

## Performance & Resources Committee Meeting

Date of Meeting	Monday 10 October 2016
Paper Title	Update on College Quality Arrangements from AY2016-17
Agenda Item	10
Paper Number	PRC2-F
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Information

### 1. Report Purpose

- 1.1** The purpose of this report is provide a further Scottish Funding Council and Education Scotland update on the introduction of the new quality and reporting arrangements for colleges from academic year 2016/17 onwards.

### 2. Recommendations

- 2.1** The Committee is invited to:

- **consider** the attached outline papers providing more detail on draft quality college quality arrangements from 2016/17, including proposed responsibilities, performance indicators, and planned development timescales;
- **note** that colleges are not required to provide reports on institution led reviews of quality for 2016/17 and that Colleges are required to formally commit to engage with Education Scotland and SFC to create new quality arrangements for their college;
- **note** that the role of GCRB is not yet recognised within these draft proposals; and
- **request** the Executive Director to work with the SFC, Education Scotland and Senior Managers within the three Glasgow colleges to develop proposals for the implementation of new quality arrangements which take account of the Glasgow College Region structure to be considered at the next meeting of the Performance and Resources Committee.

### 3. Background

- 3.1** The Scottish Funding Council and Education Scotland have been working jointly on new quality arrangements for Scotland's Colleges.

- 3.2** Since 2012/13 there has been overlap between the monitoring of quality by Education Scotland through annual engagement and four-yearly external review and through the evaluations of Regional Outcome Agreement (ROA) delivery involving SFC ROA managers.
- 3.3** The SFC proposals intend to integrate Education Scotland and SFC quality monitoring processes into a single set of arrangements. The SFC propose that college self-evaluations are validated by external stakeholders and endorsed by Education Scotland and SFC.
- 3.4** At its last meeting, the Committee considered SFC proposals for new quality arrangements from 2016/17 onwards. The attached documents provide further detail on the SFC and Education Scotland intentions for college quality arrangements.

#### **4. New Quality and Reporting Arrangements for Colleges**

- 4.1** Annex 1 provides a letter from John Kemp, Interim Chief Executive of SFC providing further information on changes to college quality arrangements from 2016/17. The letter states that colleges are not required to provide reports on institution led reviews of quality for 2016/17 and that Colleges are required to formally commit to engage with Education Scotland and SFC to create new quality arrangements for their college
- 4.2** Annex 2 provides an overview on proposed arrangements for improving and assuring the quality of provision and services in Scotland's colleges. Section 4.2 states that in year 1 (August 2016 - October 2017), arrangements will focus on supporting colleges to use a revised Quality Framework to produce and submit an Evaluative report and Enhancement plan to Education Scotland and SFC in October 2017. Within this process, each college will be allocated a College HMI (CHMI) who will work with the college to draw up an Annual Enhancement and Scrutiny Activity Schedule (AESAS) to assist the college to make balanced and accurate evaluations of its provision and services in relation to the following 4 key principles:
- Leadership and quality culture
  - Delivery of learning and support services
  - Outcomes and impact
  - Capacity to improve
- 4.3** The draft SFC guidance states that the Enhancement Plan, based on the findings of the Evaluative report will focus on answering the following questions for each of the 4 key principles:
- What are our priorities (for each theme)?
  - What are our areas for development?
  - What are our main points for action?
  - What actions will we take to address these main points for action?
  - What do we aim to achieve and by when?
- 4.4** The guidance suggests that each college will submit their Evaluative report and Enhancement Plan to Education Scotland (and SFC) for endorsement by Education Scotland

in October 2017. These documents will answer the questions identified above and will require to be signed off by the college Board.

**4.5** Annexes 3 , 4 and 5 provide further detail on proposed roles, perceived benefits and planned development timescales for the new college quality arrangements.

**4.6** Members should note that the draft arrangements do not refer to multi-college regions or the statutory duty held of Regional Strategic Bodies to monitor the quality of assigned college provision and that any arrangements for the Glasgow College Region will need to be recognised these.

**4.7** In order to progress the development of arrangements for the Glasgow College Region, the GCRB Executive Director will work with the SFC, Education Scotland and Senior Managers within the three Glasgow colleges to develop proposals for the implementation of new quality arrangements which take account of the Glasgow College Region structure to be considered at the next meeting of the Performance and Resources Committee.

