facilities and support including super-fast broadband and space for meetings, networking and exhibitions. There are business support services ranging from start-up advice through to mentoring and help to secure investment.

Access and Inclusion (Opportunities for All):

- The College increased the proportion of 16-19 year olds enrolled on FT programmes, in line with Opportunities for All, to 53% in 2012/13 (Target 45%) from 43% in 2011/12. It also improved its range and spread of provision in 2012/13 by increasing its offering at SCQF levels 4 and 5 to 37% in session 2012/13 from 22% in 2011/12. We also delivered 68% WSUMs activity as FE, with 10% of this at Access 1 to 3, and 27% WSUMs as HE.
- Building on the success of the East Lothian Hospitality and Tourism Academy. This academy has provided a smooth transition for students, raised industry standards and met the Scottish Government's objectives for increasing employment opportunities, especially among students who may not have considered themselves as college or university material. It is now being used as a model for other industries. The Scottish Funding Council has provided £4.6million for the development of three new academies in creative industries, food science and nutrition, and health and social care. These academies are now being rolled out to more schools in East Lothian, as well as Edinburgh, Midlothian and the Scottish Borders.
- The College's community-based employability agency, WEACT, works with a range of partners to deliver the City Council's GET ON employability service from a range of outlets across the city. The Get On Employability Service works across Edinburgh to help people to access employment, training, volunteering and educational opportunities.

Learning and Teaching:

- Industry-focussed projects which mirror the real-life working environment, provide vocational emphasis and enhance employability skills continue to be evident in a number of areas, especially Performing Arts, Food and Hospitality and Media courses.
- Contextualisation of Learning and Teaching materials and use of VLE in a number of programme areas has increased student engagement and prepared students for progression into industry. Particularly evident within English and Communications, Performing Arts and Travel, Tourism and Modern Languages.
- Teaching approaches, drawing on staff's industry experience, enable delivery of 'realistic' studying/practice environments/tasks; in some cases involving cross-curricular team-working (e.g. textiles students are being relocated to PASS corridor to work more closely with acting students).
- The flexible and accessible range of entry points offering both structured internal progression within the college and articulation to higher education institutions and employment, with particular reference to Social Sciences and Travel, and Tourism and Modern Languages.

- Support and pastoral care of students has improved through effective liaison between teaching teams, student services and Learning Development Tutors in many areas.

Areas for improvement over session 2013/14 include:

Learning and Teaching:

- The provision of assessment plans to students is not comprehensive across the college; and assessment spacing has been identified as an area for review in a number of areas.
- A number of teams expressed a desire to develop elements of their course offering to ensure compliance with industry needs; address 'gaps' in entry and progression routes; or meet additional market demand.
- Developing solutions to meet the challenge of cross-campus working; ensuring standardisation activities are taking place to ensure equity of student experience; and sharing good practice in learning and teaching, are seen as key challenges for session 2013/14.
- Ensuring interview processes are appropriate, robust and standardised within programme teams, and ensure students are placed on the right course.

Broader actions:

- Root cause analyses and actions to address areas of poor performance indicators will be part of the quality enhancement cycle for 2013/14. Also, a wider review into the low part-time achievement rates will be carried out.
- Further develop staff competency in evaluating the learning process (Education Scotland Element 5.2) and the teaching process and its context (Education Scotland Element 5.3) in particular related to learner engagement in the classroom. Programme Managers, with support from the Quality Enhancement and Learning and Teaching teams, will take actions to address this going forward.
- Improving pre-entry guidance and recruitment processes have been identified as a priority for a few curriculum areas, particularly for part-time students.
- Further development of curriculum offering at SCQF 4 and 5 to increase access and progression routes for students have been identified within a few programme areas.
- Continued development of Moodle is planned in many areas.
- Continuation of the work initiated to standardise practice across four campuses.
- Implementation of the student journey recommendations to ensure College systems, procedures and processes support students accessing College programmes and enable them to fulfil their potential.

Student Satisfaction Surveys 2012/13

Students are invited to complete three satisfaction surveys at designated times throughout the year. The feedback provided is a valuable resource for evaluating and improving the student experience, and supplements the feedback provided by other means including class representatives, unit evaluation forms and Learner Reviews carried out by the Quality Enhancement Team in partnership with ECSA.

Induction Survey 2012/13. (5736 student participants)

- Student satisfaction was broadly high, across each of the elements of the induction survey (application, interview, induction, guidance, first impressions and learning climate), and this was consistent across each of the college's campuses;
- Most students received general, library and IT inductions, with fewer than one-in-five stating they did not;
- Most students described their first weeks at Edinburgh College as "Interesting", "Friendly" and "Exciting";
- Deployment of specific elements of the college's induction programme (incorporating IT and library facilities) varied across campuses, and the programme was not fully or consistently deployed at any campus.

Learning and Teaching Survey 2012/13. (4104 student participants)

- Overall, the learning and teaching survey suggested the college delivered an effective service, as judged against two key questions:
- Students felt they had greatly developed their knowledge and skills (86% agree); and
- were satisfied with their course (86% agree).

Pre-Exit Survey 2012/13. (3921 student participants)

- Overall, students were broadly satisfied - 90% of respondents stated that they enjoyed studying at Edinburgh College; 88% would recommend the College to a friend;
- Students felt prepared for taking the next steps in education/employment - 86% were aware of the steps to progressing in their chosen field; 84% stated they were fully prepared to take the next steps;
- High satisfaction rates in the area of support and students felt welcome and respected;
- However, while most students felt prepared to take their next step, 77% knew how to look for a job; only 68% said they'd received help with interview and CV skills; 74% said they'd had the help they'd needed to apply to university/HE;
- 44% of students said their class rep had made a real difference to their learning; 41% said the student representative council had made a real difference.

Programme Area Self-Evaluation Reports and Action Plans

The following sections include key strengths and good practice identified by individual course teams through self-evaluation, and also areas for improvement and action plans.

College Self-Evaluation: Judgement of Effectiveness Definitions 2012/13

Guidance on Judgement of Effectiveness	
Statement	Guidance
Effective	<p>Effective – the Programme Area has effective arrangements in place to maintain and enhance the quality of its provision and outcomes for students and other stakeholders.</p> <p>This judgement means that the Programme Area has robust arrangements to assure and enhance quality and is likely to continue to improve the quality of its services for students and other stakeholders.</p>
Limited Effectiveness	<p>Limited Effectiveness – the effectiveness of the Programme Area's arrangements to maintain and enhance the quality of its provision and outcomes for students are limited.</p> <p>This judgement means that there are some strengths in the Programme Area's arrangements for quality enhancement, but that there are weaknesses which, if not addressed, will continue to limit the effectiveness of the Programmes Area's arrangements for high quality learning and/or student engagement and/or quality culture.</p>
Not Effective	<p>Not Effective – the Programme Area's arrangements to maintain and enhance the quality of its provision and outcomes for students and other stakeholders are not effective.</p> <p>This judgement means that there are significant weaknesses in arrangements for high quality learning and/or student engagement and/or quality culture, and that there is a high probability that without significant and comprehensive action, with external monitoring and support, the Programme Area will fail to improve provision and outcomes to an acceptable level.</p>

Creative Industries: Art and Design

3 Key strengths

Effective employer links, in particular at HN level, enhance the student experience, foster student professionalism and significantly impact on positive progression into University study, employment and self-employment. Strong examples are the Graphics mentoring programme and Contemporary Art Practice employer partnership with the Edinburgh Sculpture Workshop. The Graphics Mentor has been nominated for a variety of awards including the prestigious SQA Star Award for Innovation.

The majority of courses within Art and Design have high PIs for completed successful within the green or yellow traffic light bands. Most HE and FE courses' PI data are above the national average for the sector for completed successful. This is a result of the realistic working environment provided, coupled with high-quality teaching supplemented by the CPD activities of team-members. The Art and Design folio of courses has progression routes from SCQF Access 3 through, 5, 6, 7 + 8 with defined, accessible and flexible entry and exit points at FE and HE level.

Internal and external progression into HE and FE programmes are high from most courses within the team. Most courses have effective informal links with specific university departments and students benefit from understood progression/articulation routes into first, second and in some circumstances third year of respected degree programmes. Formal articulation routes are in place with the University of Cumbria and The Glasgow School of Art.

Creative Industries: Art and Design

3 Key areas for improvement

Although the area has strong overall PIs a few courses fall within the amber and red traffic light bands. In these instances the PI data suggests the most significant issues lie in high rates of completed partial success and further withdrawal numbers. Actions to lower these numbers and move student achievement totals into the completed successful PI columns would significantly raise student achievement and promote the PIs into the yellow and green bands, the form of these actions will be considered with the team.

The courses within the Art and Design team have strong reputations with schools, employers and HE providers. There are instances of effective links with schools, parents, university registry and careers guidance teams across the Lothians, Scotland and rest of the UK. Although application levels and progression rates are high across most courses there is some confusion over entry points and internal/external progression routes with key stakeholders. The newly formed Art and Design team would benefit from clearly defining its position as a centre of excellence within the sector. Producing marketing and guidance material that clarifies the full folio of courses to all stakeholders via the website and team brochure would significantly improve and enhance the team's growing reputation.

The majority of EE and EV reports from a range of awarding bodies including SQA, Pearson BTEC and OCR evidence a strong quality culture within course teams that promotes innovative delivery and rigorous internal verification of assessment decisions. Delivery teams effectively use a variety of assessment and verification approaches that reflect the subjective nature of gauging creative attainment through professional discussion and team assessments. Most courses are planning and recording IV and NSS processes well using college and awarding body systems. However, some IV activity that occurs is not fully recorded and requires specific actions at course team level to ensure full compliance with relevant policies and procedures.

Creative Industries: Art and Design

Good practice examples

Regular use of visiting artists and designers and University staff to promote learning and motivate staff and students.

Innovative use of Employment Mentors to promote student employability skills recognised at national awards. Local design agencies provide professional feedback to HND year 1+2 Graphic Design students on live projects throughout the year. The Mentoring Programme has won more than a dozen national and international awards including, for the second year in a row, the coveted Scottish Marketing Student of the Year. The mentors positively impact on the learning and achievement evidenced by three winners in the Young Creative Network Awards (YCN) in 2013, and the course has been successful in the D&AD competition in the past four years (an unprecedented run for a non-degree course). In addition to this the Mentoring Programme was highly commended in the Innovation category of the SQA Star awards 2013. The Graphics course has been highlighted by Education Scotland as an example of best practice for employability in their aspect report. In addition to this all our 2012 graduates were successful either finding subject-specific employment or progressing to HE. These results we believe are a direct result of the Mentoring Programme and the enhanced delivery options it offers.

Strong links with alumni via the Artist in Residence scheme (AIR). The AIR scheme recruits two past graduates from the Art and Design courses with each undertaking a one-semester residency with an allocated studio, resources and an external exhibition. The AIRs work alongside academic staff to promote graduate employment skills and enhance the learning environment by conducting presentations and workshops to share best practice and current Art and Design practice.

On course and end-of-course programme of exhibitions and industry nights that showcase student achievement and talent, which raises and maintains the reputation of the Art and Design team at a national level whilst launching graduates into the Creative Industries.

Students benefit from contextual study trips to enhance learning and motivate students which include the use of local and national galleries, trips to creative businesses and university departments as well as longer trips to Berlin and London.

Creative Industries: Art and Design

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3, 5.4, 5.5	Review PI data from session 12-13 for all courses; identify relevant actions to minimise completed partially successful, early and further withdrawals.	Improve completed successful attainment to enhance student progression into further study or employment.	All course teams record at course level.	CTM 1	PI data analysed within teams.
2.1, 2.2, 5.1-5.5	Develop and confirm a meeting schedule for 13-14. Schedule to include SE stages, 4 weekly course level meetings and 6 weekly team forums across all campus delivery.	To enhance and facilitate course and team planning to positively impact and identify and monitor actions across the session and beyond.	PM to liaise with cross campus course teams to identify and schedule appropriate times, days and dates for all meetings. Team to feedback and confirm at time out session.	11/10/13	Achieved. PM liaise with Centre Administrator to book rooms and send out meeting requests.
2.1, 2.2, 5.1	Clarify, investigate and explore possible HN articulation routes with relevant institutions' departments. Emphasis on HN articulation into Scottish year-three equivalent. Liaise with PM to formalise if appropriate and centrally record routes for Art and Design pamphlet.	To increase positive destinations and employability of students. To provide staff with CPD and knowledge transfer opportunities. To provide relevant and engaging marketing material to promote recruitment to FE/HN courses.	Individual course teams record at course level.	CTM 1	Discussions instigated with GSA, DJCAD, GRAYS, GCAL.

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1, 5.3	Consider benefits and impact of possible relocation of some/all Art and Design provision from Sighthill to Granton Campus.	To potentially improve the student learning experience and share best practice in teaching and learning approaches.	Relevant course teams record at course level and liaise with PM and HOC.	Review findings end of sem 1	Relevant team discussions taking place.
5.3, 5.5	Provide bursary and consumables requests for the year 13-14.	To enable effective L+T.	Individual course teams to forward to PM.	October 13	Ongoing
5.1, 5.2, 5.3, 5.4, 5.5	Assessor and verifier updates required by awarding bodies.	To enable effective L+T, assessment and verification, comply with awarding body policies and provide relevant CPD activity.	All staff to complete checklist and return to Quality unit and enrol on identified CPD.	End of November 13	

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1, 5.3	Identify CPD and request approval from PM and Learning and Development team using form to access subject and course specific CPD.	To positively impact on L+T and staff subject and delivery knowledge.	Individual staff and course teams to identify and request relevant CPD. Forward to PM for approval.	Review end of semester 1 and on a rolling basis over the session.	4 CPD requests submitted and agreed to date. On-going.
5.3	Identify and apply for relevant awards across all programmes.	To recognise staff and student achievement and use as effective promotional and marketing information.	All course teams to investigate and apply if appropriate. Consider use of bid writer support via PM and record at course team level.	Review at CTMs and on a rolling basis over the session at 4 weekly team meetings.	Ongoing
5.3, 5.4	Develop team identity as a Centre of Excellence and consider the use of a suitable and appropriate Patron to represent whole team.	To highlight strong reputation of Art and Design team across the sector and raise profile with all stakeholders.	Team to consider at course team level and Team Time sessions feeding back to PM.	Review at team forum 13/01/14.	PM liaising with HOC and Marketing.

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2-5.5	Art and Design team involvement within CI events committee.	To effectively schedule, resource and promote Art and Design exhibitions and industry events.	Course team members to attend events committee and send centre administrator approx dates for all events. Team members to represent course areas at committee and feedback to teams. PM Centre Admin to forward minutes of meetings.	As per events committee schedule.	Meetings scheduled and calendar created ongoing.
2.1, 5.3, 5.5	Request additional Learning Assistant support for Textiles and Digital focused courses.	To enhance the L+T environment and support effective course delivery.	PM to submit request to HOC.	October 13	Tex LA achieved.
2.2, 5.2, 5.3, 5.4, 5.5	Expand the Graphics Mentor programme to include active participation within the Creative Exchange and initiate the programme across other HN provision with CI.	To promote employability skills across the CI and use the Creative Exchange as a focus for embedding employability skills with course delivery.	Graphics team to submit proposal with PM to HOC for leadership support.	September 13	Staffing and LA hrs achieved. Laptop submit to R+D Fund.

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2	Develop a curriculum map and collate course level written and visual information for Art and Design team marketing material.	To clarify entry points, internal/external progression into further study and employment. To raise profile of team linked to centre of excellence within sector and to all relevant stakeholders.	PM to produce curriculum map and liaise with marketing and communications team to produce Art and Design brochure.	November 13	Map achieved: brochure agreed with marketing.
2.1, 2.2, 5.1-5.5	Ensure full compliance with awarding body and college IV procedures.	To enhance and improve the quality process and rigour of assessment decisions.	PM to provide guidance to relevant teams. Course teams to record IV and standardisation process using college and awarding body paper work.	October 13 and reviewed at CTM 1.	
2.1, 2.2, 5.1	Clarify, investigate and explore possible school progression routes into FE and HE courses within Art and Design. Liaise with PM and schools team to record routes for Art and Design pamphlet.	To increase recruitment of students and address widening access, 16-19 Govt agenda and D+E issues. To provide relevant and engaging marketing material to promote recruitment to FE/HN courses.	Individual course teams record at course level.	CTM 1	Member of staff to be given remitted time sem 2.

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.2, 5.3	Develop proposal for introduction of an HN Fashion course 14-15.	To respond to stakeholder feedback and college strategic aim to grow by 20% and provide courses that positively impact on the local and national economy.	Textile team to investigate different awarding bodies provision. Team members to visit other delivery centres and engage with local and national fashion industry stakeholders. Liaise with PM to resource development activities.	Review at CTM 1 and produce development plan end of semester 1.	Textiles staff collating Qual. information and gathering feedback from industry and Uni stakeholders.
5.1-5.5	Expand the use of the Artist in Residence scheme and use of master classes, guest lecturers and visiting artists across the Art and Design team and CI.	To enhance the positive and motivating impact on the L+T environment for staff and students. Provide graduate employment experience.	Relevant teams to liaise with PM and HOC to submit proposal to resource expansion.	October 13. Review at end of semester 1.	Achieved
2.1, 2.2, 5.1-5.5	Introduce the use of Pro Monitor to record and collate assessment data on appropriate courses.	To raise student attainment through the innovative use of IT to enable academic and support staff to guide and support the L+T journey.	PM to liaise with IT manager, HOC to submit proposal to resource successful implementation of pro monitor within ND / FAD courses.	October 13	Submitted. Staffing costed; IT request being considered by leadership.

Creative Industries: Art and Design

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.2, 5.2, 5.3, 5.5	Collate a database of key stakeholder contacts for each course/subject specialism.	To maximise opportunities to involve all stakeholders in the activities of the team and recognise and acknowledge external support received.	Course teams to collate a list of key stakeholders and forward to PM and Centre Administrator.	CTM 1	Ongoing
2.1, 2.2 5.1-5.5	To actively respond to opportunities within the college's strategic aims for example 20% growth and impact on local/national economy.	To positively impact on the folio of courses and delivery by accessing college and stakeholder support.	Course teams to identify potential opportunities linked to the college funding agreement and strategic aims. Teams to liaise with PM and HOC to submit proposals where appropriate to the R+D fund where appropriate.	CTM 1 and Review at team forum 13/01/14.	

