

## Performance & Resources Committee Meeting

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Paper Title	Update on College Quality Arrangements from AY2016-17
Agenda Item	13
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Responsible Officer	Robin Ashton, GCRB Executive Director
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Action	For Information

### 1. Report Purpose

**1.1** The purpose of this report is provide a further update on the introduction of the new national quality and reporting arrangements for colleges from academic year 2016-17 onwards and to inform members of guidance that the Scottish Funding Council (SFC) and Education Scotland have recently published for colleges in relation to this.

### 2. Recommendations

**2.1** The Committee is invited to:

- **consider** the attached papers on quality college quality arrangements from 2016-17 onwards;
- **note** the progress made in developing the arrangements to reflect the role of GCRB and the SFC within the Glasgow College Region structure; and
- **request** the Executive Director to continue to work with the SFC, Education Scotland and Senior Managers within the three Glasgow colleges to continue implementation of new quality arrangements in a way which takes account of the Glasgow College Region structure and to provide a further update to a future 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 August and October meetings, 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.
- 3.5** GCRB has a statutory duty to monitor the quality of assigned college provision and any arrangements for the Glasgow College Region will need to recognise this.

#### **4. New Quality Arrangements**

- 4.1** These new quality arrangements for colleges are attached as Annex A to this report.
- 4.2** The new arrangements aim to:
- integrate SFC requirements of colleges for the monitoring of outcome agreements with Education Scotland and to plan for improvement;
  - establish evaluation and performance reporting which makes appropriate use of core national performance information and reflects a regional context;
  - strengthen college ownership and responsibility for evaluation and planning for improvement;
  - establish regional approaches which take account of governance arrangements;
  - ensure that appropriate challenge is built into college evaluation arrangements through embedding independent, external stakeholder feedback within evaluation processes; and
  - enable SFC, Education Scotland and other stakeholders to receive annual, validated assurance on the quality of provision and services and actions being taken to address areas for improvement.
- 4.3** Members should note that the arrangements make only one reference to multi-college regions. This states:

*“The arrangements and methodology described have been designed to function at the level of the individual college. In single college regions this will align with the single college Outcome Agreement and single Board oversight. In the three multi-college regions, evaluations of provision and services will continue, as before, to function at the level of the individual college. However, there will be a new requirement under the new arrangements to align evaluation and reporting with the regional Outcome Agreement process and governance. The Outcome Agreement and governance arrangements in each of these regions are different, and therefore each of these regions will carry out development work in AY 2016-17 with their SFC Outcome Agreement Manager and Education Scotland College HMIs, to agree how best to align Outcome Agreement evaluation and reporting with individual institutional evaluations and reporting in their regional contexts. This will be formally agreed and notified in the reports from the colleges in these regions by 31 October 2017.” (Arrangements, page2)*

- 4.4** In order to progress the development of arrangements for the Glasgow College Region, the GCRB Executive Director is working with the SFC, Education Scotland and Senior Managers within the three Glasgow colleges on the implementation of arrangements which take account of the Glasgow College Region structure.
- 4.5** Individual meetings have been held with each college, SFC, Education Scotland and GCRB to begin the process to develop college level evaluative reports and enhancement plans.
- 4.6** Following these individual college meetings, a review meeting was held by GCRB with the SFC outcome agreement managers and Education Scotland college HMIs, moderating HMI and their national lead for the new quality framework to consider how the new arrangements might be implemented in the Glasgow College Region. The following was agreed in principle:
- 2017-18 represents a transition year and during this period SFC, Education Scotland, GCRB and the assigned colleges will work together to collaboratively develop arrangements for the new national quality framework appropriate to the Glasgow College Region structure.
  - Within the Education Scotland quality framework arrangements, where it refers to an Outcome Agreement Manager, for the Glasgow College Region this should generally be understood to relate to the GCRB Executive Director (who will in turn liaise with the SFC Outcome Agreement Manager).
  - Over the course of the year, the Glasgow Region HMIs will work directly with the colleges, and liaise with the GCRB Executive Director. The HMI/GCRB liaison is likely to be more intense in the August/September period as the colleges and the region prepare their evaluative reports. The GCRB Executive Director will report on progress to the SFC Outcome Agreement Manager.
  - College evaluative reports should be informed by, and inform, the Regional Outcome Agreement self-evaluation.
  - College enhancement plans should be informed by, and inform, the Regional Outcome Agreement.
  - Evaluative Reports and Enhancement Plans will be submitted by the assigned colleges to GCRB, which will then submit these to the SFC by 31 October 2017 with the ROA self-evaluation.
  - The college Evaluative Reports and Enhancement Plans will be submitted to Education Scotland for independent scrutiny and endorsement, and both GCRB and SFC will participate in this process.
  - There will be ongoing review of regional arrangements to identify potential improvements.
- 4.7** Attached as Annex B is a draft high level schedule outlining how regional outcome agreement evaluation and development may align to the new quality arrangements within the Glasgow College Region structure.