## **5. Risk Analysis**

**5.1** The SFC report does not directly address multi-college operating environments and there is a risk that national arrangements are developed which are not fully appropriate to GCRB structures. In particular, there are aspects of the planned integration and reporting timescales which are more complex in a multi-college region. For example, currently in the Glasgow region, ROA evaluation is reported by GCRB to the SFC whereas Education Scotland reviews of learning and teaching are based on individual college evaluations.

**5.2** To mitigate the risk, the GCRB and Glasgow college executives are liaising closely with SFC and Education Scotland representatives and a Glasgow College Principal is a member of the short life SFC steering group.

## **6. Legal Implications**

**6.1** The Regional Board has a legal obligation to monitor the quality of delivery of the assigned colleges and to report this to the Scottish Funding Council and these quality arrangements will provide a framework to meet this responsibility.

## **7. Financial Implications**

**7.1** No financial implications are identified.

## **8. Regional Outcome Agreement Implications**

**8.1** These new quality and reporting arrangements will integrate ROA evaluation within a wider review of the quality and learning and teaching.

## Annex 1. Letter from SFC on 01/09/16 on College Quality Arrangements from 2016-17



Scottish Funding Council  
Promoting further and higher education



Comhairle Maoinachaidh na h-Ailba  
A' brosnachadh foghlaim adhartach agus àrd ìre

1 September 2016

College Principals

Dear Principal

### **College Quality Arrangements from 2016-17**

I am writing to give you further information on the introduction of the new quality arrangements from 2016-17. This follows on from the letter from my colleague Alison Cook on 29 June 2016.

The SFC Board approved the new quality arrangements and approach at its meeting on 26 August 2016 as the means by which it will discharge its statutory responsibilities for quality assurance in the college sector.

### ***Change to quality reporting arrangements in AY 2016-17***

We originally intended that colleges would report under the existing quality arrangements on their performance in AY 2015-16 and provide an annual report on institution –led review of quality and governing body statement of assurance for AY2015-16 by 31 October 2016. However, as AY2016-17 is intended to be a year of development, our view is that it would be reasonable to allow colleges to apply time and resources that would otherwise have been spent on this exercise on preparing for the future arrangements.

Colleges are therefore not required to provide an annual report on institution –led review of quality and governing body statement of assurance for AY2015-16.

Colleges will continue to be required to provide a short evaluative report to SFC on their Outcome Agreement performance. As part of this, College Boards will be asked to formally commit to engage with Education Scotland and SFC in the year of development, and to create new quality arrangements for their college, and produce

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an evaluation report and an enhancement plan for Oct 2017. (Details of what we require to be included in this will be in the Outcome Agreement Guidance to be published shortly).

#### ***Introducing the new arrangements***

SFC and Education Scotland stated that we would provide an outline of the new reporting framework and quality arrangements in the autumn followed by detailed Education Scotland guidance for colleges to replace the current "External quality arrangements for Scotland's Colleges" by December 2016. We have now produced outline information and guidance, and the following papers are attached:

- arrangements/methodology description
- draft indicators
- summary of benefits of new arrangements
- development timeline until Education Scotland produces its detailed guidance in December 2016.

The arrangements are still under development, and we welcome ongoing feedback and discussion with colleges. As we explained in our note of 29 June, SFC has established a College Quality Arrangements Steering Group to oversee the implementation of the new arrangements, which has four representatives from the Principals Group - Paul Little, Principal, City of Glasgow College; Fraser Durie, Principal Argyll College, UHI; Grant Ritchie, Principal Dundee and Angus College; and Fiona Brown, Vice Principal, Forth Valley College. This group next meets on 30 September, and we suggest that formal feedback and questions could be coordinated through these representatives in September, and brought to the meeting. We are, of course, also willing to respond to individual questions.