Creative Industries: Broadcast Media and Photography

3 Key strengths

The team's commercial approach to delivery of courses, and re-creation of working environments, gives students the skills to work in industry, set up in business or articulate to Degree courses – the majority of students (70%) reported that their course fully prepared them to take their next steps.

Students across a range of course areas won regional and national competitions, including: BIPP Award for the student photographer of the year (Angel Goddy); BIPP best student portfolio in Britain, Commercial, Visual Arts & People & Portraiture Awards (Lee Howell, who also won the Tower Art Competition); Jim Yorkston was the winner of the Lisa Pritchard Agency Award 2013; BA Professional Photography student Jamie Mellor was the winner of the Lisa Pritchard Agency Student Challenge competition. Public screenings of students' work were held at the Filmhouse in Edinburgh by Granton HND1 & 2 Creative Industry TV students and Sighthill campus held a separate screening night at Filmhouse showing the work of NC – HND2 Broadcast Media students. The Audio Visual & Media Department has also had some successes: "Aurora" was nominated for a Scottish BAFTA New Talent Award last year (John Campbell, CITV2); Media Tech 2010-11 won the BRAKE Road Safety campaign (taking 2nd and 3rd places as well); Media Tech 2010-11 was also shortlisted at Creative Loop for best Digital Audio 2011; Leith Film Festival 2013 (Pepi Levogianni, CITV2); Helena Kennedy Award (John Purves, CITV 1); Bafta New Talent Award Winner for Everybody's Child (Garry Fraser). Exhibitions of students' work were also staged in Scotland and London (Exposed Edinburgh Exhibition at Out of the Blue Gallery; Free Range Photography Exhibition at Brick Lane in London).

The team facilitates commercial work experience, as part of a number of courses it delivers, with students working on live projects and dealing directly with clients – enhancing their employability skills. As a result the majority of students across the programme area report they have the confidence to apply for jobs (65%).

The skills and experience of staff enable the programme team to teach to undergraduate degree level in photography and offer students a programme of study validated by Abertay University, enhancing the college's course offering, students' career choices and progression routes.

Creative Industries: Broadcast Media and Photography

3 Key areas for improvement

Courses are spread over two or three campuses at present and offer students varied frameworks/course content and delivery resulting in some courses producing work of differing levels. Joint exhibitions and regular standardisation meetings are essential to assist with planning and parity of course content, levels and internal progression, across campuses.

Stores equipment needs to be made secure at Granton Campus as equipment has gone missing due to an open access approach to staff accessing equipment.

Sighthill media broadcast studio facilities seriously require upgrading as students are still being taught using Standard Definition equipment. There has been limited investment in this area for many years. The Creative Arts building as a whole has poor infrastructure and networking connections to enable students to upload, stream and or download files.

Live video-editing hardware and software has been loaned for a short period of time from Harcourt Butler Technological Institute for the Commonwealth Games but Edinburgh College requires its own hardware and software in order to offer students a contemporary, relevant, industry experience.

Abertay will cease to validate the BA in Photography and a new validating university is required.

Good practice examples

Part of the HND Photography course is delivered during the students' two-week visit to an institute in Paris: Academie De Creteil Lycée Polyvalent Sugar. During the visit students complete a unit, and an exhibition and catalogue of their work is produced.

Guest speakers from industry are invited to deliver talks to students, enhancing their understanding of the field in which they aim to work.

Work placement opportunities are facilitated with photographers and media production companies, to allow students to develop vital employability skills and marry academic theory to practice.

Social media used by staff to communicate and interact with students more efficiently.

The team encourage access to education for young people through the Skills Development Scotland programme.

The course offerings are structured in such a way as to encourage student progression from Access to BA Photography or HND Media Broadcast.

Creative Industries: Broadcast Media and Photography

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Creative Industries: Broadcast Media and Photography

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Sighthill Media Broadcast Studio to be upgraded so that HD multi-camera productions can be produced. Financial investment required.	Students have the knowledge and skills required for current industry standard studio practice.	CSU & Facilities Senior Management.	Jan 2014	
5.3	Stores at Granton to be made secure to prevent loss of equipment. Timetable for stores and Learning Assistants who support staff and facilitate learning within the department produced and workable systems put into place to assure security and availability of equipment.	Students have access to the equipment that has been bought for the courses and equipment is returned and ready for class or project work outwith college.	Curriculum Teams.	November 2013	Ongoing
2.1.2.2, 5.1, 5.3	Social media and wikis used with all delivery staff invited to share content, update, communicate and contact students with current trends visuals, news and curriculum changes.	To keep all students and colleagues updated with current trends, visuals, news and curriculum changes. Contributing to staff CPD and student attainment and employability.	Lecturers.	Jan 2014	

Creative Industries: Broadcast Media and Photography

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Group work projects and whole class facilitation and feedback allowing for social learning to be introduced.	Creation of collective non-competitive environment where team work and peer support encouraged; supporting retention and attainment.	Lecturers.	Jan 2014	Ongoing
5.5	Course review meetings with class reps, LDTs and delivery lecturers, to be introduced.	Gain feedback from students and staff and encourage open discussion on content, guidance, support and action points raised where required.	LDTs; Class reps; delivery Lecturers.	November 2013	
2.1	BA Photography is at risk due to Abertay's withdrawal of validation of the award. New university partner to be sought to validate the new BA award in Photography.	College continues to offer BA level photography course and widest possible course offering to students.	Programme Manager and Head of Creative Industry and above.	March 2014	

Creative Industries: Computing

3 Key strengths

The high quality support provided to students in class ensures a good learning experience and supports high student retention – almost all areas of computing scored highly in terms of student satisfaction in respect of course satisfaction, lecturer effectiveness, and feedback quality – resulting in a programme area retention rate of 92%. The use of Moodle and the Moodle calendar to inform students of assessment dates contributes to their preparedness for assessment – most students reported they knew when their assessments were due (87%).

Our courses deliver positive outcomes for students – nearly all students returned a positive destination on completion of their course at the end of session 2011-12 (94%) with the majority of students choosing to re-enrol at the college (54%). This specifically comes through a supportive and engaging curriculum design for the NC level students and close alignment with university required subjects at HN level. We work closely with Napier University to design our curriculum. In some areas staff members have close links with industry professionals in areas such as web, games and technical support who help influence the curriculum design. Some courses offer work experience and help students to achieve internships with local related businesses.

The computing area has over the past few years accommodated many students with disabilities. The courses and materials are highly accessible to students with specific needs. IT and computer-based software in general help make the courses accessible to students with disabilities and those with learning difficulties by allowing them to adapt the layout of materials (e.g. larger text, alternative colours and alternative input devices and screen resolutions). Accessibility software such as screen readers for those that are visually impaired are also provided. The team also accommodates classroom support where required (i.e. if a student needs an additional support person in the classroom with them for a specific reason, whether personal or academic, this is accommodated). This is true across all campuses and the majority of campuses make heavy use of the VLE which is significantly more accessible than paper materials and resources. Students with disabilities on our courses perform the same as those without which is what we strive for.

Creative Industries: Computing

3 Key areas for improvement

Industry links should be improved to ensure better work placement and internship opportunities for students. Some areas of computing have done well to secure work placements and internships in related companies, but more support and time is required to secure more commercial relationships across the programme team.

A unified interview process for the computing levels 4, 5, and 6 where the frameworks are the same would be beneficial, as would a system to allow better placement of students on to an appropriate course/level, commensurate with their skills, experience and career goals. This could be based on an initial screening/test of the students.

Better sharing of resources across campuses would be beneficial. Some campuses have employed excellent online resources such as Lynda.com, other similar learning packages, and specialised software, to develop students' skills and understanding. These approaches/packages could be introduced across all areas to give consistency of student experience. Consistent use of Moodle and shared drives to make materials available would enhance standardisation and equity of student experience across campuses.

Good practice examples

Using the VLE to deliver teaching content. At Milton Road Campus a colour-coded 'traffic light' spreadsheet is used to show students what has not been submitted, what needs to be re-submitted and what has passed - this allows students to keep track of their own progress as well as being accessible.

Liaison with industry is increasing and more students are getting internships and work experience as a result.

Making use of glossaries on Moodle, allows for independent learning, peer review and self-evaluation for students. Students are tasked to investigate terms whether individually or in pairs/group; they then have to enter a description of the term into the glossary in their own words (requiring comprehension and team work). Other students/teams can then review and comment on others' entries allowing for peer review and constructive feedback. The completed glossary can be used by all students as a revision tool for assessments.

Holistic teaching and combining assessments improves the student experience by removing repetition - there are a few examples of this practice particularly but not exclusively at Milton road, where units on a course are combined into a project to create a more realistic work environment (e.g. combining working in a project team with building a network; combining working in a project team with video production, and planning a prototype with producing a completed dynamic website). This way students don't plan for products that they don't see through to completion, or plan two products when they only need to plan once.

Creative Industries: Computing

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Limited Effectiveness

Creative Industries: Computing

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1	Widen course provision in Computing area by offering a more flexible range of entry points (e.g. Jan starts, evening class).	Increase entry opportunities for students and broaden participation in Further Education.	PM	Jan 14	
5.3, 2.3, 5.2 e, 5.5 b, 5.3 a	Align and standardise course provision at levels 4, 5, and 6, across delivery and materials.	Deliver equity of student learning experience across campuses.	PM	Aug 13	
5.2 b 5.3 b	Create area for shared resources (S: drive) and populate it with learning and teaching materials.	Disseminate best practice and ensure standardisation of student experience.	PM (all)	June 14	
2.1, 2.2, 5.1 c, 5.3 d 5.5 5.5 c, 2.2 b, d, f	Establish common interview process for aligned courses.	Support retention and attainment through appropriate student placement.	PM	June 14	
2.2, 4.1, 4.2	Improve links with industry for work placements.	Support development of students' employability and technical skills.	PM (all)	On going	

Creative Industries: Music and Sound Production

3 Key strengths

Staff in the Music Business and Sound Production teams use their well-established industry links to facilitate student work placements during Edinburgh's festivals (e.g. Edinburgh Festival Fringe, Scottish Soul Festival) enhancing students' employability skills and enabling them to better link theory to practice.

Teaching staff possess a wide variety of current industry experience and monitor developments in practice and technology to ensure students are well placed to enter work or further study and are equipped with relevant skills. Several staff members work on a part-time basis and manage relevant industry businesses outwith college (e.g. sound engineering, song-writing). Most students report that their course has fully prepared them to take their next steps in employment or further study (84%) and that they have the confidence to apply for jobs (75%).

In session 12-13 the team created cross-campus collaboration opportunities with other teams within Creative Industries, as well as teams within the Music and Sound Production programme area. Music students provided live music for the college's annual dance show at Granton (Cross Currents). Bands from Sighthill Campus travelled to Milton Road to be recorded in the studios by students on Sound Production courses, whilst Sound Production students were sent to Sighthill to record live music. These 'real-life' exercises enhanced students' technical skills, as did the use of the industry-standard equipment at Milton Road and Sighthill campuses.

3 Key areas for improvement

Problems have been reported by staff and students around the teaching of core skills (with specific reference to staffing; and the contextualisation/integration of these units into a subject area) and also LDT provision in certain areas, resulting in some surprising negative survey results. We believe that these issues have been dealt with.

Music Business HNC students reported a high level of uncertainty around the requirements for their Graded Unit project, this is reflected in data from the Learning and Teaching Survey, and is addressed in the 2013-14 action plan.

Ongoing problems with technology and accommodation affected the student experience in session 12-13. Macs, commonly used in industry, are available at Sighthill, but not at Milton Road – meaning parity of college experience is an issue. Accommodation capacity is at maximum at Milton Road and Sighthill. Timetables have been extended to 6.30pm at Sighthill to accommodate demand.

The framework for both years of the BTEC HND Music award need to be adjusted to reflect the needs of teacher training providers (keyboard skills are a pre-requisite for any student wishing to teach upon completion of the HND) and also to allow students to gain credit for placements and volunteering. This has been reflected in EV feedback.

Creative Industries: Music and Sound Production

Good practice examples

The college's record label Feast is run by students. Students find bands, sign them, and run the record label as a professional business. Students from the Music and Sound Production programme area record and produce bands' music, whilst other students from the Creative Industry area film bands, photograph them, and distribute their music digitally.

Sound Production students enjoy a variety of placement opportunities during the course of their studies; in 12-13 these included the Edinburgh Mela, Redub Festival, Tantallon Castle (son et lumiere), and the Meadows Festival.

Provision of individual instrumental tuition in music courses: students on music courses receive additional support from instrument specialists, and this is timetabled into delivery of Music programmes as part of overall staffing budget.

Large ensembles at Sighthill involve students from all music courses working in discrete thematic groups (e.g. folk, choir, big band) once a week for two hours to give students a chance to work on ensemble - playing in concerts 3-4 times a year. Performance in ensemble session is assessed on attendance and individual contributions. Students are encouraged to blog about their experience. Ensembles are double-staffed by lecturing staff to contribute to 'team teaching'.

Integration of various units into project-based assessment in all areas: outcomes that are similar are grouped into projects. For example a '60s song project for music student will cover research techniques, music history, performing, and producing a '60s themed song.

Highly developed online resources are available at Milton Road campus, through Moodle, and supported by the team's Learning Assistant.

Music students take part in a wide variety of external gigs and events, at the request of external stakeholders, and receive expenses. Events in 12-13 included: performances at day centres; ceilidhs; the College graduation ceremony; a Colleges Scotland event at the Scottish Parliament, and the World Skills opening ceremony at Glasgow Bute Hall.

Creative Industries: Music and Sound Production

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Limited Effectiveness

Creative Industries: Music and Sound Production

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3	Institute sharing of good practice in online resources with Sighthill.	Improve student experience at Sighthill.	PM	By end 2013	
5.3	Technicians to undertake training e.g. SSL desk maintenance.	Support lecturing staff and improve efficiency.	PM	By end 2013	
2.1, 2.2, 5.1	BTEC HND Music – adjust frameworks for both years to reflect the needs of teacher training providers.	Increase options for graduates upon articulation.	Music lecturing staff	June 2014	Partially complete
2.1, 2.2, 5.1	BTEC HND Music – adjust frameworks for both years to allow students to gain credit for placements and volunteering.	Encourage students to undertake this type of activity and increase employability.	Music lecturing staff	June 2014	
5.3	BTEC: institute opportunities for sharing of good practice in assignment writing and verifying.	Ensure equality of standards between campuses.	PM and music staff	June 2014	
5.2	Music Business Graded Unit project delivery to be adjusted to ensure students are aware of the requirements from the start of the course.	Improve retention and outcomes	MB staff	Sep 13	Achieved
5.3	Increase contact between LDTs and lecturing staff to promote understanding and good working relationships.	Improve retention and support.	PM	Jan 14	

Commentary (a commentary should be added if any significant risk to the student experience is likely due to lack of progress on any aspect of the action plan)

The introduction of LDTs at Sighthill campus is inevitably taking time to “bed in”. Both the lecturing staff and the new LDTs are feeling their way to some extent. I am confident that this will rectify itself as all concerned become familiar with the new system.

Creative Industries: Performing Arts

3 Key strengths

Acting, dance and theatre costume students have self-directed study planned into their timetable by the team, which they are able to use in the college's studios, this works well in giving students more course hours to use equipment, practise, and use resources, independently: 81% of students successfully completed their Performing Arts course and the team feel this is supported by self-directed study.

Students experience a realistic work experience and are introduced to skills from other sectors through a collaborative partnership between five curriculum areas: acting, dance, make-up artistry, technical theatre and theatre costume. As a result most (81%) students report their course fully prepared them to take their next steps in employment, education or training.

The team are very good at encouraging students to carry out critical self-evaluation and reflect on their practice - with particular reference to their performances (acting and dance). These self-assessment exercises are marked by assessors and help students to be critical about their individual performance as part of a team exercise/live performance. Students progressing on to the college's BA Honours Dance programme, and degree courses at Queen Margaret University, are required to carry out similar exercises and we believe they are well prepared for this aspect of their degree course by their time at Edinburgh College: seven students who completed their BA Honours Dance degree, validated by the University of Northumbria, attained First Degrees in 2012-13.

Students are actively engaged in college life through the use of PASS student rep forum, which allows student feedback to be addressed through the use of pre-set questions, and minutes which are distributed with actions for improvements, to teaching staff, Learning Development Tutors and the Student Association. Student feedback from these PASS student rep forums was particularly positive, over the session, about student progress in general, use of resources by staff and students (including social media), and the variety of teaching approaches used.

An annual programme of 10 student events, performed to paying customers and invited key industry contacts, within the PASS theatre, enhances students' technical and employability skills whilst contributing summative assessment evidence.

Creative Industries: Performing Arts

3 Key areas for improvement

Attainment rates on HND Make-Up Artistry (year 2) are lower than desired. A review of attainment over a four-year period, including consideration of career-progression offered by the programme, and course-demands in general, suggests that an investigation into the benefits of switching awarding body (and course content) to BTEC may be merited.

Students made clear during PASS Student Rep reviews that more written feedback would be appreciated to support their development, as would greater physical spaces to support self-directed study (e.g. use of classroom H001 for singing development sessions is not ideal).

The curriculum offering in Performing Arts is weighted towards HE-level courses at present. The team should investigate creating more entry points for students in the 16-19 year-old bracket to increase course accessibility to a broader range of students. A fast-track NC Creative Industries course was piloted from January 2013 to June 2013 and proved popular and should be built upon in the coming session.

In order to improve student and lecturer access to the costume cupboard and the college's theatre, the Theatre Costume team needs to be relocated from the textiles area to the blue PASS corridor at Granton Campus.

Assessment planning in teams, at the beginning of the year, is required and should examine methods of ensuring clearer communication of student assessment requirements and the provision of detailed constructive feedback, to support students' preparedness for assessment through the session.

'Extension' assignments, accessible via Moodle, should be created to ensure students have appropriate work on occasions where classes cannot be covered, supporting meaningful independent learning.