## 5. New quality framework

5.1 The new quality arrangements are supported by a new quality framework, *How good is our college?* which is attached as Annex C to this report. This framework, which is closely aligned to other Education Scotland frameworks, is based on four high level principles:

- leadership and quality culture;
- delivery of learning and services to support learning;
- outcomes and impact; and
- capacity for improvement.

5.2 The attached guidance stated that colleges are expected to use this framework to produce an annual **Evaluative Report** and **Enhancement Plan** for submission to Education Scotland and SFC for formal, independent endorsement. (Note that the arrangements outlined in section 4 above suggest that GCRB will also participate in this scrutiny and endorsement process.)

5.3 *How good is our college?* asks colleges to identify a grade from a six point scale for three of the high level principles (leadership and quality culture, delivery of learning and services to support learning, and outcomes and impact). Colleges are then expected to provide a supporting statement which draws on findings related to these three principles to illustrate its capacity for improvement.

## 6. Risk Analysis

6.1 The new quality arrangements do not set out how they should be implemented in multi-college regions 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. To mitigate the risk, the GCRB and Glasgow college executives are liaising closely with SFC and Education Scotland representatives.

## 7. 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.

## 8. Financial Implications

7.1 No financial implications are identified.

## 9. 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.



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

**December 2016**

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

## **1.1 Introduction**

The Scottish Funding Council (SFC) with Education Scotland is introducing new arrangements for assuring and improving the quality of provision delivered by Scotland's colleges commencing in AY 2016-17.

The arrangements have been developed by Education Scotland and SFC 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* and implementation of arrangements to *Developing the Young Workforce (DYW)*. Importantly, this has been a period of fiscal constraint which is likely to continue over the next few years.

The new arrangements are designed to take full cognisance of the changed landscape and current and emerging government priorities. They are focused on: Supporting and bringing about continuous improvement through effectively deploying staff, engaging productively with key stakeholders including staff, learners, schools and employers and maximising resources.

## **1.2 Aims of the new arrangements**

The new arrangements aim to be forward looking and to support the sector, with its partners, to respond to new and emerging priorities. To enable this, the new arrangements have been designed to:

### ***Integrate***

- Integrate SFC requirements of colleges for monitoring of outcome agreements with Education Scotland and to plan for improvement.

### ***Develop regional approaches***

- Establish evaluation and performance reporting which makes appropriate use of core national performance information and reflects a regional context.

## **Ownership**

- Strengthen college ownership and responsibility for evaluation and planning for improvement.
- Establish regional approaches which take account of governance arrangements.

## **Challenge**

- Ensure that appropriate challenge is built into college evaluation arrangements through embedding independent, external stakeholder feedback within evaluation processes.
- Enable SFC, Education Scotland and other stakeholders to receive annual, validated assurance on the quality of provision and services and actions being taken to address areas for improvement.

### **1.3 Imperatives**

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

- Alignment with SFC Outcome Agreement priorities including:
  - Meeting identified skills needs at local, regional and national levels.
  - Taking account of arrangements for tackling inequality to close the attainment gap.
  - Inclusion of arrangements for planning and delivery of Curriculum for Excellence senior phase entitlements and the recommendations of Developing the Young Workforce (DYW).
  - A focus on transition into and out of college programmes.
- Alignment with direction of travel of Education Scotland as the national improvement agency for education in Scotland and the *National Quality System Framework*.
- Compatibility with other Education Scotland quality frameworks including *How good is our school?*; Arrangements for the external review of Career information, Advice and Guidance; and Arrangements for the external review of Modern Apprenticeships.
- Assurance that arrangements provide on-going independent, impartial examination and assessment of the work of the college sector.

- Incorporation of the findings of recent Education Scotland and SFC evaluative activities to support improvement.
- Connectivity with other external inspection and review processes to minimise duplication and maximise resources.
- Inclusion of arrangements for governance.
- Alignment with the [Code of Good Governance for Scotland's Colleges](#), the [Framework for the Development of Strong and Effective College Students' Associations in Scotland](#) and the [Student Engagement Framework for Scotland](#).

## **2 Purpose**

The arrangements seek to provide a structure of support and challenge which brings about improvements and promotes a culture of individual and collective ownership for the quality of provision across the college sector. The new quality framework, *How good is our college?* enables colleges to integrate evaluation and reporting on Outcome Agreements with reporting on the quality of provision and services.

The *How good is our college?* framework aligns with the suite of Education Scotland quality improvement frameworks to support external stakeholders to engage with colleges to review and enhance the quality of provision and services.

In addition, the arrangements seek to foster increased collaboration across colleges and other educational providers and to exemplify and share excellent practice across sectors. This will contribute to bank of resources available through the National Improvement Hub.