If you have any questions about this letter please contact Alison Cook, Assistant Director, Learning & Quality, 0131 313 6685, [acook@sfc.ac.uk](mailto:acook@sfc.ac.uk)

Yours sincerely



**John Kemp**  
Interim Chief Executive

cc: Karen Corbett, Education Scotland  
SFC College Outcome Managers

## **Annex 2. Arrangements for improving and assuring the quality of provision and services in Scotland's colleges**

### **Methodology**

#### **1 Background and Introduction**

1.1 This paper describes the arrangements for improving and assuring the quality of provision delivered by Scotland's colleges. The arrangements have been developed at the end of a four-year cycle of external arrangements for review of colleges. During this period there has been transformational change within the college sector which has altered significantly the arrangements for planning and managing the delivery of learning. This includes the formation of new, very large, multi-campus colleges, the introduction of the senior phase of Curriculum for Excellence (CfE) and implementation of arrangements to Develop Scotland's Young Workforce (DYW). Importantly, this has been a period of fiscal constraint which is likely to continue over the next few years.

1.2 It is therefore imperative that the new arrangements take full cognisance of the changed landscape and current and emerging government priorities. This includes ensuring future arrangements are focused firmly on: supporting and bringing about continuous improvement; maximising resources; effectively deploying staff and ensuring key messages are conveyed to relevant internal and external key stakeholders.

#### **2 Imperatives**

2.1 Education Scotland drew on internal and external intelligence to identify a number of imperatives which are incorporated within the new arrangements. These are:

- alignment with Education Scotland (ES) as the national improvement agency for education;
- the need for ensuring independent, impartial scrutiny of the college sector;
- taking account of findings of ES led evaluative activities to support improvement;
- alignment of a new quality framework for Scotland's colleges to the National Quality System Framework (previously referred to as the Post-16 overarching framework);
- connectivity with other reviews and inspections to minimise duplication and maximise resources;
- inclusion of arrangements for planning and delivery of CfE senior phase entitlements;
- meeting identified skills needs at local, regional and national levels;
- inclusion of a colleges' capacity to improve;
- account of implementation schedules and arrangements for DYW;
- inclusion of arrangements for governance (once these are confirmed);
- reference to arrangements for tackling inequality to close the attainment gap;
- account of progression pathways into and out of college programmes; and
- synergy and alignment with SFC monitoring and reporting arrangements to avoid duplication and make best use of resources and professional expertise.

#### **3 Purpose of new arrangements**

3.1 The purpose of the arrangements is to provide a structure of support and scrutiny which brings about improvements in all colleges and promotes a culture of individual and collective ownership for the quality of provision and services across the college sector. The revised quality

framework aligns with the suite of ES quality improvement frameworks. This will support and engage external stakeholders in contributing productively to support colleges in improving and enhancing the quality of provision. In addition, the arrangements seek to foster collaboration across colleges and other educational providers and to exemplify and share excellent practice across sectors. This will contribute to the National Improvement Hub.

#### 4 Outline of new arrangements

4.1 The arrangements are based on on-going engagement between colleges, ES HMI and SFC OAM to support improvement, enhancement and evaluation of provision and services for learners. Student Team Members (STM) and Associate Assessor Specialists (AAS) will be deployed within the new arrangements to carry out specific enhancement and scrutiny activities.

4.2 In year 1, August 2016 - October 2017, arrangements will focus on ES HMIs and SFC Outcome Agreement Managers (OAMs) (with STM and AASs) supporting colleges to use a revised Quality Framework to produce and submit an **Evaluative report** and **Enhancement plan** to ES and SFC in October 2017. Within this process, each college will be allocated a College HMI (CHMI) who will work with the college to draw up an **Annual Enhancement and Scrutiny Activity Schedule** (AESAS) to assist the college to make balanced and accurate evaluations of its provision and services in relation to 4 key principles. These are:

- Leadership and quality culture
- Delivery of learning and support services
- Outcomes and impact
- Capacity to improve

4.3 **Each key principle is underpinned by a number of quality indicators as follows:**

Key principle 1: Leadership and quality culture
1.1 Evaluation leading to improvement
1.2 Leadership of learning and teaching
1.3 Leadership of services to support learning
1.4 Governance and leadership
Key principle 2: Delivery of learning and services to support learning
2.1 Safeguarding
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Services to support learning
2.5 Transitions

2.6 Partnerships
Key principle 3: Outcomes and impact
3.1 Wellbeing, equality and inclusion
3.2 Equity, attainment and achievement for all learners
3.3 Skills for learning, life and work
Key principle 4: Capacity to improve
Drawn from evaluations of the first 3 key principles

4.4 The CHMI will work with ES HMI colleagues to coordinate and carry out activities identified in the AESAS. Each CHMI will work with a Moderating HMI (MHMI) who will provide support and challenge to the CHMI to ensure evaluative activities are carried out equitably and provide appropriate balance of independent scrutiny. The CHMI and MHMI will work together throughout the processes to ensure consistency of approaches and expectations. The CHMI and MHMI will maintain comprehensive records of activities with colleges and will liaise with appropriate ES colleagues including Area Lead Officers (ALO) and DYW development officers to help to support improvements.