Collaboration with other teams in Performing Arts has worked well, but this collaborative practice could be further enhanced by working in partnership with other teams within Creative Industries (e.g. with broadcast media students/TV students who could film performances/rehearsals etc. - this would give students wider networking and work-experience opportunities which could lead to paid work in the future).

Creative Industries: Performing Arts

Good practice examples

PASS IT ON: Industry experts are invited to deliver workshops to students throughout the year to better prepare them for their next steps in employment or education.

PASS OUT: The final acting production gives students in this area the opportunity to meet, and perform in front of, invited industry employers.

CROSS CURRENTS: The final dance production, staged at a commercial venue, allows cross-curricular working with students from the Music Production programme area performing in partnership with dance students.

MINISTRY OF MAKE-UP/PASS: This is organised by the HND 1st year Make-Up Artistry students and is a total student collaboration: acting students present; dancers perform the opening; Technical Theatre students operate sound and lighting and stage set/seating; Film & Media students record the show; Photography students take pictures of graded unit models which the 1st & 2nd yr Make-Up Artistry students present; and Theatre Costume students provide costumes.

PASSPORT: HND year 2 acting students visit Romania (Tigu Meures) each year (for past seven years) where they work alongside Romanian and Hungarian students to devise and perform a theatre piece to the community. Dance students went to New York in 2012 as part of Tartan week where they went to workshops and performed in small venues.

Creative Industries: Performing Arts

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Creative Industries: Performing Arts

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Theatre costume students to move teaching rooms from Textiles department into the blue PASS corridor at Granton Campus.	Easier access for students to the costume cupboard and PASS theatre for collaborative projects.	Colin McLaren	April 2014	Ongoing
5.4	To implement clear assessment planning at the start of the academic year in curriculum teams.	To improve assessment guidance and constructive feedback comments.	Curriculum teams	Aug-October 2013	Ongoing: team have undergone Assessor & Verifier training (Feb 2014).
2.1, 2.2, 5.1, 5.3	Create Moodle extension assignments for students to access when classes cannot be covered.	To keep all students engaged in the learning process when staff are absent with illness.	Lecturing staff	January 2014	Ongoing
5.2, 5.4	Create an on-line portal, via Moodle, where students' critical self-evaluation booklet and lecturer feedback, can be shared centrally among teaching staff; moving away from use of paper documents.	This can be used as a continuous self-reflection tool through the duration of the programme so students can see distance travelled.	Programme Manager	Aug 2014	

Creative Industries: Performing Arts

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2	Actively investigate offering BTEC qualification in Make-Up Artistry and phasing out SQA Qualification in time for academic session 2015-2016.	This should put less pressure on students to achieve so many photographic assessments and ultimately improve PIs.	MUA team	June 2015	
5.3	Create a shared on-line portal, via Moodle, where students can request support of students from across Creative Industries, to pursue collaborative projects.	Enable CI students to achieve assessment opportunities in partnership with other CI student colleagues.	Andrew Middlemass	June 2014	Completed: Creative Connections launched mid-Feb 2014.
2.1, 2.2	Increase course offering to 16-19 year olds, at lower level, by introducing appropriate courses in time for academic session 2013-14.	Improved feeder and progression for current courses. Address 16-19yr priority groups. Enable students to experience taster units across Performing Arts before specialising.	Programme Manager	August 2013	Completed: NPA Acting and Performance and NPA Musical Performance introduced January 2014.

Edinburgh Business School: Business and Finance

3 Key strengths

Staff used their experience of the workplace, and industry practice gained from CPD, effectively - contextualising learning, and linking theory to practice, by providing illustrative work-based examples based on their own experience. This approach contributed to the provision of a positive learning environment where most (85%) students said they fully understood what they were supposed to be doing in class, and that they greatly developed their knowledge and skills (81%).

The Administration and IT team used D2L (the predecessor to Moodle) in conjunction with drop-box and Turnitin to provide students with immediate assessment feedback (relating to formative and summative assessments) to support their learning. These online tools, as part of an approach to support blended learning, enabled students to reflect on their assessments and when necessary compare submissions before and after marking - student feedback, from Admin and IT students, in connection with "assessments helping them to learn" was positive in the Learning and Teaching Survey.

Good communication between colleagues at the two principal sites delivering Business and Finance courses, in relation to students' workload, assessment and personal issues, has resulted in a strong informal student support network developing allowing for the identification of issues and barriers to learning. As a result of this sharing of information, and collaboration with Student Services, assessment practices were altered to allow one student in need of additional support to submit verbal, as opposed to written, assessments which were recorded by the team.

As part of the tutorial programme students were guided to undertake a learning styles test on the VLE to enable them to understand exactly how they learn. The test used was the Honey and Mumford learning styles test and the students were able to explore the Visual-Auditory-Kinaesthetic learning styles model. This model identifies whether the student is an activist, pragmatist, theorist or reflector type of learner. This had two benefits, firstly the student is aware of how they learn and how others' learn. Secondly a summary of the different learning styles were shared with teaching staff who in turn could adapt their teaching styles to accommodate various students' learning styles.

The programme team maintains good relationships with students - most students (82%) report that lecturing staff are both helpful and courteous and that they have enjoyed their time studying at the college (84%).

Edinburgh Business School: Business and Finance

3 Key areas for improvement

Review of attainment and retention rates across the programme area suggests a number of points/areas for further exploration; these will be discussed with the Quality Enhancement Team going forward.

The approach taken by the Administration and IT Team to facilitating directed learning should be reviewed. Students were booked on to PCs in the Learning Centre, in 60 minute slots, but have described being asked to log-off/interrupt their work at the end of the 60 minutes allocated as “disruptive”. We will explore alternative approaches to directed learning in the action plan.

The induction package provided to new staff needs to be reviewed to ensure they are familiar with all key college processes, and that key information is provided consistently to students to ensure equity of experience.

Good practice examples

The team’s use of the college’s VLE to support blended learning, as described in key strengths section.

Integration of learning and assessment: as part of the HND year 1 Events programme the student has to undertake the following units: Analysing Complex Communications; Events Industry: An Introduction; Events Applications, and Using Online Digital Culture. Two members of staff looked at the possibility of integrating some or all of the elements of these units to reduce “over assessing” and hence reduce the student’s workload. A matrix was completed – mapping each unit’s outcomes – and as a result students were directed to use “ZOHO” technology which eliminated the need for the student to be taught Microsoft Project Management, separately, in order to create a Gantt Chart. Project planning, file-sharing, task allocation and completion could all be completed via one on-line portal, using ZOHO technology, with all student team members having equal authority and access to their site. As the Communications and Events Industry units both required students to produce a report, one report instead of two could be produced to satisfy the assessment criteria. Finally, by using ZOHO to complete the tasks required by Events Applications unit the student was able to cover Using Online Digital Culture at the same time.

Use of guest speakers from industry to enhance students’ understanding and employability skills, particularly in Legal, Events, Admin and IT programme areas.

Work experience for staff: staff go out to industry to update their knowledge and skills in their teaching areas. For example, a member of staff who teaches Administration and IT gained a work placement at Harvey Nichols’ Administrative department in Edinburgh. In addition, one member of Business staff managed to obtain a work placement with a retail company. Finally, one of our accounting lecturers secured a work placement in a local accountancy firm.

International links and collaboration with European partners: we have links with a colleges in Lyon, Lycee Jacquard and Rambouillet where both staff and students utilise Leonardo funding; staff take some classes in these colleges and the students have the opportunity to gain work experience. We also have link with Lahti, Finland where our students are given the opportunity to integrate their marketing projects with retail work placements.

Edinburgh Business School: Business and Finance

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Effectiveness
5.5	Information, guidance and support.	Limited Effectiveness

Edinburgh Business School: Business and Finance

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Investigate project-based learning models for delivery: hold curriculum specific team meetings to identify what units would naturally lend themselves to this type of integration. These meetings will take place on 10th of every month leading up to the end of term. At the last meeting we shall review where we are and determine whether or not this can be rolled out in the new academic term year or what has still to done. A further plan would then be put in place. A matrix would be devised to ensure all performance criteria are covered. This will be reviewed and evaluated on a monthly basis. The impact of this approach will be that the student is learning in a format that is more likened to an employee environment, i.e. different skill sets and knowledge and understanding being used at different times.	Improve student retention by having more contextualised learning. Students will see significance of the individual components of their learning. The student will be more responsible for their own learning and more.	Admin & IT team; Business Team; Accounting Team; Legal Team.	2014-2015 Review due 17 June 2014 Resume August 2014.	

Edinburgh Business School: Business and Finance

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Pilot 'tablet' usage in college; evaluate roll-out for all students. Identify group and member of staff to pilot. This will be done by reviewing units which lend themselves to the advancement of new technology. This in turn will assist in the selection of the member of staff. Once the unit and staff have been chosen the next step will be to identify suitable software to meet performance criteria. This will be evaluated by both CSU and staff and students on a regular basis. If it is found that this type of resource benefits all staff and students then it is the college's intention to roll this out in new academic year for all students. This could benefit managers for timetabling as they would not have to book IT lab classes and learning could take place in any classroom.	Use new technology to improve the learning and teaching experience. Increase resource usage and have a more interactive learning experience for students.	Lynn Loudon HND Business YR2	Start in January 2014, through to June 2014.	Staff and students issued with iPads in January 2014.

Edinburgh Business School: Business and Finance

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Contextualise lessons. Staff will draw on their CPD and previous work experience and liaison with networks for the curriculum area to use more examples from the workplace. These will take place at various times in the year as and when they become available.	Make learning experience more relevant. Using industry related context where possible.	Admin & IT team; Business Team; Accounting Team.	Start in August 2013 - June 2014.	
5.4	Integration of assessment. Teams to look at units that lend themselves to project-based learning. This will take place at regular monthly meetings. Once identified a matrix will be devised to ensure performance criteria for all units are covered. This will reduce the amount of time spent on assessment by the student.	Ensure a holistic experience for students as they will learn and be assessed using a variety of skills and knowledge.	Admin & IT team; Business Team; Accounting Team; Legal Team.	Start 2013 through to 2015.	
5.5	Develop an understanding of the role of LDTs. In order to do this we will have a meeting with the PM for LDTs and the LDTs assigned to the business school. Clear roles and responsibilities will be identified. LDTs will be invited to team meetings to ensure they understand curriculum area.	Work as a team.	All teaching staff and LDTs.	2013-2014	PM LDT and LDTs attended meetings at both Sighthill campus and Milton Road Campus.

Edinburgh Business School: Business and Finance

Action Plan For 2013-14 and beyond

5.2	Meet as a team to review our approach to facilitating directed learning in Office Technology, and change our approach in response to students' concerns re: disruption.	Improve the effectiveness of directed learning to better support students' attainment.	Admin & IT team; Business Team; Accounting Team; Legal Team.	Completed	Team has adapted approach & stopped 'booking' students on to PCs; instead providing research topics for individual study and reporting back.
2.1, 2.2, 5.2	Meet with Quality Enhancement Team to review areas of improvement/ discuss courses where attainment and retention are lower than desired, and consider next steps.	Improve student attainment and retention rates.	June Wigfield; Lorraine Lyall.	February 2014	Lorraine to look at reasons for low PIs and to arrange next meeting with June Wigfield.

Edinburgh Business School: Management and Enterprise

3 Key strengths

The team provides excellent 1-2-1 support to students, evidenced by formal and informal learner feedback (with particular reference to HNC Human Resource Management; Trade Union Programmes; CIPD Diploma in Human Resource Practice; CIPD Certificate in Learning and Development Practice; and assessor-verifier programmes). This support creates a positive learning environment, and in certain cases has contributed to a 100% programme attainment rate (CIPD Diploma in Human Resource Practice; CIPD Certificate in Learning and Development Practice).

Course Teams regularly seek feedback to improve course design and delivery, and to enhance the student learning experience through the completion of unit evaluation questionnaires after each unit. This feeds into the review of future course planning re: information resources including induction, timetabling, room resources and teaching aids, teaching and learning packs, options for blended/open learning etc.

The team provides high quality teaching materials; effective assessment and delivery of programmes; uses of learning environments effectively; and provides excellent support and feedback to students, as recognised by External Verifiers in relation to the team's Trade Union Programmes, CIPD Diploma in Human Resource Practice; and the college's assessor-verifier awards. These strengths support high student retention in the areas mentioned. Specific feedback from External Verifiers in relation to the college's Trade Union programme highlighted the area's good practice in relation to assessment planning and its links with unit objectives and assessment criteria; the quality and regularity of written tutor feedback, and the robustness of internal verification.

The team tailors its commercial courses to meet the needs of industry and this is reflected in strong recruitment rates, with particular reference to Trade Union programmes, which benefit from direct referrals from unions; CMI Strategic Diploma and Management, which has a modular structure and entry points across the academic year; the CMI Diploma and Management and CIPD Certificate in Learning and Development Practice. The introduction of a Learning Guide approach to the Financial Control unit of the CMI Strategic Diploma in 2012-13 session combined with traditional classroom-based input has resulted in learners being able to study independently with structured self-study tasks set in a supportive learning environment. This has led to a number of unit Learning Guides being introduced into session 2013-2014 which has allowed employed students in management roles to fit study around their busy work and lifestyle commitments.

Edinburgh Business School: Management and Enterprise

3 Key areas for improvement

Due to the challenges of delivering modular and fast-track programmes (CMI Diploma in Management; HNC HR Management), encompassing standardisation of induction experience and intensity of delivery/assessment pacing, it is felt that interviewing/screening all students would be beneficial in terms of boosting retention and attainment.

The team should capitalise on the appeal of its commercial programmes (CIPD Diploma in HR Management and Trade Union programmes), especially given the relatively low competition for HR Management delivery in the Lothian region, to broaden its course offering to students and increase student numbers. However, the cost effectiveness of delivering programmes needs to be monitored and reviewed (with particular reference to assessor-verifier awards) going forward.

Providing greater planning and review time to the team may be beneficial in allowing staff to proactively develop and review course materials, course delivery structure/timing/sequencing, and rooming to ensure the most appropriate learning climate is provided and that student needs are met.

Good practice examples

As a result of the evaluation received from students, a number of courses provide opportunities in 2013/14 to study more flexibly through modular entry in courses such as CMI Level 8 Diploma with progression routes incorporated into the qualification framework through award and certificate options.

The CMI Level 11 Strategic Diploma also provides modular entry throughout the academic year and as a result of the success of introducing progression routes through the CMI level 8 programmes will provide in 2014/15, 2015/16 with learners able to exit with award/certificate achievements, in addition to studying the full diploma to accommodate individual learning needs and tailored individual learning plans.

Edinburgh Business School: Management and Enterprise

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support	Effective

Edinburgh Business School: Management and Enterprise

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.5	Ensure all students are interviewed prior to being offered course place to ensure students are being placed on the right courses.	To strengthen and improve achievement and retention rates, PIs; reduce early withdrawals and to ensure students are offered maximum opportunity to select the right courses appropriate to their skills and maximise learning potential.	Course Lecturer/ PM	End of June 2014	
2.2, 5.6	Introduce quarterly course team meetings, involving class reps, to provide greater planning and review time to the team to allow staff to proactively develop and review course materials, course delivery structure/ timing/sequencing, and rooming to ensure the most appropriate learning climate is provided and that student needs are met. Reflect on student surveys, unit evaluations, and timetables at course team meetings to improve the student experience.	Promote best practice and review utilisation of course materials and resources; improve the learner experience.	All staff and PM	End of May 2014 and quarterly thereafter	

Edinburgh Business School: Management and Enterprise

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2	Capitalise on the appeal of commercial programmes (CIPD Diploma in HR Management and Trade Union programmes), and relatively low competition for HR Management delivery in the Lothian region, to broaden course offering to students and increase student numbers in these areas. Investigate student and employer needs, through BDU client relations, and diversify course offering accordingly. Adopt pricing model and review costing to ensure value for money.	To increase enrolments, accessibility and meet additional demand for course.	PM/ BDU Team Commercial Manager Lecturers Training Associates.	End of July 2014	
5.5	Devise a commercial application form for employees (Assessor-Verifier Awards).	Improve tailored provision and quality of programmes.	PM/BDU	End of June 2014	
5.3	Provide additional professional resources for CIPD (CIPD Diploma in HR Management).	Improve quality of resources and planning, teaching aids, student support.	PM/Course Lecturer	End of July 2014	
2.2	Offer additional CIPD Intermediate Diploma HRM course (CIPD Diploma in HR Management).	To increase enrolments, accessibility and meet additional demand for course.	PM	End of Feb 2014	

Edinburgh Business School: Management and Enterprise

Action Plan For 2013-14 and beyond

5.5	Maximise progression opportunities through targeted campaign with marketing, and website design, for HE programmes and potential for creating HND HRC. (HNC HR Management).	Improve retention and achievement rates, progression/destination points.	PM	End of Aug 2014	
5.4	Ensure a greater focus is placed on providing accurate reports and deadline dates for assessment and administration issues. (CMI Diploma in Management).	To further strengthen high standards of assessment.	PM/ Centre Adminstrator	End of July 2014	
2.2	Investigate creation of CMI awards and Certificates for groups of units. (CMI Strategic Diploma in Management).	Improve achievement and certification rates/recruit wider cohort of learners.	PM/Course Lecturer	End of July 2014	

Engineering+: Automotive Engineering

3 Key strengths

Learning and teaching approaches are broadly effective across both Sighthill and Midlothian campuses: on average most students (80%) successfully complete their programme of study and most students report they have greatly developed their knowledge and skills through their studies (78%) and understand what they're supposed to be doing in class (83%) NB. This percentage discounts two anomaly courses.

Attendance monitoring: Midlothian Campus's attendance monitoring system - recognised as sector-leading by external managing agents, enables support staff - working in partnership with course tutors - to identify and contact late or non-attending students by 10.30am each day and has made a significant contribution to a programme area retention rate of 93%.

Progression within college: despite a range of support needs, many of the students enrolled on entry level vehicle systems maintenance courses complete their course and progress internally to, and successfully complete more advanced "introduction to", courses. Teaching staff routinely carry out extended tuition for students that are struggling, respond to requests for further information, utilise their expertise to engage student interest and help with extracurricular projects. The teaching staff are motivated by their passion for Automotive Engineering and this has an aspirational effect on students.

3 Key areas for improvement

Assessment process: Distribution of assessment plans was inconsistent across the automotive programme area, in session 12-13, with a number of students not receiving assessment information in an appropriate and timely manner. Differing systems were utilised across the two campuses involved with the curriculum delivery.

Recruitment process: Inconsistent record keeping practices resulted in a number of students being disadvantaged by being offered places on courses which were already oversubscribed, and subsequently being offered places on courses they hadn't applied for and had little interest in; in other cases students were placed on reserve lists for courses for which they hadn't been interviewed, or undertaken appropriate skills testing. It is difficult to ascertain the full extent of the numbers affected but an interim course has been added in the short term to address immediate issues arising from the situation. Longer term solutions have been implemented.

Results reporting and recording positive destinations: The range of and level of progression routes in Automotive Engineering is varied, but not comprehensive, with a gaps in course provision at SVQ Level 4, HN-level and above. Students' destinations, once they have left college, are not effectively recorded.

Engineering+: Automotive Engineering

Good practice examples

Students' ability and confidence to apply for work comes directly from their encounters with industry specialists and teaching staff. An immersive culture is employed and the practices in workshops and within the department wider learning spaces are reflective of many situations that are encountered in industry. The 'real working environment' enables students to integrate quickly into teams in industry and quickly establish themselves as productive and efficient employees.

Learning and Teaching in practical workshops is an excellent example of the ability of the workshop instructors to promote vocational skill and develop students' tacit abilities in diagnostics and repair procedure. Students are shown a skill, helped to try the skill and then given space to practice the skill under guidance and peer mentoring. One of our instructors was previously a student in the college who demonstrated his ability as a teacher by helping and developing his peers, his skills are now being further developed and his students now benefit from the training and development he received.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Limited effectiveness
5.5	Information, guidance and support.	Limited effectiveness

Engineering+: Automotive Engineering

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1	Standardisation of recruitment process across campuses.	Improve retention and achievement by placing students on courses appropriate to their level and aspirations.	Gary Husband	August 2014	In progress
2.3	Establish progression routes into HE-level courses (e.g. at SVQ level 4 and HN-level and above).	Increase accessibility and employability by meeting stakeholder/industry needs.	Gary Husband	August 2014	In progress
5.3	Ensure learning and teaching resources are shared and standardised across Sighthill and Midlothian campuses.	Assure quality of delivery and experience across campuses.	Team	January 2015	In progress
5.4	Ensure all students are provided with an Assessment Plan for the forthcoming academic session.	Improve student attainment.	Team	Completed	Method being standardised and perfected.
5.4	Consult on, and design, a practical assessment strategy.	Improve student attainment.	Gary Husband	Semester 2: 13-14	Consulted teaching staff (in progress).
5.5	Standardise attendance monitoring process, and centre administration, across Sighthill and Midlothian campuses.	Improve student retention.	Team	September 2013	In progress

Engineering+: Electrical Engineering

3 Key strengths

Student apprentices experience an effective learning environment as a result of the team's close partnership working and the extensive industrial knowledge and experience of staff. The effectiveness of staff, with particular reference to the three-year apprentice scheme at Sighthill Campus, has been acknowledged by the Scottish Electrical Charitable Training Trust, who complimented the team on its professional standards and teaching methods during a recent stakeholder visit.

Experienced, committed staff, deliver robust student support and create a positive learning environment, with nearly all students reporting that they feel they can approach teaching staff for additional help (94%), and approach their tutor (96%).

Student retention is well-supported by the close partnership working of teaching and designated administrative staff in the monitoring of student attendance coupled with early contact/intervention, resulting in early withdrawal and further withdrawal levels below the college average.

3 Key areas for improvement

Equipment in the Electrical Engineering area needs to be updated to ensure students' learning experience and training is appropriate to industry requirements.

The percentage of students successfully completing their HNC Electrical Engineering Course at Sighthill campus was significantly below the college average. It is believed the lack of a pre-entry test at interview contributed to this figure in that the course was of an inappropriate level for some candidates. This has now been addressed by moving delivery to Midlothian campus and introducing selection criteria in line with other courses in the programme area.

Better monitoring of student destinations is needed to inform curriculum review and ensure courses are leading to positive destinations for students upon completion.

Good practice examples

Due to the strength of the Pre-Apprentice course at Sighthill campus (100% CS) a number of students have gained employment with firms who treat the course as a "feeder" from which to recruit potential employees.

Engineering+: Electrical Engineering

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Limited effectiveness
5.5	Information, guidance and support.	Effective

Engineering+: Electrical Engineering

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2. 5.1	Improve capture and understanding of student needs during application and enrolment process to ensure appropriate on-course support.	Promote accessibility/ inclusiveness, retention and attainment.	JL	13/14	Started
5.2	Purchase up-to-date equipment.	Support retention and preparedness for employment.	JL	13/14	Started
5.3	Promote the sharing of resources between Midlothian and Sighthill campuses.	Standardisation and equity of student experience.	All staff	13/14	Started
5.4	Revise assessment strategy where required.	Improve assessment cycle to support retention and attainment.	JL	13/14	Ongoing
5.5	Improving student absence reporting to encourage early intervention.	Retention.	All staff	13/14	Started

Engineering+: Engineering

3 Key strengths

Positive feedback from employers, through managing agents, shows our courses are meeting the needs of industry (with specific reference to course content and modes of delivery) and consequently providing students with positive progression opportunities. We have built strong relationships with local engineering employers in manufacture and maintenance and worked closely with national power suppliers to ensure awards are relevant to their needs. Nearly all 2011-12 students returned a positive destination (96%) with 43% reporting “employment” as their destination.

The team offers students clear progression routes, from Access-level FE courses into HN-level HE courses, encompassing levels 4 – 5 – 6 – 7. Due to the nature of engineering and students gaining employment many do achieve a start as an apprentice in engineering, and where this is not the chosen route then we have evidence of students working up from levels 4-5 through to 7-8 and recently we have had students working in collaboration with university students on university topics. Working with the universities like this gives the FE student a better understanding of their capabilities and will encourage them should they have previously thought university may have been a step too far.

Lecturing staff with relevant industry experience coupled with excellent staff qualifications including PDAs, TQFEs and PCCEs offer students an industry-relevant, quality, teaching experience in a realistic learning environment – most students pass their course (90%) and return a positive destination.

3 Key areas for improvement

Improvements to, and standardisation of, the student recruitment process across courses and campuses are needed to ensure consistency across the class group, and to ensure we match students to their appropriate level to support retention and attainment. Prior to merger, each campus had different entry requirements. The introduction of interviews has taken us a step closer to a common system and set of standards.

Identified student concerns with the assessment planning process need to be addressed, with specific regard to clarity of assessment tasks and lack of planning at the start of courses on the engineering systems courses. All students should be given a clear indication of the assessment loading/an assessment plan at the start of each semester.

Student feedback should be improved at formative assessment stage so as to clearly indicate progress and give students chance to address any remedial work required. This desire for feedback was noted by students on two Engineering Systems courses in their response to the student destination survey.

Engineering+: Engineering

Good practice examples

Internal Verification consistent with the External Verifier reports. The EV reports agree with the IV reports indicating that the IV process is robust.

Regular team meetings are held to record standardisation events – the internal standardisation meeting occur every two weeks and this has previously been held as good practice by external verifiers.

Positive employer feedback at 12-week reviews. The 12-week review is a formal process and has written comments from lecturing staff with regard to the students' progress – this gives a 'milestone' marker for the student to work towards.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Limited effectiveness
5.5	Information, guidance and support.	Limited effectiveness

Engineering+: Engineering

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Developing the learning process - to ensure that the students are being offered and taking all necessary steps to help them in any areas of weakness.	Improve attainment and retention rates.	Team	June 2014	Starting Jan 2014
5.4	Assessment plans to be issued at the start of each semester to support the assessment cycle, and student preparedness for assessment.	Improve assessment experience for students; support retention and attainment.	RM & Team	June 2014	Starting Jan 2014
5.5	Information and guidance for effective retention - improving lecturer feedback and recording ongoing progress; formative assessment where applicable.	Quality and retention and successful completions.	RM & Team	June 2014	Starting Jan 2014

Engineering+: STEM

3 Key strengths

Well devised programmes: programmes have been reviewed and evaluated to ensure suitability, viability and provide a positive destination for learners - providing progression opportunities from Level 5 through to HNC and University. Further review will take place to update curriculum offer through supply and demand monitoring.

Strong competent lecturers: lecturers are enthusiastic, keen to increase CPD and open to expanding their current knowledge base. This ensures that we have the best lecturers in front of students and create an environment of lifelong learning which is instilled in our learners.

Recognising opportunities for growth and backing up with industry - life sciences being an area for growth: this will be further informed by the current supply and demand review we are currently running.

3 Key areas for improvement

Assessment processes and planning: Programme delivery is split over two sites and this presents challenges; however the joint IV process should start the process of improvement - aligning assessment and teaching materials will further improve and standardise our delivery and eliminate a lot of the concerns around parity, quality of learning experience and quality standards. Sharing of teaching content and criteria will ensure a positive learning experience for student regardless of where they study.

Recruitment process: a more rigorous approach to recruitment of students will ensure the right student is on the right course at the right level. Pre-interview aptitude testing can be brought in to inform suitability. This will increase retention and improve results. (Poor student selection has led to poor retention and attainment in certain areas, specifically NC5 applied Science at Sighthill and wider Highers students, the team will be actively involved in the process and will therefore have greater ownership of the student body).

Results reporting and recording positive destinations: as a centre this needs to be improved, a more cohesive approach needs to be taken across the college to ensure better recording methods.

Engineering+: STEM

Good practice examples

Student's ability and confidence to apply for work – this will increase through the improvement to positive destinations, signposting and introduction of LDTs.

Learning and Teaching in Lab exercises: excellent use of lab facilities and practical lab skills have improved as a result. The new Food Science and Nutrition academy, delivered in conjunction with QMU and local secondary schools, has helped on focussing development in specific areas such as Microbiology. This academy is helping to inspire young secondary school students into the key areas within the Food and Drink sector which is one of Scotland's key industrial areas of economic growth. Students will gain an NPA in Laboratory Science in Year 1. In Year 2 they will gain a HNC in Applied Science which enables students' entry into level 2 of science related programmes at QMU or other HE institutions.

The CREST Award is a British Science Association scheme which is also UCAS endorsed. Edinburgh College students participated in this scheme, collaboratively, with a local secondary school. The students were supporting pupils and teachers through the programme by enriching and enhancing the curriculum, thereby encouraging an interest in Science, Technology, Engineering and Mathematical (STEM) subjects. This allowed our students to develop their problem-solving skills and analytical thinking skills, collaborative learning skills and independent thinking.

Engineering+: STEM

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited effectiveness
5.4	Assessment for learning.	Limited effectiveness
5.5	Information, guidance and support.	Limited effectiveness

Engineering+: STEM

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1	Standardise recruitment process across campuses. 1. Diagnostic levelled aptitude testing. 2. Lecturers involved in interviewing students.	Ensure students are placed on correct course level to increase retention.	JM	June 2014	Started
2.3	Develop progression plans for route into HND & University – articulation agreement is currently being developed with Napier University.	Accessibility and stakeholders needs leads to better opportunities and progression for HNC/D students.	JM	June 2014	Started
5.3	Ensure sharing of L and T resources across both campuses: regular meetings, shared resources, shared assessment dates/assessment plans.	Quality: improved learner experience and parity of delivery.	Lecturers	From Jan 2014	Ongoing
5.4	Distribute assessment plans for academic year cross campus to eliminate differential for students.	Better retention/student success and progression	Lecturers	Jan 2014	Partially Complete
5.4	Deliver practical assessment strategy; improved laboratory procedures and learner experiences.	Successful completion; quality. Enriching and enhancing the learner experience.	JM	June 2014	Consulted teaching staff

Engineering+: STEM

Action Plan For 2013-14 and beyond

5.5	Standardisation of attendance monitoring and centre admin use through wider Eng+ team.	Quality and equality; standardised approach to attendance monitoring and feedback through agreed procedures. A more cohesive approach to the learning environment.	All Team	June 2014	Ongoing
-----	--	--	----------	-----------	---------

Health, Wellbeing and Social Sciences: Childhood Practice

3 Key strengths	<p>Strong feedback from students through unit evaluation, course team meetings, and conversations with staff indicates students really value the verbal feedback given by lecturers, in relation to assessments, and general progress, across course areas and campuses, and that this has supported retention and attainment.</p> <p>Students studying HNC Early Education and Childcare receive a positive learning and assessment experience, with this course being subject to very good External Verifier reports across all three campuses in 2012/13. External verifiers praised the team's innovative approach to holistic assessment and most students report they feel very well prepared for assignments (82%) and that assignments help them to learn (89%).</p> <p>Excellent partnership links between the college's commercial childcare courses and East and Midlothian and Fife councils, with specific regard to SVQs in Children Care Learning and Development and Playwork, provide a strong revenue stream.</p> <p>The team has responded to industry demands through the successful implementation of PDA at level 9 Childhood Practice in response to changing requirements for Childhood Practice managers. This course has been successfully accredited by the SQA and SSSC and now ensures the college has the flexibility to offer accessible, appropriately-levelled, training to students in this field.</p>
3 Key areas for improvement	<p>The standard and format of feedback to support formative and summative assessment needs to be standardised across the programme area, with a wide range of methods employed by staff including verbal feedback, written feedback, and checklists. Greater consistency in content and format needs to be developed.</p> <p>Feedback from course team meetings, student evaluations and informal feedback from students suggest assessment sequencing and loading, and students' awareness of assessments in general, need to be improved through the consistent distribution of assessment schedules across the programme area to better support the assessment process.</p> <p>There is a need to ensure parity of experience for students, across three college campuses, through the standardisation of approaches to learning, teaching, assessment, verification practices, and resources. The team needs to work on this over the coming year to ensure we have robust standardisation and communication between campuses.</p> <p>Facilitating effective communication between team members on different campuses is challenging at this stage. Effective communication is integral to standardising students' classroom experience.</p> <p>Building and unifying an effective delivery team requires standardisation of working practices and conditions for staff across campuses.</p>
Good practice examples	<p>Integrated assessments on HNC Early Education, as highlighted by EV reports which stated that we were using an innovative approach to assessments.</p>

Health, Wellbeing and Social Sciences: Childhood Practice

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Limited Effectiveness

Health, Wellbeing and Social Sciences: Childhood Practice

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3	Programme manager to devise an effective method of communicating and/or meeting with class reps on a regular basis to enable more regular feedback and effective response. At present this has not been possible due to days in college which students attend and courses being on three campuses.	Improve learning and teaching experience.	Programme manager	June 2014	
5.4	Improve standardisation between campuses by setting up shared space on Moodle for each course team. This will allow sharing of information and assessments.	Assessment for learning.	All team	June 2014	
5.2, 5.4	Programme Manager to ensure each course team meets and agrees a standardised approach to providing student feedback (including marking time-scales and documentation) meaning students receive timely feedback.	Improve student attainment and retention through timely feedback.	PM and all lecturing staff	June 2014	
5.4	Programme manager to work with teams to ensure every student is supplied with an assessment schedule at the start of their course. Class lecturers to agree and produce assessment schedules and distribute to students.	Improve spacing/timing of assessments; improving attainment.	All lecturing staff	August 2013	Partially complete

Health, Wellbeing and Social Sciences: English, Communications and Highers

3 Key strengths

Staff are committed to adapting, contextualising and integrating their learning and teaching materials for the purposes of increasing student engagement. Staff actively seek to create materials which are interesting, challenging and vocationally relevant to the learners, with almost all students (98%) agreeing that the learning and teaching materials met their needs.

Staff are committed to setting and maintaining the highest possible standards for learners and this is evidenced by their engagement with continuous professional development, staff serving as SQA markers, the attainment of subject-specialist qualifications and their on-going participation in Quality Assurance and Quality Enhancement activities. This commitment is reflected in student feedback, whereby the majority or most learners (80%) feel prepared for their assessments as a result of the learning and teaching they have experienced.

Staff are committed to enhancing the learner experience through the application of varied learning and teaching methodologies. By deploying a range of evidence-based, critically reflective and participatory approaches, students are empowered to become 'co-creators' of the learning experience as evidenced by a variety of student-led projects and peer feedback activities – most students (74%) felt they could influence the planning and delivery of course subjects.

3 Key areas for improvement

Better sharing of resources across campuses with an identified need to develop a centralised area of learning and teaching resources (e.g. shared drives) that is accessible to all delivering lecturers to support the provision of the best possible experience for students.

Better maintenance and deployment of resources with an identified need to ensure that classrooms are 'fit-for-purpose' i.e. appropriate size, lighting, temperature, storage and with fully functioning ICT resources to ensure the best possible environment for learning.

Identified need to address lowered PIs (with specific reference to Highers Programmes) to ensure the highest possible success and progression rates for students.

Good practice examples

Visiting speakers; class trips; various AV resources embedded in everyday practice (e.g. through Clickview); participatory answer modelling activities; peer assessment tasks; role-play tasks to build employer-relevant skills; elevator pitch activities to build confidence in public speaking; variety of 'real-life' projects to link with Curriculum for Excellence.