4.5 The **Evaluative report** will focus on answering the following questions for each of the 4 key principles:

- How good is/are our (for each theme)?
- How do we know?
- How have we gathered and used internal and external stakeholder feedback to inform and substantiate our evaluations?
- What is working well?
- What needs to work better?

4.5 The **Enhancement Plan**, based on the findings of the **Evaluative report** will focus on answering the following questions for each of the 4 key principles:

- What are our priorities (for each theme)?
- What are our areas for development?
- What are our main points for action?
- What actions will we take to address these main points for action?
- What do we aim to achieve and by when?

4.6 **Submission of the Evaluative report and Enhancement Plan**

Each college will submit their Evaluative report and Enhancement Plan to ES (and SFC) for endorsement by ES in October 2017. These documents will answer the questions identified in 4.4 and 4.5 above and will require to be signed off by the college Board.

4.7 Arrangements for independent scrutiny and endorsement of the Evaluative Report and Enhancement Plan are currently being developed by Education Scotland.

4.8 With regard to the publication of each college's Evaluative Report and Enhancement Plan with accompanying ES endorsements and supporting statements: in December 2017, ES and SFC will publish college reports and plans with accompanying ES endorsements and supporting statements on their websites.

4.9 In year 2, January 2018 – the cycle of activity recommences.

## **5 Allocation of resources**

The arrangements are based on providing a proportionate approach to support and scrutiny in each college. All colleges will receive a base-line level of support from CHMI.

For internal ES resource planning purposes, colleges will allocated resources based on size, scale and current intelligence including findings from the most recent ES evaluative activities including published 2014-2015 Performance Indicators (PI); findings from external reviews of Modern Apprenticeships(MA) and Career Information, Advice and Guidance (CIAG). This will be reviewed and amended on an annual basis following the publication of college reports and enhancement plans.

## **6 Role of College HMI within the new arrangements**

6.1 The arrangements place the role of the CHMI at the centre to:

- Provide support, challenge and capacity building to the college to produce an accurate and balanced Evaluative report and Enhancement plan which is underpinned by a sound evidence base;
- Design and deliver appropriate training to staff and key stakeholders to engage in the new arrangements;
- Provide effective liaison with key, relevant ES and SFC colleagues, including ES Area Lead Officers (ALO) and DYW Development officers;
- Collaborate with relevant HMI;
- Maintain appropriate records of engagement with colleges and relevant stakeholders; and
- Liaise and collaborate with LOs to advise of additional input requirements including AA subject and cross-college specialists, STMs and ALOs.

## **7 Role of Moderating HMI within the new arrangements**

7.1 The arrangements place the role of the MHMI at the centre to:

- Provide support and challenge to the CHMI to support the college to produce an accurate and balanced Evaluative report and Enhancement plan which is underpinned by a sound evidence base;
- Collaborate with relevant HMI;
- Maintain appropriate records of engagement with colleges and relevant stakeholders;

- Liaise and collaborate with LOs to advise of additional input requirements including AA subject and cross-college specialists, STMs and ALOs; and
- To contribute to all 3 stages of arrangements for independent scrutiny and endorsement of the Evaluative report and Enhancement plan.

## **8 Role of the OAM within the new arrangements**

8.1 The changes to the role of the OAM with regard to the new arrangements will essentially formalise much of the good practice that currently makes up the relationship between ES, SFC and the colleges. These arrangements also introduce a new expected level of participation that the OAM will have with the quality arrangements of the college(s) they're responsible for. The role of the OAM will include:

- Provide support, challenge and capacity building to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan which is underpinned by a sound evidence base;
- Provide information, advice and guidance on a range of policy areas and topics including access, skills, funding and data analysis;
- Collaborate and contribute to a tri-partite team that includes representation from ES and the college;
- Contribute to all stages of the quality assurance process, including the scrutiny and endorsement of the college's evaluation report and enhancement plan;
- Contribute to national assessment and assurance for SFC; and
- Ensure Outcome Agreement priorities are addressed at college and/or regional level, as appropriate.