Health, Wellbeing and Social Sciences: English, Communications and Highers

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Limited Effectiveness
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: English, Communications and Highers

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3	Ensure classes are timetabled in appropriately resourced environments for Semester Two 13-14.	Improve student engagement.	ED	Feb 14	
5.2, 5.3	Submit maintenance requests through TopDesk facility.	Improve student environment.	All staff	Jun 14	
5.3, 5.4	Identify server space for all learning and teaching materials to facilitate sharing across all campuses.	Improve student experience. Facilitate sharing good practice. Contribute to standardisation.	ED	Mar 14	
2.2, 5.1	Develop/modify Highers Programme to improve PIs.	Improve student outcomes.	ED	Jan 14	
<p>Commentary (a commentary should be added if any significant risk to the student experience is likely due to lack of progress on any aspect of the action plan)</p> <p>Lack of progress on necessary modifications to the Highers Programme/provision is likely to have a detrimental impact on the student experience and outcomes, as well as being reflected in lowered PIs. As such, progress on this action point is of critical importance during academic session 13-14 to ensure that a revised programme can be implemented for session 14-15.</p>					

Health, Wellbeing and Social Sciences: Health and Social Care

3 Key strengths	<p>Internal progression is strong in a number of areas, (e.g. HNC Social Care and Counselling courses) with a strong partnership with Edinburgh Napier University guaranteeing places for Access to Nursing students. Most students (82%) entered a positive destination on completion of their course in session 11/12, with 34% returning to Edinburgh College, and 23% entering university.</p> <p>Strong working relationships and good communications among course teams enable staff to offer flexible support to students; relationships are positive with students – most (84%) students felt comfortable approaching their lecturer for help, feel comfortable their lecturer is helping them to learning (87%). 77% of full time HE students completed their programme successfully, this is above the college average.</p> <p>The team uses a wide and flexible variety of teaching approaches and assessment methods to support students' effective learning: most students (71%) said the way they were taught really helped them to learn; that lecturers asked for and were open to feedback; that they understood what they were supposed to be doing in class (84%); and that they had greatly developed their knowledge and skills (88%).</p> <p>Variety of placements offered during the programme, including within the NHS, to enhance students' experience of workplace practice, with good placement support offered by lecturers. Most students (89%) said their course fully prepared them to take their next steps.</p> <p>The team has a strong focus on developing independent learners through the use of blended learning. Across campuses students were encouraged to use legacy colleges' on-line portals (D2L and Moodle) in a variety of different ways to top-up class teaching: added study tasks and additional research tasks were placed on line to be addressed between classes, together with a variety of wider resources, to better prepare students for assessments going forward and enable them to develop independent learning skills which would be valuable in HE or employment.</p>
3 Key areas for improvement	<p>Standardisation of unit content and assessment, and delivery frameworks, to ensure parity of student experience, is a challenge across campuses/teams within Health and Social Care going forward.</p> <p>Integration of academic units need to be explored across the programme area to streamline the assessment process for students, reduce duplication of content, and reduce students' workload.</p> <p>The introduction of a greater range of alternative entry and progression routes should be investigated by the team in order to meet need for distance learning, part time, and evening courses. The team should also explore the possibility of developing HND Diploma in Counselling, and a programme of stand-alone CPD units to meet student demand.</p>

Health, Wellbeing and Social Sciences: Health and Social Care

Good practice examples

Partnership working: two team members are jointly-employed by NHS and College to develop programmes which meet the needs of the NHS and lead to positive destinations for students. This partnership has resulted in a programme (HNC Health Care – Endorsed route) which enables students (who are NHS staff) to articulate to the second year of nursing at Napier University. The NHS NC in Health and Social Care was developed by a joint NHS/ College appointee to address skills needs among NHS staff at levels 1-4 in response to the Francis Report. Students (some of who are direct NHS referrals, others who apply directly to the college) complete a year-long programme, an NHS induction, and a six-to-eight month placement, and upon successful completion of each are guaranteed a place in the NHS staff bank. The programme was widely advertised on the college's website, and through the media.

We have developed good relationships with health and social care managers in City of Edinburgh Council and Borders and Midlothian councils, as a result the PDA Health and Social Care supervision delivered by the team is delivered to a significant number of staff in H&SC management or supervisory roles in these authorities. Staff have built these relationships through a flexible approach to delivery which has included delivering the PDA in outreach centres, and these relationships are supported by the strong attainment levels of students on these courses (99% in 12-13) and the fact that these courses meet SSSC and Care Inspectorate requirements.

Mental Health Conference: the team staged a one-day conference where health practitioners (including a community psychiatric nurse and other health professionals) came into college and guided Access to Nursing and NC Nursing students through the 'journey' of a patient with dementia. Each practitioner gave students their perspective on what their intervention would be. The conference is built around, and designed to contextualise, the learning of students who are undertaking a dementia unit, to better prepare them for their summative assessment.

Courses at a variety of levels within the Health and Social Care team work well to integrate assessments. The NC and Accessing to Nursing staff have contextualised a Communications (NC) and Intermediate 1 units to be relevant to health students by using a range of articles from journals, and a book call The Keeper, which charts the journey of a mother with dementia. This contextualisation has made topics and learning more relevant for health students.

Health, Wellbeing and Social Sciences: Health and Social Care

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: Health and Social Care

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1	All frameworks for courses to be discussed and reviewed to ensure 2014 provision meets the needs of students who wish to work in care, and meets needs of industry.	Courses are fit for purpose and offer appropriate progression routes.	PM with team	January 14	Partially complete
2.1, 2.2, 5.1	Use student evaluation data to inform the delivery model and any changes to curriculum: explore possibility of developing HND in Counselling and programme of CPD units to meet existing student demand.	Improve student outcomes and meet student needs.	PM with team	June 2015	
5.3	Ensure staff update resources so that they reflect current practice and also encourage them to make them electronic so that they can be stored but also shared with others.	Better educated occupation-ready students.	Lecturing staff	August 14 (interim)	Ongoing
5.4	Work towards cross-marking, internal verification, standardisation of assessments and learning and teaching materials across the section and across campuses. Explore ways to set aside more time for staff delivering similar programmes across different campuses to meet.	Ensure students receive same educational experience, regardless of campus.	PM and Lecturing staff	June 2015	

Health, Wellbeing and Social Sciences: Health and Social Care

Action Plan For 2013-14 and beyond

5.5	Encourage staff to refer students to student services where they need additional support, or to their LDT.	Better retention as students remain on the programme.	All	August 2014	
5.4	In relation to HNC Health and Social Care: staff to explore integrating assessments and teaching where possible to remove duplication of teaching and remove burden of assessment. Encourage teams to look at integration opportunities at course team meetings.	Stream-line teaching and assessment process where possible to remove duplication.	PM and lecturing staff	June 2015	

Health, Wellbeing and Social Sciences: Health and Veterinary Professions

3 Key strengths

Relationship with industry. Professionally registered teaching staff, who are currently employed in relevant industry or have established joint agreements with industry, professional bodies and other education establishments, are a key strength of the team. Delivery staff use their knowledge of current industry practices to enhance students' key employability skills: this is evidenced by students' positive destinations – the majority of students (50%) who successfully completed their course entered full time, or part-time, permanent employment, or continue in education (36%).

Lecturing and teaching content is relevant with a good practical element directly applicable to the work place, which, coupled with the use of visual practical teaching materials like videos/YouTube assists in preparing students for their next steps in employment or education. Most students (85%) report that they have greatly developed their knowledge and skills and almost all reported that the course prepared them to take their next steps (90%); whilst almost all students (98%) report that teaching materials meet their needs. Lecturers are approachable and work to pro-actively assist students with problems they encounter, contributing to a retention rate of 97% across the programme area and almost all (89%) of student reporting teaching staff to be helpful and courteous.

Work placements - staff work with NHS stakeholders to get work placements for students, involving in a number of cases an interview with the NHS placement provider following the application process. This enhanced students' essential employability skills, as well as delivering practical experience in the professional environment, and frequently led to permanent employment on graduation – most (78%; 89 of 114 students who entered employment) students who entered employment after completing their studies took a position in a related health field (e.g. hospital or pharmacy).

3 Key areas for improvement

Through examination of L and T survey and EV reports it has become clear our standardisation of assessment and marking schemes must be improved. Discrepancies in marking highlighted by EV led to delays in students receiving results. Greater understanding of quality assurance issues, particularly IV and EV processes, is essential.

Through discussion with lecturers and feedback from students some of our online learning materials need to be improved online, and different modes of attendance need to be explored for some courses. This is a direct demand from industry as student attendance is variable due to work commitments/pressures of day release students.

Improved relationships with Higher Education establishments need to be established as some courses are well placed to articulate with these sectors to meet demands of NHS stakeholders.

Health, Wellbeing and Social Sciences: Health and Veterinary Professions

Good practice examples

Regular team meetings have been established across all 4 discrete programme 'areas'. This was challenging to organise given the number of part-time staff so fortnightly alternating Tues/Wed/Thurs for some staff groups allow all staff members to attend and contribute. This should improve communication and reduce fragmentation of teams, and support standardisation practices.

Work by lecturers to standardise course content, with other Scottish institutions delivering similar healthcare courses.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Limited Effectiveness
5.5	Information, guidance and support.	Limited Effectiveness

Health, Wellbeing and Social Sciences: Health and Veterinary Professions

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.4	Active engagement by team with Quality Enhancement Team and SQA to improve and standardise I/V, E/V assessment methods and marking schemes. This work is ongoing.	Improve assessment and quality assurance practices.	Dental Technology team	Semester 1	Ongoing
2.1, 2.2, 5.1	Staff to attend SDCG course on interviewing and review current interview style and methods in line with sector best practice.	Improve retention.	Dental Technology team	4th Dec 13	In progress
2.1, 2.2, 5.1,	Suspend new intake of HND until the SMART action below has been established and consolidated.	Improve quality, recruitment.	Lorna Darrie	Semester 1	Letters written; not sent yet.
5.3	PM to survey industry and visit another course provider to improve learning materials, course delivery and meet needs of industry.	Improve recruitment, retention and learning and teaching process.	Lorna Darrie	Semester 2	Initial contacts made.
2.1, 2.2, 5.1	PM to develop links with QMU to respond to industry and create articulation courses.	Improved relevance of courses to HE and NHS.	Lorna Darrie	Semester 2	Deferred to Semester 2.
5.5	Develop stronger relationship with LDT.	Improve student recruit/retention.	Team	Sem 1 & 2	Ongoing
5.3	Develop in-house Health & Veterinary Professions CPD programme to enable reflection on teaching practice and sharing of knowledge following external CPD courses.	Improve team work and communication. Improve relevance of CPD.	Team	Sem 1 & 2	Ongoing

Health, Wellbeing and Social Sciences: Social Sciences - Access Courses: (SWAP Access to Social Sciences, SWAP Access to Humanities and Primary teaching, Part Time Access to Arts and Social Sciences).

3 Key strengths	<p>The team deliver a wide range of subjects, taught by subject specialists, in order to offer students flexible progression routes and access to a broad choice of degrees. The majority of students (73%) who successfully completed their course of study in 2012-12, whose destinations are known, entered university; the remaining 27% of students returned to study at Edinburgh College upon completion of their studies.</p> <p>Students on Access courses are taught all or parts of their course at Edinburgh University which familiarises students with an HE setting, as a result nearly all Access students reported that their course prepared them to take their next step in education (94%).</p>
3 Key areas for improvement	<p>The team needs to improve communication with those universities with which the college has progression agreements (SWAP) to ensure a more efficient, straightforward, application and enrolment process for graduates of part-time access courses. This process has not been straightforward for this specific group in the past.</p> <p>The team must improve the range and quality of course information on the college's website for SWAP courses, in order to enhance awareness of these courses; deliver broader pre-entry guidance to students; increase student enrolments and attract appropriate candidates to increase retention and attainment.</p> <p>The team must ensure students can access academic support if required, as early as possible through LDTs, to increase both student retention and attainment through tailored, student-centred, support.</p>
Good practice examples	<p>Sighthill SWAP students are taught at Edinburgh University in second semester which provides an opportunity to learn in an HE setting, supporting transition.</p>

Health, Wellbeing and Social Sciences: Social Sciences - Access Courses: (SWAP Access to Social Sciences, SWAP Access to Humanities and Primary teaching, Part Time Access to Arts and Social Sciences).

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: Social Sciences - Access Courses: (SWAP Access to Social Sciences, SWAP Access to Humanities and Primary teaching, Part Time Access to Arts and Social Sciences).

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.5	Literacy/numeracy tests used on all campuses for as part of application, interview and entry process.	Recruit appropriate students/ improve retention.	PS/ZC	May 14	Ongoing
5.3	Review contents of SWAP programmes to ensure fitness-for-purpose.	Meet student needs; enhance attainment and positive destinations.	PS/ZC	Feb 14	Ongoing
5.5	Standardise range and quality of information on website.	Support course selection; improve pre-entry guidance, impacting on recruitment, retention and attainment.	KJ	Jan 14	Ongoing
5.5	University Access-improve coordination between College and University partners.	Improve student experience.	KJ/MM	Sept 14	Ongoing
5.4	Appeal procedure on university access to be revised.	Improvement student experience; ensure equality of experience for students.	MM	Dec 13	Ongoing

Health, Wellbeing and Social Sciences: Social Sciences - Community Work programmes: (HNC Working with Communities, NC Working with Communities, SCQF 5 Working with Communities, PDA Youth Work, PDA ITALL).

3 Key strengths

Introducing robust selection criteria based on academic performance, relevant community-based experience, interview and references, allowed the team to match students to programmes appropriate to their skills and career aspirations and has contributed to an average retention rate of 93% on community-work programmes.

Well-developed links with community-based organisations provides a wide range of placements and opportunities to invite practitioners into College to contribute to academic aspect of programmes and provides employment openings for students: the percentage of 11/12 students entering employment on completing their community-work programme mirrored the college average.

Good communication between staff teaching across the curriculum area leads to sharing of resources, good practice and appropriate support for students being provided: most students (74%) reported their lecturers were helpful and courteous.

3 Key areas for improvement

Ensuring students are studying at the appropriate level and are correctly 'placed' during the application process. Some students would benefit from studying the Level 5 course before embarking on Level 6 and some students starting on Level 5 could have started at Level 6. (Choice appears to be linked to students wanting to study at the campus closest to where they live.)

Liaise with SQA to explore the possibility of introducing a group award at Level 5 for the Working with Communities programme to bring in line with other College courses at this level.

Retention on the Level 6 Working with Communities course needs to be improved, with application criteria and the broader package of support from LDT, support services and delivery staff examined.

Health, Wellbeing and Social Sciences: Social Sciences - Community Work programmes: (HNC Working with Communities, NC Working with Communities, SCQF 5 Working with Communities, PDA Youth Work, PDA ITALL).

Good practice examples	<p>Students at all levels have an opportunity to participate in a 'residential' placement to enable them to link theory to practice.</p> <p>Level 5 students have the opportunity to gain the John Muir Award, enhancing their employability skills, through volunteering.</p> <p>Staff teaching on programmes continue to develop own Community, Learning and Development practice through other work in the College e.g. teaching literacy, working with young people, working with adult returners.</p> <p>Visits to CLD organisations and relevant places (e.g. Mosque) broaden students' knowledge and understanding.</p>
-------------------------------	--

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: Social Sciences - Community Work programmes: (HNC Working with Communities, NC Working with Communities, SCQF 5 Working with Communities, PDA Youth Work, PDA ITALL).

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Develop use of Moodle across all courses.	Enhance learning opportunities for students.	All staff	Ongoing	
5.2	Early intervention, through review process, for Level 6 course.	Improve student retention.	JF	Ongoing	
5.5	Offer Level 6 course at Milton Road Campus.	Improve progression routes and accessibility and flexibility of programmes.	KJ	Aug 14	
5.5	Investigate provision of part-time HNC Working With Communities.	Widen participation; improve flexibility of programmes.	KJ	Dec 13	

Health, Wellbeing and Social Sciences: Social Sciences – Social Sciences Courses: (HNC Social Science, HNC Creative Media, NC Social Science (6), NC Social Science(5), Social Science courses (4), Preparation for Higher Study).

3 Key strengths

Good support is provided to students at all levels to enable them to make academic progress aided by good communication between staff teaching on courses: almost all learners reported that they felt comfortable approaching their lecturer for help (91%) and most (78%) said they felt well prepared for assessment.

A wide range of subjects are offered within programmes, at all levels, and are taught by subject specialists using a variety of teaching methods. This ensures a range of accessible programmes are offered to students from a diverse range of backgrounds to help them meet their learning/career aspirations.

Through its diverse course offering the team provide access for students who do not possess formal qualifications and clear progression routes, within college, upon completion of their course.

3 Key areas for improvement

The teams' recruitment process must be examined and improved - many places at HNC level are allocated to students who use college as a backup to university; when these students accept places at university there is a rush to fill their places at the last minute. There is need for a system to highlight these students.

The team can improve the sharing of teaching and learning resources to ensure students have parity of experience, regardless of the campus at which they study.

Ensure students are placed on course appropriate to their level and that all levels are available at all campuses, to support student retention, satisfaction, and attainment.

Health, Wellbeing and Social Sciences: Social Sciences – Social Sciences Courses: (HNC Social Science, HNC Creative Media, NC Social Science (6), NC Social Science(5), Social Science courses (4), Preparation for Higher Study).

Good practice examples

HNC and NC Social Science delivery staff blog to students to keep them aware of the application of Social Science, social policy and criminology in wider world (e.g. news items, comment pieces, social media).

Assessment schedules are provided to all students in timeous fashion at the start of term.

NC Social Science students (level 6) have now been offered the chance to achieve two Highers, in addition to the formal group award, in order to enhance their CV and progression prospects.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: Social Sciences – Social Sciences courses: (HNC Social Science, HNC Creative Media, NC Social Science (6), NC Social Science(5), Social Science courses (4), Preparation for Higher Study).

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.4	Examination papers and arrangements to be standardised across all campuses.	Equality of opportunity for students.	DG	May 14	Ongoing
5.5	O.U. degree to be developed to offer alternative route to HE.	Improve student retention.	KJ	Ongoing	Ongoing
5.5	Harmonise selection process across campuses.	Improve retention and attainment.	Team	Feb 14	Ongoing
5.2	Consider embedding practical units in Level 4, 5 and 6 courses, to enhance employability skills.	Develop students' employability skills.	Team	Aug 14	Ongoing
2.1	Ensure all course levels are available at each campus.	Improve retention and accessibility of programmes.	KJ	Aug 14	Ongoing
5.3	Share good practice/resources across team.	Improve/enhance teaching	Team	Ongoing	Ongoing

Health, Wellbeing and Social Sciences: Sport and Fitness

3 Key strengths

Throughout the programme area delivery lecturers' specialities and strengths are used appropriately to ensure students receive an effective learning experience, with a wide range of expertise available and further supported by the use of guest lecturers/presenters from industry. 87% of students successfully completed their course in session 12-13 and most students reported teaching approaches were effective in helping them to learn, whilst most stated they had greatly developed their knowledge and skills (92%)

Industry recognised qualifications and national governing body awards, provided across a range of sports at a variety of levels, and specific vocational awards (e.g. NPLQ and units that gain REPS level 2 and 3 accreditation), are offered to complement the group awards delivered within the Sport and Fitness department and enhance students' employment opportunities upon articulation.

Assigned use of facilities at The Club (on a weekly basis), as an integral part of Sport and Fitness courses at Milton Road, offer students the opportunity to hone practical skills outside of a class environment and gain a broader and deeper understanding of employment in the industry. Relevant practical aspects of the courses are delivered and assessed in vocational settings.

LDTs at both Milton Road and Granton have integrated well within the department, quickly identifying and understanding student needs in line with departmental requirements. LDTs have been very effective in attendance and disciplinary matters and providing appropriate encouragement and guidance to enhance the students' experience. They have been very involved in activities with staff, especially when based within the sports work base areas enhancing communication between students and staff.

Regular team meetings, held at Milton Campus, focussed on student attendance and achievement and included the input of the programme area's LDT. These complemented mid-term reviews and helped to identify students at risk. There is a robust policy on discipline, designed to encourage student retention and attainment that has significantly contributed to a campus retention rate of 94%.

Health, Wellbeing and Social Sciences: Sport and Fitness

3 Key areas for improvement

Following development of year 2 Fitness, Health and Exercise offered at Milton Road, college/university coordination should be improved to support students applying to UCAS, with more time provided to help students with personal statements with this workload spread across delivery staff, in order to better support student articulation. Similarly, clarification is needed on BTEC level 4 and 5 access to university criteria, with particular reference to 'merit' and 'distinction' requirements as a comparison with SQA HNC/D Graded Unit "A" pass requirement, so that students can make informed course choices.

Facilities at Milton Road are adequate, although the fitness studio is restricted in size and height and use of the Auditorium should be reconsidered with appropriately located external facilities employed to increase employer and stakeholder links.

Although a robust process of identification is in place, delivery staff could benefit from CPD/updates that will help them identify support needs at an early stage to ensure students access academic support, as early as possible.

Close partnership working, with LDTs, at Sighthill is required to ensure staff fully understand LDT role and that students can access LDT support as early as possible if required therefore encouraging retention and attainment.

Reduce the scale of external facility use and excessive spend on outdoor and hall-lets currently being experienced. Aim to up-skill more staff to deliver more governing body awards through CPD.

Regular group meetings to inform programme area of current issues; to be consistent with quality assurance and verification policy and to promote self-evaluation and lecturer appraisal.

Health, Wellbeing and Social Sciences: Sport and Fitness

Good practice examples

Weekly team meetings at Milton Campus, support the standardisation of delivery and materials and identify any risks to the student experience at an early stage. More broadly, the work undertaken by teaching staff to standardise materials to ensure parity of experience across the college.

Use of The Club as an integral part of students' learning and assessment, enables students to practice in a working environment, enhancing their employability skills.

The staff, Integrated Sport and Rugby Performance Groups benefit from the Sports Therapy clinic at Granton Campus. This provides valuable work experience for students in Sports Therapy and assists in the recovery of students engaged in high levels of physical activities

The use of guest speakers presenting to classes on a range of subjects gives students valuable insight into what it really takes to get to the top in their field.

The mentoring role provided by lecturers at Sighthill; and the use of review weeks.

School partnerships provide excellent opportunities for students to gain valuable vocational experience for progression.

The use of Moodle and other social networking sites to ensure communications are relayed appropriately to students.

Health, Wellbeing and Social Sciences: Sport and Fitness

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Health, Wellbeing and Social Sciences: Sport and Fitness

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.5	Work with LDTs to increase understanding of nature of course provision; student and lecturer needs.	Improve recruitment & better support students.	NM/KC	May 14	
5.3	Review contents of BTEC programmes to ensure programmes are fit for industry/academic needs.	Meet student needs, support positive destinations.	NM & Staff	Feb 14	
5.5	Standardise/improve the format of information on the website.	Support recruitment of students and appropriate course choices.	NM	Jan 14	
5.5	BTEC university access criteria to be confirmed.	Improve student experience/ secure articulation routes.	NM	Sept 14	
5.4	Enhance student access to support services.	Ensure equality; improve retention by removing barriers to attainment.	NM	Dec 13	
5.5	Continue with interview and application process to increase student enrolments.	Recruit and support students; increase course accessibility.	NM & Staff	Jan 14	
5.5	Work to engage/include class reps in group meetings, to embed student voice in decision making process.	Improve student experience through increased engagement.	NM	Sept 14	
5.4	Review IV schedule on cyclical basis to ensure standardisation of activities are ongoing.	Assure quality of assessment cycle; ensure parity of student experience.	LDT & Staff	Dec 13	

Institute of Construction and Building Crafts: Built Environment

3 Key strengths

Relationship between LDT and delivery staff – we have worked well with, and through, our LDT to develop external relationships which have resulted in an improved learning experience for our leavers with site visits, invited speakers and excellent pastoral care (most students reported their LDT really supported them, and their learning). Attendance monitoring was increased with manual registers completed daily to allow LDT to follow up more quickly, contributing to a full-time student retention rate of 91%.

Work placements - staff and LDT were able to work with stakeholders and other companies to facilitate work placements for students. This was achieved in variety of ways: one route included students being interviewed by a contractor as part of the student application process; and led to four students being selected for work experience. This developed students' essential employment skills and practical experience (for those placed on site).

Interview process – the interview process for the Access to Built Environment course was changed to include an entrance exam; this ensured candidates' ability, and suitability for the course, were assessed prior to offers of place being made, and as a result student attainment rates increased from 58% in 11/12 to 84.2%. This will be rolled out across all courses for academic year 2013/14.

3 Key areas for improvement

Through examination of the Learning and Teaching Survey the majority of students have commented on the lack of feedback from delivery staff; additionally EV reports have asked the team to focus on formal feedback in the academic year 2013/14. To this end unit evaluations will be carried out by the Programme Manager and LDT at the end of every unit. In addition this will be an item on class reps meeting agenda to ensure this is happening. Staff have been issued with an exemplar feedback sheet which must be included with all assessments.

Assessments methods and timing - most students say that assessments are not well spaced across the course the sequence of assessments will be discussed and a plan developed. Assessment quantity and type will be included in the discussion with a view to combining, and therefore reducing, the quantity of assessments where possible. Learning and teaching materials need to be developed to provide more of a variety of delivery to students.

Most students say they have developed their skills and knowledge whilst at college, and to the team is keen to seek to improve links with industry. We have good relationships with the Institute of Construction Engineers but we would like to develop these with Chartered Institute of Building and Chartered Institute of Architectural Technologists to ensure our delivery and materials meet the need of industry.

Institute of Construction and Building Crafts: Built Environment

Good practice examples

Robertson's Construction – work placement as described in strength two above. The interview process gave students the chance to experience what is involved in 'real life' interview situations, and to experience the workplace in which they will work after completing their studies.

Introduction of competence tests at interviews ensures the students are correctly matched to the Access to Built Environment course.

Willingness of staff to share materials ensures good practice is freely disseminated across the programme team.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Limited Effectiveness
5.5	Information, guidance and support.	Effective

Institute of Construction and Building Crafts: Built Environment

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Implement entrance tests across all built environment and plumbing courses. Ensure that information is shared across all areas within the newly formed team.	Improve retention.	Team	Feb 2014	Started. Jan start pre-app plumbing course - implemented a test.
5.3	Provide a materials testing lab for use by all built environment students for practical work which is critical to their courses. This can be also be used across all areas of ICBC for experiments as part of the apprenticeships programmes.	Improved understanding for students. Improved results in course work.	JAH	Semester 2	On target
5.3	Increased use of Moodle by all staff for learning and teaching materials and feedback.	Improved opportunities for students to learn.	Team	June 2014	On target
5.3	Continue involvement in college-wide project to look at use of iPads in the teaching of certain elements within built environment, plumbing and security.	Improved and more timeous feedback.	Team	June 2014	Just started

Institute of Construction and Building Crafts: Built Environment

5.4	Improved internal verification procedures, all staff to be trained on new process. Lead IV for team to be appointed.	Improved retention and results to improve articulation.	Team	Feb 2014	Completed
2.1	Security and plumbing teams have joined the built environment team and this will give the opportunity for each area to have a more joined-up approach to teaching. More staff with ability to teach across the various areas helps team communication between different disciplines. Team meetings give lecturers the chance to learn from each and share best practice.	Improved teaching and quality issues addressed.	Team	June 2014	On target

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

3 Key strengths

Staff commitment to continually reviewing, and adapting, their delivery and teaching materials to reflect good practice and quality standards has ensured strong student engagement (most students report they find their lecturer helpful and courteous, and that their LDT has supported them), which has in turn resulted in student progression to other courses or into employment (89% of 11-12 students returned a positive destination on completing their course).

Teaching approaches are effective and enable most students to achieve (89% CS) and remain on their programme (95% retention). Student progression and achievement on modern and adult apprenticeship courses are linked to funding from external training providers, who monitor 'milestones', making the strong performance in this area a key strength.

Edinburgh College has developed, and improved, working relationships with key stakeholders, notably the training providers for Modern and Adult Apprentices, such as SNIPEF, St Mary's Cathedral, Historic Scotland, District Councils and CITB. This partnership-working has enhanced students' employability skills and outcomes – partner training providers are asked to suggest suitable college students to fill work-placements, or to accept employment as apprentices – the college's teaching staff and LDTs identify suitable candidates. A close working relationship with CITB's apprenticeship college officers facilitated the effective introduction of new MA Qualifications in 2012-13.

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

3 Key areas for improvement

The development of new materials - both theory and practical projects - for the new MA qualifications that were introduced in session 12-13, are essential. Materials formerly supplied by SQA have now been created by college staff to support the new MA. The team are meeting with other colleges to make sure standards are consistent across Scotland.

Setting up of new workshops, within the three trade areas, at Granton Campus has been required to ensure students continue to experience a realistic, industrial, working environment: within the plumbing area this involves setting up of new general plumbing bays, a new lead welding workshop, and also setting up of a domestic gas workshop area with a view to limiting the instances of students being timetabled to carry out gas-works at Midlothian campus, where workshops are shared with commercial gas assessment testing activities. A new science lab has been installed in the old Paint & Decorating spray painting area, whilst the principal change/challenge has been amalgamation of Midlothian and Granton Campus carpentry & joinery workshops, which has necessitated the building of new workshops on the site of the former Engineering department.

The harmonization of delivery, courses, resources and materials has been the principal challenge within Carpentry and Joinery; whilst the amalgamation of the Carpentry & Joinery and Paint & Decorating teams from both Midlothian and Granton Campuses has had a great effect on staff and delivery of courses within this area. The challenge for this session is to develop a good working relationship with all staff, identifying all staff strengths; and provided mentoring/CPD were required; setting up new workshops; and gathering materials and resources from both campuses. Standardisation meetings have been held to agree on the best delivery approaches using practice from both campuses to enhance the student experience.

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

Good practice examples

Great success with students entering competitions: Scottish Association Timber Trades Teachers (2nd place); Worshipful Company of Carpenters' competition regional heat (Over 20-year-old 1st, 2nd & 3rd place; Under 20-year-old 1st, 2nd & 3rd place; one student put forward for the national heat); Skills Build 2013 Edinburgh College competitors regional heat (Carpentry 2nd place, Joinery 3rd place); National Skills Build 2013 at World Skills 2013 held in Birmingham (student was put forward from Skills Build 2013 Edinburgh College competitors regional heat Carpentry 2nd place).

The Worshipful Company of Joiners and Ceilers competition held at the Building Craft College in London - Edinburgh College was the first Scottish college to enter. The two students had a 2nd and 5th place.

Willingness of staff to share materials and good practices with other sections within the college and other colleges.

The interview process for full-time students that applied for Pre-Apprenticeship Course. Progression on to Apprenticeships and employment for students that were on full-time courses with the help of stakeholders and training providers.

Partnerships with construction companies enabled students to participate in site visits, tutorials and work placements.

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Limited Effectiveness
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Limited Effectiveness
5.4	Assessment for learning.	Limited Effectiveness
5.5	Information, guidance and support.	Effective

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2., 5.1	To review, and continuously develop, materials for the new PDA in Carpentry and Painting on an ongoing basis during the session (to include resources, projects, learning materials, assessment plans, remedial work, "phase-tests", recording of achievements and documents to support the reporting of student achievements to training providers); taking into account EV feedback.	To ensure students meet industry requirements upon articulation, supporting positive destinations upon completion of course.	Course Team, course tutors.	June 2014	Ongoing
5.3	To ensure new workshops at Granton Campus (P&D; C&J and plumbing) are installed and set up to deadline (ensuring all Health and Safety conditions are met) to ensure classes go ahead as planned and student learning experience is not disrupted; and that students continue to experience a realistic, industrial, working environment.	Prevent negative impact on students' classroom experience; continue to ensure safe working environment for students.	September 2013	Facilities; Head of Centre.	Ongoing

Institute of Construction and Building Crafts: Carpentry, Decorating, Plumbing and Wet Renewables

5.3	To ensure all team members attend SQA verification (IV and EV) and quality and enhancement meetings to ensure standards for new PDA qualification introduced across all trades (barring plumbing) are maintained in the college in line with other education providers.	To ensure students meet industry requirements upon articulation, supporting positive destinations upon completion of course.	PM	August 2014	Ongoing
5.3	To standardise teaching approaches by setting up informal one-to-one peer-support networks in Carpentry and Joinery area, to cover standardisation of frameworks, materials, assessment and delivery, due to the amalgamation of delivery at Granton Campus. This approach mirrors that used already in P&D and plumbing areas.	Support standardisation; ensure equity of student experience.	Programme Manager, through Course Team Meetings.	August 2014	Ongoing
5.4	To identify staff 'mentors' to mentor students during preparation for internal and external competitions (regional and national).	To support student success and development of wider skill set.	Programme Manager (as lead mentor for programme area).	August 2014	Ongoing

Commentary (a commentary should be added if any significant risk to the student experience is likely due to lack of progress on any aspect of the action plan)

Regarding the MA: the phase tests must be achieved by the student in three attempts or less. If student fails to pass the phase test then employer can withdraw student from apprenticeship for not being "competent"; similarly, if MA students fail to submit six Candidate Record of Evidence in the Workplace (CREW) reports within four years of MA course, they cannot achieve the MA and become a tradesperson. It is vital that the team develop appropriate materials for the MA course to assist students in achieving all units, tests and reports.

Regarding the workshops, the majority of work has been completed, but the level of work required has been extensive and other unexpected facilities issues have arisen during the refurbishment programme which have required further attention outwith the control of the programme area.

Institute of Construction and Building Crafts: Trowel Trades and Allied Skills

3 Key strengths	<p>The strong working relationship cultivated between teaching staff and the programme area's Learning Development Tutor ensures students receive excellent and timely pastoral care and academic support and an improved learning experience overall - most students report their LDT really supported their learning; and nearly all state that their lecturer was helpful and courteous.</p> <p>Learning and teaching approaches are broadly effective across all courses: on average most students successfully complete their programme of study and nearly all (91%) report they have greatly developed their knowledge and skills through their studies and understand what they're supposed to be doing in class (98%).</p> <p>Staff have worked extremely hard to maintain delivery standards and the quality of the student learning experience amid ongoing works and the incorporation of additional delivery areas. Their success is reflected in student satisfaction levels, with nearly all students stating they would recommend their course to a friend.</p>
3 Key areas for improvement	<p>The interview process for the Trowel Trades and Allied Skills area varies between disciplines and courses. We intend to develop an interview strategy and assessment that will be common to all courses. This would enable staff from any area of TT&AS to undertake this process in a consistent manner, whilst assuring candidates' ability and suitability for the course – supporting retention and attainment. This process shall be rolled out across all courses for academic year 2013-14.</p>
Good practice examples	<p>Introduction of competence tests at interviews that ensure students are correctly matched to an appropriate course, supporting retention and attainment.</p>

Institute of Construction and Building Crafts: Trowel Trades and Allied Skills

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited effectiveness
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Limited effectiveness
5.5	Information, guidance and support.	Effective

Institute of Construction and Building Crafts: Trowel Trades and Allied Skills

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1	Standardise recruitment process across all courses.	Improve retention and attainment by placing students on courses appropriate to their level and aspirations.	Frank McCann	June 2014	In progress
2.3	Establish effective progression routes for candidates by building partnerships with key industry stakeholders.	Increase student access to employment.	Frank McCann	June 2014	In progress
5.3	Ensure where possible that learning and teaching resources are shared across teams to support standardisation.	Assure quality of delivery and experience across campuses.	Frank McCann	June 2014	In progress
5.4	Ensure all candidates are issued with an assessment plan for the academic session.	Improve student attainment.	Frank McCann	June 2014	In progress
5.4	Implement standardisation meeting cycle and review teaching materials.	Improve student attainment and equality of experience.	Frank McCann	June 2014	In progress

International: ESOL and English Language Teacher Training

3 Key strengths

The team is effective in co-ordinating assessment sequencing/dates across programmes to avoid conflicts/disadvantaging students. The team also comprehensively provides semester plans, covering assessment and re-assessment dates, to students, with this information also covered by teaching staff during induction. Feedback from students, and in particular NC ESOL Level 4 learners, suggests planning for assessments is also effective.

The integration of assessment on employability courses (NC ESOL for Employability 4 & 5, Intermediate 2 NQ English plus) has worked well, as commented on by students (as noted by teaching staff in course team review notes). The team has worked well to integrate IT, ESOL and work experience outcomes, to reduce the burden of assessment on students.

The range of ESOL programmes offered by the team, from Access 2 Literacies to Higher, provides students with progression routes - through ESOL - to other college courses, university or work. These courses offer flexibility and accessibility to students, as they are delivered on a full-time, part-time, or evening basis over two campuses. Students report high levels of student satisfaction with learning and teaching. Preparatory and access level ESOL courses include integrated core skills, taster Intermediate 2 units in Business and Tourism, and employability units including work placement, with a view to enabling progression to more advanced courses within college.

Flexibility of staffing and expertise to deal with an increasing range of commercial in-service teacher training courses, with particular reference to ICELT for China Scotland/China, CLIL training for Madrid primary teachers, EAL training for West Lothian primary and secondary teachers.