### Annex 3. Proposed Evaluation Framework: How good is our College?

Draft college quality indicators 2016-17

Leadership and quality culture	Delivery of learning and services to support learning	Outcomes and impact
How good is our leadership and approach to improvement?	How good is the quality of the provision and services we deliver?	How good are we at ensuring the best outcomes for all our learners?
1.1 Evaluation leading to improvement 1.2 Leadership of learning and teaching 1.3 Leadership of services to support learning 1.4 Governance and leadership	2.1 Safeguarding 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Services to support learning 2.5 Transitions 2.6 Partnerships	3.1 Wellbeing, equality and inclusion 3.2 Equity, attainment and achievement for all learners 3.3 Skills for learning, life and work
<b>What is our capacity for improvement?</b>		

## The Themes

Effective evaluation and “looking inwards” means taking a closer look at how well specific aspects of the college are working. The themes within each of the quality indicators support these activities.

Leadership and quality culture		Thematic link with Outcome Agreement process and measures
How good is our leadership and approach to improvement?		
Quality Indicator	Themes	
1.1 Evaluation leading to improvement	<ul style="list-style-type: none"> <li>• Analysis and evaluation</li> <li>• Collaborative approaches to evaluation and data sharing</li> <li>• Impact on learners success and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• OA self –evaluation College measures</li> </ul>
1.2 Leadership of learning and teaching	<ul style="list-style-type: none"> <li>• Leadership for learning and teaching</li> <li>• Career Long Professional Learning (CLPL)</li> <li>• Learners leading learning</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Context statement/ OA process</li> </ul>
1.3 Leadership of services to support learning	<ul style="list-style-type: none"> <li>• Account of current and projected needs of learners</li> <li>• Internal arrangements for delivery of services to support learning</li> <li>• Partnerships with other agencies</li> </ul>	<ul style="list-style-type: none"> <li>• SSSE Survey – learner satisfaction</li> </ul>
1.4 Governance and leadership	<ul style="list-style-type: none"> <li>• Governance and leadership</li> <li>• Leadership of staff</li> <li>• Building capacity and capability</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed within the OA process</li> </ul>

Delivery of learning and services to support learning		<b>Thematic link with Outcome Agreement process and measures</b>
How good is the quality of the provision and services we deliver?		
<b>Quality Indicator</b>	<b>Themes</b>	
2.1 Safeguarding and Child Protection	<ul style="list-style-type: none"> <li>• Arrangements for safe-guarding and adherence to national guidance and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Regional context statement &amp; Access and Inclusion Strategy</li> </ul>
2.2 Curriculum	<ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with 'work placement experience'</li> <li>• Learners progressing to work, training or learning</li> <li>• Learners articulating with advanced standing</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking, monitoring and evaluation</li> <li>• Management of finance for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement of learners with OA and quality processes</li> <li>• Role of Students' Association</li> </ul>
2.4 Services to Support Learning	<ul style="list-style-type: none"> <li>• Services which contribute to the welfare and wellbeing of learners</li> <li>• Services which contribute towards on-course achievement and attainment of learners</li> <li>• Services which contribute to progression to a positive destination</li> <li>• Management of resources to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Students' Association</li> <li>• Successful achievement overall, and of SIMD10 and senior phase learners</li> </ul>

2.5 Transitions	<ul style="list-style-type: none"> <li>• Arrangements to support learners</li> <li>• Collaborative planning and delivery</li> <li>• Continuity and progression in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Regional context Statement and within the OA content/ process</li> </ul>
2.6 Partnerships	<ul style="list-style-type: none"> <li>• Strategic links</li> <li>• Collaborative arrangements to support learning</li> <li>• Responsiveness to the needs of external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Context statement &amp; within the OA content/ process</li> </ul>