Successfully piloting new SQA qualifications; NC ESOL for employability levels 4 and planning for level 5 2013/14 through integration of additional units in existing courses. These courses provided students aged 16-19, with the skills to progress with education at college after disrupted secondary education, with a number of students moving to NC level 5.

International: ESOL and English Language Teacher Training

3 Key areas for improvement	<p>Effective development and integration of the new National 3, 4 and 5, and New Higher, qualifications into the programme area delivery framework is a key challenge for session 2014-2015 and requires appropriate staff training (with external support) over the next session to address course design implications, so as to ensure a seamless transition from the 'old' qualifications.</p> <p>Integration of assessment has worked well in relation to the programme area's employability courses; this can be implemented across the programme area to reduce assessment volume and better contextualise assessments for students.</p> <p>The team needs to explore the continued development of use of Moodle over all levels/modes of attendance to offer students increased flexibility in their studies.</p> <p>The team explore training more teacher-trainers to create a bigger pool of staff to meet a potential increase in teacher training demand.</p> <p>The team should continue to expand, develop and consolidate progression and articulation agreements within ESOL and between other college departments, so as to offer student the widest range of progression and articulation routes possible.</p>
Good practice examples	<p>The team's focus on offering employability skills throughout all courses, with particular focus at level 5 and 6 to include work placement.</p> <p>The development of integrated assessment at levels 4 and 5 (e.g. Living in Scotland evidence with ESOL writing and speaking assessments; Preparing to Work and Work Experience portfolios merged to integrate outcomes; Preparing to Work interview assessment integrated with ESOL Speaking for Work assessment).</p> <p>Peer observation scheme for all ESOL lecturers to share and develop good practice: nearly all staff carried out peer observation, with follow-up discussion with peer and with final faculty feedback session taking place.</p> <p>Adapted SPARQS training for ESOL reps to encourage participation in department and student association rep system.</p>

International: ESOL and English Language Teacher Training

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

International: ESOL and English Language Teacher Training

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.2, 5.1	Programme managers to commission external training from SQA to enable staff to implement new qualifications in line with Curriculum for Excellence.	Ensure a smooth transition to new qualifications; minimising impact on student.	PMs	August 2014	First external training session Feb 2014.
5.4	Programme reviews to be used as an opportunity for staff to discuss integration of assessment and assess impact/effectiveness of current integration and change if required.	Reduce student assessment workload; contextualise assessment.	PMs and ESOL team	August 2014	
5.3	All classes to be using Moodle for one area of course work e.g. submitting homework assignments.	Improve student engagement.	ESOL team	By June 14	
2.1/2.2/5.1	Train two additional teacher trainers to expand capacity of teacher training courses.	Expand teacher-training capacity.	TT Team	By June 14	
2.1/2.2/5.1	Strengthen articulation links and student progression links across campus and programme areas.	Increased number of ESOL students moving to mainstream courses.	Programme Managers	By June 14	

Hospitality: Beauty Therapy

3 Key strengths

The team has introduced a number of initiatives which have improved students' employability. Students' involvement in evening Employability Salons, where students work on external clients and deliver treatments in accordance with each client's wishes (rather than to an assessment schedule) are supported by a 'salon manager' and deliver a realistic working environment to prepare them for employment. The Employability Salons have been commended by EVs and Education Scotland and will be rolled out across all campuses in 13-14.

Students experience up-to-date industry practice and theory as the team continually update the design of courses to suit and meet industry needs and trends. The team has developed partnerships with two elite cosmetics companies (Dermalogica and Elemis) using their products in salons, to mirror industry practice, to support students' employability prospects upon completion of their course. Edinburgh College is the first in the UK to have been accredited by Elemis, which trains students and staff and issues a certificate on completion of a practical and theory test – building students' CVs. Elemis have found work placements for college students as a result of this partnership. Nearly all (91%) students report their course prepared them for their next steps in session 12-13.

Support for learners in the department is a key strength – staff dedicate many hours to helping and supporting their students to ensure their learning needs are met, and this is reflected in student satisfaction data: nearly all students report their lecturers are helpful and courteous (93%) and most (81%) report that their LDT really supported them.

3 Key areas for improvement

Staff continuing professional development needs to be more accessible – the team should undertake a wider variety of training and this training should be easier to access, through the provision of CPD hours, to accommodate Habia guidelines on number of hours/professional updates. Dermalogica and Elemis staff and student training are required to ensure courses remain fit for industry.

Salons should be easily accessible and visible to all public, students and staff to enhance the learning and teaching experience through the provision of a broad range of 'clients' for students to develop their skills on.

It is vital to ensure the college's salon facilities and equipment and supportive technologies are up to industry standard (e.g. electronic booking systems) and make improvements where necessary to remain relevant and prepare students for industry.

Hospitality: Beauty Therapy

Good practice examples	<p>Edinburgh College hosted World Skills this year and was very successful in the Scottish heats, with seven students winning awards, whilst one of these winners progressed through to finals in Birmingham where she received a 'Highly Commended Award' for Aromatherapy.</p> <p>High retention rate of students (94% across the programme area); strong PIs giving a platform for continued improvement (74% of students completed successfully across the programme area) and good destination follow-up.</p> <p>Employability salon has been commended by EVs and Education Scotland during a recent engagement visit; whilst the Bliss Spa was nominated for Salon of the Year in the Scottish Hair and Beauty Awards 2013 for quality of environment and student service.</p>
-------------------------------	---

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Hospitality: Beauty Therapy

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.1	To ensure all materials and student experience is standardised across all 3 campuses.	Improve parity of student experience.	'Course Coordinators' – NP, CN, JD, CH, LT, CS, VH, GH, NW, KB, MH, KH, JK, CL, GK, KH	Ongoing	Planned already according to 2013 – 2014.
5.3	Work in partnership with staff, students and employers to deliver successful work placements in accordance to students' destination aim.	Enhance students' employability skills.	Beauty Course Team	Ongoing	Plans in place for training and placements.
2.2	Analyse feedback from students, industry (salons), and Education Scotland to change course curriculum to meet sector needs.	Improve students' employment prospects.	Programme Manager	November 2013	Curriculum Review to begin 27th Nov 2013.

Hospitality: Beauty Therapy

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Staff CPD application and access process needs to be easier to meet the needs of staff within the team and across the college. (In order to meet HABIA requirements, for example).	Ensure compliance with standards.	Learning & Development Team	Ongoing	
5.1	Team's strict IV process, endorsed by the EV, to be maintained and cross-campus IV schedule to be implemented and adhered to.	Improve standardisation of delivery to improve student retention and attainment.	PM – Frances Bain & Course Coordinators	Ongoing	Ongoing

Hospitality: Beauty Therapy

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.4	<p>We work to the academic college calendar, with the planned assessment schedule already set.</p> <p>Staff have developed an individual level calendar which has been issued to each student, which also matches the departmental assessment schedule. Calendar to be reviewed at standardisation meetings.</p>	<p>Assure and improve assessment cycle, to improve retention and attainment.</p>	<p>Course Coordinators & Frances Bain</p>	<p>Ongoing</p>	<p>To be reviewed at standardisation meetings.</p>

Hospitality: Hairdressing

3 Key strengths

The Hair Academy at Granton has been named a Wella Centre of Excellence, reflecting the high standards of delivery, and quality of facilities it offers students (it is the second in-college facility in Scotland to be accredited in this way). Students' employability opportunities are enhanced through training with, and the use of, products commonly used in the salons in which they will seek employment. Wella staff train staff and students in their application, ensuring they have the skills to use them in industry – nearly all students reported workshops and equipment met their needs. Training and products have been rolled out across college campuses and it is likely Edinburgh College will receive Centre of Excellence status in session 2013-14.

Students develop excellent practical skills through practice in regular 'open-access' salons across college campuses, working on a wide variety of paying clients with different hair types and structures, in order to give them a rounded practical experience. Students are also invited to participate in training sessions involving demonstration of products by industry stakeholders (e.g. Wella, GHD) as part of a programme to introduce students to stakeholders to increase their skills, contacts and employment opportunities.

Staff-student relationships are positive and support retention and achievement through the creation of a positive learning climate: students feel they can approach lecturers at any time – nearly all students report this to be the case (91%) and that their lecturer is helpful and courteous (95%).

Staff engagement in sector-specific CPD activities (as required by HABIA guidelines) ensures students receive a learning experience relevant to industry demands. Products are reviewed annually to ensure courses are fit for purpose and students are well prepared with contemporary knowledge and to enter the workplace. Following session 12-13 33% of students reported their destination as employment. An electronic CPD log used at Granton Campus will be rolled out across campuses in 13-14.

Staff were successful in offering students the chance to participate in various internal and external competitions to develop their CVs, technical skills and employability, including 'Head Candi' at Granton which saw invited industry stakeholders reviewing students' work/competition submissions, with a number of examples of students finding work as a result.

Hospitality: Hairdressing

3 Key areas for improvement

Improve cross-campus communication within the team, to ensure standardisation of practice, and sharing of good practice and resources, so as to ensure equity of student experience across campus. This is ongoing in 13-14. The standardisation of materials is a challenge and as a result the team is seeking to establish one teaching drive and common materials across all campuses in session 13-14.

Methods of using Moodle to support learning should be explored across all course levels, with staff training a prerequisite to ensure the virtual learning environment is made fully accessible to students.

Students at Sighthill Campus are disadvantaged by the current lack of e-assessment facilities on that campus. E-assessment offers opportunities to provide instant feedback and scoring, is in place at Granton and Milton Road campus, and as a result parity of experience is an issue.

Good practice examples

Competition participation has been broad, with notable successes this year. An Edinburgh College student was named UK "Student of the Year" at a London ceremony hosted by the Hairdressing Council; 'Head Candi' at Granton Campus involved students' work being judged by a panel consisting of industry experts and former students – with VIP guests from industry invited also. Students from Milton Road campus competed in the Hairdressing Training Board competition in Blackpool and the Wella Xposure finals were held at Granton Campus.

The barbering team has carried out haircuts for people who are homeless at a number of hostels in Edinburgh, on an eight week cycle, in order to engage with the community. This practice is mirrored across the Hair and Beauty team and has involved mothers of young children, and victims of domestic abuse in the community.

The team has worked hard to build good relationships with salons in order to facilitate work placements, and salons have contacted the college pro-actively to arrange the placement of students/trainees within their salon.

Employability Salons. Whilst students participate in open salons during the teaching day, these are assessment-led. Employability Salons fully recreate the working environment in which students will work: they are client-led, paid for, and managed by a salon manager. The scheme has been commended by EVs and Education Scotland in the past and will be rolled out across all three campuses in 13-14.

Hospitality: Hairdressing

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Limited Effectiveness
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Hospitality: Hairdressing

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3	Moodle and interactive on-line provision must be developed to address different learning styles, making use of full range of Moodle learning tools (e.g. quizzes etc.) and providing access to teaching materials. The purchasing of Smartscreen from City and Guilds, to support students' learning (it is an interactive subject-specific Hairdressing package) will be investigated.	Improve retention; allow self-study and directed learning; alleviate shortened delivery issues- improve student success.	Course Coordinators – FW, RM, KD, NH, JS, HQ, LM, RW, AD, VS, LE, CD	August 2013	Smartscreen purchased for Level 1 Hair students and used in other theory delivery classes. Course Coordinators are working with AC to make Moodle more interactive for the students.

Hospitality: Hairdressing

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.1	Work closely with employers and collate evidence to support actions and changes to curriculum (e.g. changes to optional units to reflect industry demands – introduction of hair extension option & associated CPD). Return MA contracts to the Hairdressing team, at Granton Campus, from Business School, to allow for tighter monitoring of student milestones and outcomes and improvement of the relationships between the college and stakeholders.	Improve student job destination and placement prospects with salons and advance industrial relations.	FB, KD	August 2013	MA contracts now has been returned to the Hairdressing team. Ongoing.
5.3	Encourage more opportunities for students by inviting employers to attend meetings and encouraging more CPD and demonstrations to enhance student and staff experience.	Improve relationships and respect within the industry and provide more employment opportunities for the students.	Course Coordinators	Ongoing	Have been awarded the Wella Centre of Excellence for the Academy – training has been rolled out over the 3 campuses.

Hospitality: Hairdressing

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.6	Student rep feedback - prepare new forms for feedback and add a measurable scale for questions; timetabling meetings at the beginning of term which must be attended.	Improve retention and responses to student requests for change - improve the student experience; improve students ownership of courses.	Course Coordinators	August 2013	Not achieved issues are ongoing.

Hospitality: Hospitality and Professional Cookery

3 Key strengths	<p>Teaching staff work hard to prepare students for assessment, and this is reflected in the high percentage of students who successfully completed their course (81%) and nearly all (90%) students feel well prepared for their assessments. The wrap-around support offered by the programme area LDT and Student Services is a supporting factor – most students reported that their LDT really supported them and their learning. The LDT was an instrumental factor in assisting students to organise additional learning support when it was needed; this ultimately ensured that students would achieve their theoretical assessments with more confidence.</p> <p>The induction package given to SVQ students at Granton Campus was extremely well received with the majority of students taking part in ‘Learning to Learn’ which enabled students to settle into new kitchens and gave them the opportunity to plan their learning. All SVQ students surveyed reported their induction had helped them to settle into college. Students were better equipped with the specifics of different learning environments (kitchens) which have peculiarities of their own and they were able to understand how they will use the menu cycles and kitchen rotations to best achieve all the elements within their units. This led to students achieving sooner and seeing the results faster than normal. This will be rolled out to Milton campus for semester 2, 2014.</p> <p>The physical Learning and Teaching environment, background, and expertise of our delivery staff recreate ‘industry’ working conditions which enable students to fully prepare to accept jobs within the hospitality and cookery profession upon completion of their course. Most students (89%) said their course had fully prepared them to take their next steps; that classrooms and workshops had met their needs; and 37% of 11-12 students reported “employment” as their destination upon completion of their course.</p>
3 Key areas for improvement	<p>Sharing of information and good practice is currently ‘patchy’ due to the challenges of standardising two (soon to be three) campuses. Solid procedures and processes need to be put into place to ensure information and good practice is shared; that delivery is standardised; and that students receive equity of experience, regardless of campus.</p> <p>Moodle training is required for all delivery staff to enable better sharing of materials, and effective use of this resource during classroom delivery – offering flexibility of learning to students, as well as enabling independent learning.</p> <p>Work needs to be undertaken to better develop linkages with schools in order to allow school pupils/prospective students the option of participating in ‘taster sessions’ over one or two weeks, on a more structured and frequent basis. This is essential in all areas of curriculum delivery: Cookery; Bakery; Hospitality Management.</p>

Hospitality: Hospitality and Professional Cookery

Good practice examples

Observation and verification approaches are robust at Granton campus as identified by External Verifiers: "All assessors go through regular observation with the Internal Verifier and also by the completion of 'Critical Friend' which is completed by the assessor's colleague. This is excellent good practice on both parts."

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Hospitality: Hospitality and Professional Cookery

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2	Solid procedures and processes need to be put into place to ensure information and good practice is shared across two (soon to be three) campuses; that delivery is standardised; and that students receive equity of experience, regardless of campus.	Improve standardisation of delivery and ensure parity of student experience.	All Staff	Jan 2014	Near completion
5.4	Moodle training is needed for all staff to enable better material use/distribution and sharing of assessment questions in order to make them more accessible to students.	To support the sharing of good practice and support the assessment cycle in order to improve attainment.	Curriculum Teams	Aug 14	Ongoing
2.1, 2.2, 5.1	Schools links need to be further developed to allow school pupils the options of doing taster sessions over one or two weeks.	To boost recruitment in August 2014 and ensure students are better prepared to make the school-college transition.	Richard Morris	Aug 14	Ongoing

Hospitality: Retail and Events

3 Key strengths

We offer a wide range of Events courses, from NC to Associate Degree level, across our three campuses. We have an excellent reputation for our Events courses, with the majority of students (58%) progressing to university or into employment. The introduction of NC Events at Granton and Milton Road campuses this year ensures that our course offering is more accessible and inclusive. We offer options in Administration, Hospitality and Marketing giving students more choice in the subjects they can access. A number of HN-level courses involve twilight classes to ensure our classes offer the greatest accessibility.

The team has worked hard to develop excellent employer engagement. Relationships built with the Crieff Hydro hotel and the Scottish Parliament resulted in work experience opportunities, internships and employment being offered to our students.

The majority of the HND Events Management units are made available on Moodle ensuring that students who have missed a class can catch up and are an excellent resource for recapping, supporting student retention (90%) in this area.

3 Key areas for improvement

Development of course offerings in Retail Management (HND Year 2) and Employer Engagement to broaden the accessibility of our programmes and offer additional routes to employment/continuing education.

The development of a Retail Academy and making full use of the Skills Shop in St James Centre to provide work experience opportunities for students; and deliver employer engagement forums and short employability courses.

The development of an SCQF Level 4 course in Events, and sourcing of a further Level 4 course in Retail, are necessary in order to ensure the broadest course offering, and that student demand for retail course places is met; monitoring of all of the courses delivered in this area, with regard to PIs and student destinations, will also be undertaken.