Outcomes and impact		Thematic link with Outcome Agreement process and measures
How good are we at ensuring the best outcomes for all our learners?		
Quality Indicator	Themes	
3.1 Wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Credits delivered overall, and to 16-19, 20-24, SIMD 10, protected characteristics and care-experienced learners</li> </ul>
3.2 Equity, attainment and achievement for all learners	<ul style="list-style-type: none"> <li>• Achievement in essential skills</li> <li>• Attainment in core skills</li> <li>• Attainment over time</li> <li>• Overall quality of learner's achievements</li> <li>• Equity for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Successful achievement overall, and of SIMD10 and senior phase learners</li> </ul>
3.3 Skills for learning, life and work	<ul style="list-style-type: none"> <li>• Skills for learning</li> <li>• Skills for life</li> <li>• Skills for work</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery to senior phase vocational learners, school-college learners, learners from SHEP schools.</li> <li>• Delivery of apprenticeships</li> <li>• Learners with 'work placement experience'</li> </ul>

## Annex 4. Benefits of the new arrangements

### Effective deployment and use of resources through:

- Recognising the differences between the regional and operational contexts of individual colleges in terms of scale, adapting to merger or unmerged, and the role of colleges in providing services for single and multiple local authorities;
- Putting resources where they are most needed to support improvement;
- Promoting the use of Associate Assessor specialisms, teaching and non-teaching, to build and share capacity within the college sector; and
- Harmonising the reporting requirements of ES and SFC to minimise bureaucracy.

### Driving collaboration and productive partnership working through:

- Reflecting the new landscape and the range of partners within regional areas;
- Promoting and building opportunities for cross-sectoral collaboration internally and externally to support improvement; and
- Encouraging and engaging external stakeholders in contributing productively to evaluation and improvement planning to support local, area and regional arrangements.

### Supporting colleges to improve the quality of provision and services through:

- Enabling colleges the opportunity to design and review how they do quality, ensuring that arrangements will be bespoke to the needs of the college, and the region;
- Promoting a climate of openness and honesty to realise improvements for learners;
- Directing and supporting colleges to make accurate evaluations to support improvement and assist future planning;
- Driving ownership of staff at individual, team, and operational and senior management levels, for assuring and improving the quality of services for learners;
- Placing a stronger and more forensic focus on the ownership and effectiveness of curriculum and support teams in evaluating, designing and delivering provision;
- Providing a greater focus on the impact of services to support learning on learner recruitment, retention and attainment;
- Driving ownership for, and engagement with, employers by curriculum teams to inform planning for improvement; and
- Providing greater clarity on the various aspects of learner engagement within each of the key principles.

### Providing enhanced reporting and communication to key stakeholders through:

- Providing an on-going, 'live' Scotland-wide read out of the quality of provision and services in Scotland's colleges;
- Aligning the new arrangements with a suite of other ES frameworks to support colleges with their partners to contribute to the Post 16 landscape and DYW.
- Enabling a national read-out to inform and influence future planning of resources and approaches to support and bring about improvements.



## Annex 5. New College Quality Arrangements Timescale and meeting milestones to December 2016

Date	Actions	Progress schedule
26 August	New College Quality Arrangements agreed by SFC Council	SFC Board approved the new approach by which it will discharge its statutory responsibilities for quality assurance in the college sector and amended college quality reporting arrangements for AY 2016-17
30 August	ES & CDN personnel discussing collaborative approaches and training requirements of the new model	completed
5 September to 23 September	Principals' forum feedback on the proposed arrangements to their representatives on the College Quality Arrangements Steering Group	
23 September	ES & QAA meet to discuss new arrangements	
27 September	SFC & ES meeting to confirm progress and dissemination of review arrangements and to plan training for ES and SFC staff	
27 September	ES meeting sparqs to update on the new arrangements	
30 September	ES HMIs and SFC OAMs share intelligence an plan engagement with individual colleges	
30 September	College Quality Arrangements Steering Group, chaired by SFC meets with ES, sector representatives and SG personnel and approves further detail relating to the new arrangements	
4 October	Training and update conference for AAs at Stirling Court Hotel (formerly Stirling Management Centre)	
October	Joint training for HMIs and OAMs	
October	Nominee training for college representatives on the new model	

October	Tripartite initial scoping meeting involving individual colleges, HMIs and OAMs	
October/ November	On-going engagement between ES, OAM and college staff	
October/ November	Production of annual enhancement and scrutiny action plan identifying visit schedule, topic discussion and AA contribution	
December 2016	Publication of Education Scotland Quality Arrangements Guidance	