Hospitality: Retail and Events

Good practice examples	<p>A wide variety of learning and teaching resources are used to encourage and motivate students to ensure that they get the most out of their classes.</p> <p>Internal work placements were introduced last year at Milton Road campus for HND Events students - this gave students the opportunity to work with their peers and college staff and gave them an insight into other areas of the college (i.e. Creative Industries and Hospitality). This initiative was introduced at Sighthill and Granton campuses this year.</p> <p>Mid-term reviews at Milton Road campus helped to identify students who had fallen behind either due to attendance or poor achievement, the issues were addressed and action plans put in place which were monitored on a weekly basis and succeeded in getting students back on track. This initiative will be introduced to Granton and Sighthill campuses this year.</p>
-------------------------------	--

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Hospitality: Retail and Events

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1, 5.2 & 5.4	Development of HND year 2 Retail Management.	To enable progression for HND year 1 students and to extend the knowledge, skills and experience of learners whilst promoting lifelong learning.	David Cochrane and Anne Donoghue	June 2014	
2.1, 2.2, 5., 5.2 & 5.4	Development of a Level 4 course in Events.	To increase accessibility to our Events courses and the Events industry which should have a positive effect on progression, achievement and retention.	Events team	Proposed for June 2014 but may need to be extended.	
2.1, 2.2, 5, 5.2 & 5.4	Development of the Retail Academy and Skills Shop.	To increase employer engagement and to increase our work within the community.	David Cochrane and Anne Donoghue	Ongoing	

Hospitality: Travel, Tourism and Modern Languages

3 Key strengths	<p>Edinburgh College offers a wide range Travel & Tourism and Modern Language courses at a variety of levels (5 – 8) over two campuses (Granton and Sighthill). This broad course offering provides a range of accessible entry points and articulation routes to meet the needs of both students and employers – nearly all (92%) of students enter a positive destination on completion of their course.</p> <p>Students are well prepared for either employment or the next stage of their education – almost all students (91%) reported this to be the case. This is achieved through the use of relevant industry speakers, including former students now working in the sector; various trips and visits (e.g. a three-day Scottish Highlands tour and a trainee cabin crew visit to the Flybe Training Academy in Exeter) and supported by the delivery of employability units.</p> <p>Students are extremely satisfied with our programmes and this is shown through positive student survey feedback (94% enjoyed studying at Edinburgh College), progression (86% of 11-12 students leaving the college achieved a positive destination) and retention rates (93% across the programme area). Many of the NQ Tourism with English students were recommended to come on the course by friends.</p>
3 Key areas for improvement	<p>No Level four courses in Tourism are currently offered at Edinburgh College. We plan to develop and deliver a Level four course with emphasis on Activity Tourism (a growth market in Scotland) for 13/14.</p> <p>Sighthill staff need further training in using Moodle and Turnitin so that their materials can be developed on the VLE to the same standard as they were with D2L.</p> <p>Modern Language delivery modes and levels needs to be re-organised and rationalised to meet the needs of our mainstream, Open Learning, SCP and commercial students. Some students do not want a qualification and just want to learn the language but if they do not want to sit the units or external exam they are recorded as a fail – negatively impacting on team performance indicators.</p>

Hospitality: Travel, Tourism and Modern Languages

Good practice examples

Organisation of an employability day for students. Employers from different areas of the sector were invited in to talk to the students and answer their questions. This also provided an opportunity to see if our programmes deliver to the need of the employers. Students with a Modern Language qualification have a higher chance of employment in the Tourism sector and EC is one of the few establishments offering a range of Languages as part of their T & T courses.

The contents of the Travel & Tourism units are regularly discussed at Quality Development Time meetings to ensure that they are not out-dated because of updates in procedures etc.

Students feel comfortable and believe that their contributions are valued and suggestions are taken on board through the adaptation of learning e.g. changes in delivery to teach certain units at different times in the academic year to benefit the student learning experience. Active listening, peer activities, interactive teaching methods and reviews and students' views are taken on board. A Marketing Planning unit was adapted to be delivered in a flipped classroom mode and this was well received by the students.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

Hospitality: Travel, Tourism and Modern Languages

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3a & b	Moodle training for Sighthill teaching staff to enable them to develop learning and teaching materials, on Moodle, to the level achieved on its predecessor D2L.	To support effective and flexible student learning.	Sighthill lecturers	By Easter	Ongoing
2.1,2.2,2.3	Develop a Level 4 NQ course in Activity Tourism to meet market demands.	To widen access & improve progression.	T & T lecturers & Sports staff	End of academic year 2014	Ongoing
5.2,5.3,5.4	Develop online Travel and Tourism resources for Moodle to support student learning.	To improve PIs.	Midlothian delivery staff	End of academic year 2014	Ongoing
2.1, 2.2	Explore possibility of creating 'stand-alone' language classes for students who do not wish to attain formal qualifications/participate in summative assessment for any Modern Language learning.	To improve PIs.	Programme Manager	End of academic year 2014	Ongoing
2.1, 2.2	Explore possibility of introducing Spanish courses at Granton campus to broaden provision for students.	To widen access/increase course offering.	Programme Manager	End of academic year 2014	Ongoing

College Communities: Additional Support with Mental Health Outreach

3 Key strengths

The team has adapted its teaching approach to Level 1 and 2 courses (Towards Independence; Essential Skills; Entry Level Skills for Life and Work) to reflect the needs of its learners, delivering and varying topics/subjects in short 'blocks' to better engage students over the course of a full lesson. Feedback from class reps has suggested this is working well.

Engaging students on our mid-level programmes (Entry to Learning, Preparation for Employment; Access 1-3) through active learning approaches, and outdoor visits, has worked well. Students develop their numeracy and literacy and problem solving skills by completing outdoor activities where these essential skills are embedded in tasks connected to examining and utilising natural resources. Student Feedback indicates that the Duke of Edinburgh Award (Gold Silver and Bronze) programmes and the use of John Muir Award are both popular and successful.

The team has worked well to provide students on Adult Returns, College Preparation and Preparation for Employment courses with access to 20 tablet computers (Granton) and 20 laptop computers (Sighthill) to enhance their access to IT and develop their research, organisation and presentation skills. Students are given topics to research, using the tablets, and then present back to class.

A range of partnerships which allow us to offer extended educational experiences to promote citizenship, employability and health and well-being. These partners include the Princes Trust, Enable, NHS Lothian and supports us to deliver experiences such as the Duke of Edinburgh Award Scheme.

The team offers a range of programmes and levels which allow students to enter at the correct level and achieve progression on courses that are delivered by appropriately qualified, experienced and skilled teaching and support staff. This broad course offering is supported by the range of appropriate community venues offered across Edinburgh College region, to include the City, East and Mid Lothian.

Students on ASDAN and Level 1 and Level 2 courses benefit from the provision of specialist equipment (including touch-screen computers, braille keyboards, specialist assistive keyboards and mice, switches and adjustable desks) and software programmes in a designated classroom. Specialist software aimed at developing students' literacy and numeracy skills allows them to read directly from a computer screen, and this approach has worked well in developing these skills. Students who have problems with reading can be given work as a Word file which they can then read themselves, enabling them to be more independent with work. They can also listen to their own words as they are being typed which can help their spelling and concentration levels are also improved.

College Communities: Additional Support with Mental Health Outreach

3 Key areas for improvement

The positive destinations of students upon completion of our programmes is an area for review and further development, with particular reference to the Preparation for Employment course, which aims to ensure 20% of students enter employment, and a further 50% enter further education, voluntary work, or another positive destination. This figure was not achieved in 2012-13 and this will be addressed in our self-evaluation action plan.

The provision of assessment plans to students (to include content and scheduling) does not appear to be comprehensive across the area at this stage. This is an area to be reviewed in session 13-14 to ensure all students are given comprehensive assessment plans to support their learning.

Description of courses: students, parents and workers have reported a problem with finding our courses on the college's website and being able to work out which course is which.

Strategic provision in line with demographics: there is a need to look at where our provision is situated and to review this in-line with where we draw our potential student population. Currently we have no college-based provision for additional support students on the south east side of the city, thus people living in Dunbar, Tranent and Musselburgh have to travel significant distances to attend an appropriate course.

Class reps' involvement, as part of wider student engagement, needs to be improved. Currently there are Reps for all of our classes but there is a problem with attendance at meetings in that invitations to the meetings are normally circulated by email and not all of our students use this method of communications. Additionally others are not comfortable in large groups and find participation threatening and/or difficult.

Access to the college intranet is sporadic and unreliable at a number of the outreach centres and requires to be improved.

College Communities: Additional Support with Mental Health Outreach

Good practice examples

The Vegi Bags initiative in which students are involved in an enterprise experience which covers training, production/growing, distribution and customer service. This project distributes organic vegetables to staff and students on a weekly basis and contributes to the college's sustainable green agenda, while offering students with Additional Support Needs a real-life work experience.

The Community Garden: students have been involved in the development of the Community Garden Project at Milton Road Campus where they are involved in horticulture. This hands-on practical course allows the students to develop skills where they learn how to grow fruit and vegetables as part of their course. This supports the development of Core and Essential Skills like numeracy, working with others, and problem solving in a practical setting. A key feature of this programme is integration with staff, mainstream students and the local community, and is a good example of inclusion.

Duke of Edinburgh Award/John Muir Award: we support students to participate in the Duke of Edinburgh Award scheme and also the John Muir Award which affords them the opportunity to work on individual and group goals and allows them to progress through the different levels of the scheme. This develops confident learners and active citizens.

Work experience placements: we have employed dedicated staff to secure and maintain a wide range of work experience placements for a student group that is often furthest away from the employment market.

Upcycling project: this is an exciting and innovative development in which students gain work skills by learning how to creatively use materials and resources for other uses and projects.

College Communities: Additional Support with Mental Health Outreach

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

College Communities: Additional Support with Mental Health Outreach

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
2.1, 2.2, 5.1, 5.2, 5.3	Take part in a joint project with City of Edinburgh Council, Project Search; Scottish Consortium for Learning Difficulties; Into Work and Lothian Health to provide three internships for 12 full-time Edinburgh College students on a College course which takes place within the workplace of City of Edinburgh Council.	Improve positive destinations for people on Prep for Employment and Prep for Supported employment course.	PM, teams and partner organisations	January 2014 to June 2015	
5.4	Ensure the provision of a Course Plan and Assessment Programme for all students at the beginning of each course.	To increase the engagement of students in the learning and assessment process.	Lecturers	June 2014	
5.4	Develop an appropriate and robust plan to include student opinion in course evaluation and planning.	To increase the engagement of students in the Class Rep and Course review systems.	PM and teams	May 2014	
2.1 2.2, 5.1 and 5.5	Reviewing and update a range of marketing information – including web information, course booklets and information packs for taking with us to careers events in schools and other locations.	To increase enrolment and ensure students receive appropriate course information to inform their course choices.	PM	April 2014	
5.2, 5.3 and 5.4	Review of Course Teams with Pls below 60% with a view to modifying and changing the content and structure of the course.	Improved student retention and achievement.	PM plus teams	April 2014	

College Communities: Additional Support with Mental Health Outreach

Action Plan For 2013-14 and beyond

2.1, 2.2, 5.1	Increase and improve partnerships with employers and supported employment agencies - consolidate partnership with Enable and other agencies.	Increase positive destinations for students.	Work Experience Team	June 2014	
2.1, 2.2, 5.1 5.5	Develop our marketing strategy to encourage more applications from female students who are currently under-represented on our courses.	Increase percentage of under-represented group in FE.	PM	August 2014	
5.2	Ensure election of class reps and involvement in team meetings.	Increase student engagement and involvement.	PM and LDTs	March 2014	
5.2, 5.3, 5.4	Develop a one college team in which there is a common culture and a greater degree of uniformity and fairness of provision.	To increase flexibility in provision	PM and teams	June 2014	

Commentary (a commentary should be added if any significant risk to the student experience is likely due to lack of progress on any aspect of the action plan)

The non-election of class reps and their involvement in team meetings would have a negative impact on the ACE Team's ability to achieve effective student engagement.

A failure to effectively review and consult for curriculum review and adjust courses with PIs below 60% would have a negative impact on the success of our students.

College Communities: Community-based ESOL

Key strengths

A high quality programme of provision in 18 centres around Edinburgh offers students a range of times, levels and locations to meet their needs; takes into account school and nursery timings and Friday mosque prayer times; and also provides access to relevant SQA ESOL qualifications for employability and Home Office citizenship applications. A wide range of provision, and structured progression route, ensures students starting with a zero-level of literacy, who may have had no or limited opportunity to participate in formal education in their own country, can potentially progress up to ESOL Higher, with ESOL Int 2 and Higher qualifications now accepted for study on mainstream college/university courses.

A robust initial assessment process places students on courses appropriate to their level of literacy and contributes to most students successfully completing their programme of study (83% CS across the programme area). Students are interviewed centrally to determine level/needs/availability before individual course selected. This initial assessment tool, developed in Community-based ESOL (CbESOL) and now used in ESOL provision nationally, allows easier progression of students between Edinburgh Council ESOL partners and Edinburgh College ESOL provision, as well as from city to city.

The dedicated, qualified and experienced staff team in this programme area, including the Faculty Inclusiveness Rep (FIR) create a positive learning environment and receive extremely positive feedback from students on all aspects of support, for both learning and pastoral issues, as evidenced by the CbESOL Student Evaluations (October and June) and class reps' reports.

Continued use of Flexible Learning time, previously highlighted by HMIE as a strength, allows students to focus on individual learning objectives and to develop independent learning skills with support and direction from the lecturers. Students can choose their own areas of study to focus on with additional tasks available on demand. Sometimes students work on their own during this time and sometimes they use the time to develop discussion skills in English in small groups. A range of resources are available in the classrooms to support this.

Course programmes, where appropriate, are negotiated with students to focus on functional topics and areas of English which will help the students to communicate in their everyday lives, and cover areas such as health and education for children as well as employability. The immediate usefulness of the coursework motivates students to learn and engage, resulting in an achievement PI of 85.3% across CbESOL.

College Communities: Community-based ESOL

3 Key areas for improvement

Some of our accommodation needs to be urgently improved, including our base at Duncan Place which is looking increasingly shabby due to a lack of on-going investment in décor, etc., in order to create a positive learning environment for students. We have had negative feedback on this from our student reps.

Many of our venues either have no computers or very limited access and access to the Internet is also limited or non-existent, denying opportunities to broaden students' access to study materials, including the SQA ESOL on-line learning and teaching materials. On some courses this results in a lack of development of students' IT skills as well as restricting the range of e-learning which can be incorporated into homework activities for students requiring initial support to use web-sites effectively. We need to explore ways to enable better access to the Internet in all of our outreach venues.

Availability of some part-time, temporary staff to attend meetings is limited, particularly evening class lecturers, and as a result these staff are not fully aware of all college procedures. This can cause delays in processes such as students getting student cards. We need to build in more support for lecturers in this position.

We have had a big turnover in staffing in the last couple of years and need to build in more cascading of good practice and resources in relation to the use of Flexible Learning time, where appropriate, as a tool to develop independence in learning in order to ensure that this is applied consistently.

Many learning and teaching resources in CbESOL are still paper-based and kept in folders at Duncan Place. We need to move towards making more resources available electronically through use of shared storage such as the Sky-drive. This will then encourage teachers to make better use of job ticketing to get resources copied through the print room, thereby ensuring copies are of the highest quality and also addressing sustainability issues. Relevant resources could then more easily be put on Moodle for students to access.

College Communities: Community-based ESOL

Good practice examples

Partner agencies such as Shakti BME Women's Aid and Skillnet refer around 200 students to Community-based ESOL and Literacy team and its courses, and some courses are delivered in partnership with (and hosted by) Black, Asian and Minority Ethnic (BAME) support organisations such as NKS and Saheliya.

The team's Schools-College Partnership ESOL provision enables young learners from schools across Edinburgh to achieve SQA Higher/Int2/Int1 qualifications in central twilight classes hosted by one of the Community High Schools.

The team's Home Learning Scheme enables vulnerable and marginalised groups to participate in education - with over 100 supported volunteers working with more vulnerable learners in their own homes, as well as volunteers in class providing extra support for students thereby allowing lecturers/classes to cater for a wide range of abilities.

Education Scotland Framework Element		Judgement of Effectiveness
2.1, 2.2, 5.1	Accessibility, flexibility and inclusiveness/ Relevance of programmes /Equality and Diversity.	Effective
5.2	The learning process – how well do students learn?	Effective
5.3	The teaching process and its context – how well do planning, teaching and the use of resources ensure effective learning?	Effective
5.4	Assessment for learning.	Effective
5.5	Information, guidance and support.	Effective

College Communities: Community-based ESOL

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.2, 5.3	Focus on sharing good practice and resources in relation to Flexible Learning time in team meetings, where appropriate.	Further develop learner independence across the section.	PM	April 14	
5.3	All programme teams to focus on transferring more paper resources to the Sky-drive. Arrange another cascade session for lecturers on accessing and saving to the Sky-drive.	More learning and teaching resources to be available electronically.	Programme teams.	June 14	
2.1, 2.2, 5.1.	New ESOL qualifications now available at National 4 and 5 and old units at Intermediate 1 and Intermediate 2 will soon be phased out. Team to deliver new National 4 & 5 units in selected classes – these classes need to be identified and will probably include Schools-College provision to allow continuity to young learners who will be doing CfE qualifications in their other subject areas.	Broaden accessibility by making new qualifications available, particularly to SCP groups.	Int 1+ Int 2 lecturers Led by Beata Werner and Michelle Parrington.	October 13	
5.3	Provide support for lecturers delivering the new National units. Need CPD sessions to look at the new assessment tasks, record keeping etc. as although the levels have not changed, the tasks and paperwork will be new to all lecturers delivering.	Ensure staff are prepared and student learning experience is not impacted upon as a result of implementation.	PM + Beata Werner.	Ongoing	

College Communities: Community-based ESOL

Action Plan For 2013-14 and beyond

Element (5.2, 5.3, etc.)	SMART action	Intended impact (e.g. improve retention, recruit under-represented group, etc.)	Who	When	Progress
5.3	Extend access to Internet in CbESOL venues and thereby increase range of e-learning and teaching resources. Discuss options with college IT staff.	Make internet resources available + allow access to Moodle in classrooms to enhance learning.	PM	June 14	
5.3	Improve Duncan Place general décor.	Enhance learning environment for students and working environment for lecturers.	PM + Facilities.	March 14	
2.1, 2.2, 5.1	Continue to focus ESOL Strategy funding on students requiring ESOL certification for Home Office applications.	Address equalities issue by prioritising vulnerable groups.	PM	Ongoing	
5.6	Offer more support with college admin processes to evening class lecturers.	Ensure students access college processes such as student cards.	PM	Ongoing	

w: edinburghcollege.ac.uk | t: 0131 669 4400

Granton Campus
350 West Granton Road
Edinburgh
EH5 1QE



Midlothian Campus
46 Dalhousie Road
Dalkeith
EH22 3FR



Milton Road Campus
24 Milton Road East
Edinburgh
EH15 2PP



Sighthill Campus
Bankhead Avenue
Edinburgh
EH11 4DE



Edinburgh College is a charity registered in Scotland
Charity Number SC021213