### **3 Outline of arrangements**

The arrangements are based on on-going engagement between colleges, Education Scotland Her Majesty's Inspectors (HMI) and SFC Outcome Agreement Managers. Associate Assessors and Student Team Members will be deployed within the new arrangements to contribute to enhancement and scrutiny activities.

The arrangements and methodology described have been designed to function at the level of the individual college. In single college regions this will align with the single college Outcome Agreement and single Board oversight.

In the three multi-college regions, evaluations of provision and services will continue, as before, to function at the level of the individual college. However, there will be a new requirement under the new arrangements to align evaluation and reporting with the regional Outcome Agreement process and governance. The Outcome Agreement and governance arrangements in each of these regions are different, and therefore each of these regions will carry out development work in AY 2016-17 with their SFC Outcome Agreement Manager and Education Scotland College HMIs, to agree how best to align Outcome Agreement evaluation and reporting with individual institutional evaluations and reporting in their regional contexts. This will be formally agreed and notified in the reports from the colleges in these regions by 31 October 2017.

*How good is our college?* provides a structure for evaluation and enhancement which colleges and their stakeholders can use to identify what is working well and what needs to improve. It is based on four high level principles. These are:

- Leadership and quality culture.
- Delivery of learning and services to support learning.
- Outcomes and impact.
- Capacity for improvement.

Each key principle is underpinned by a challenge question and quality indicators as follows:

### ***Leadership and quality culture***

- How good is our leadership and approach to improvement?
  - 1.1 Governance and leadership of change.
  - 1.2 Leadership of learning and teaching.
  - 1.3 Leadership of services to support learning.
  - 1.4 Evaluation leading to improvement.

### ***Delivery of learning and services to support learning***

- How good is the quality of the provision and services we deliver?
  - 2.1 Safeguarding and child protection.
  - 2.2 Curriculum.
  - 2.3 Learning, teaching and assessment.
  - 2.4 Services to support learning.
  - 2.5 Transitions.
  - 2.6 Partnerships.

### ***Outcomes and Impact***

- How good are we at ensuring the best possible outcomes for all our learners?
  - 3.1 Wellbeing, equality and inclusion.
  - 3.2 Equity, attainment and achievement for all learners.

### ***Capacity for improvement***

- What is our capacity for improvement?

The outcomes for *What is our capacity for improvement?* are to be drawn from the other three high level principles.

## 4 Methodology

The introductory year, December 2016 to September 2017, is a development year. During this year HMI and Outcome Agreement Managers will work with colleges to use *How good is our college?* to produce an Evaluative Report (ER) and an Enhancement Plan (EP). This will be based on evaluation of provision and services in relation to the four high level principles. Colleges will also develop an Outcome Agreement for the period of AY 2017-18 in accordance with SFC's [Guidance for the Development of College Outcome Agreements: 2017-18 to 2019-20](#).

At the start of the arrangements (December 2016), the college HMI and Outcome Agreement Manager will have a pre-analysis meeting to share publically available intelligence about the college. The note of this meeting will be shared with the college (see appendix).

This will be followed by a tripartite meeting between the college, the outcome agreement manager and a college nominee to plan a schedule of activities to monitor and review the work of the college in formulating evaluations of provision and services to inform the Evaluative Report and Enhancement Plan.

Following the tripartite meeting, the college HMI and Outcome Agreement Manager will work with the college to produce an Annual Enhancement and Scrutiny Activity Schedule. This will identify dates and themes for scrutiny and enhancement activities being carried out throughout the year.

Before the commencement of on-going engagement, Education Scotland will discuss and agree with each college the proposed nature and levels of reviewer engagement with managers and staff. Education Scotland will encourage college senior managers to work in partnership with reviewers to identify appropriate evidence.

The College HMI will work with other HMI colleagues to arrange and provide additional support and challenge as and when required. Education Scotland HMIE staff providing this role are referred to as Reviewing HMIs. The College HMI, Outcome Agreement Manager and the Reviewing HMIs will work together throughout the processes to plan and deliver activities. This will include the involvement of Associate Assessors and Student Team Members as required.

An Education Scotland HMI will take the role of Moderating HMI. The Moderating HMI will not be directly involved in working with the college and will ensure evaluative activities are carried out fairly and provide an appropriate balance of independent scrutiny.

All HMIs and Outcome Agreement Managers will maintain comprehensive records of engagement with colleges and will liaise with appropriate Education Scotland colleagues including Area Lead Officers and DYW development officers to help to support improvements.

## 5 Evaluative Report

Each college will produce an Evaluative Report which will form part of the Outcome Agreement process and answer the following questions for each of the three high level principles:

- How good is/are our (for each key principle)?
- 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?

Colleges should make explicit reference to Outcome Agreement priorities and targets when addressing these questions.

Within the Evaluative Report, colleges are required to identify a grade (using a six point scale) to answer each of the three high level questions based on evidence collated throughout the year. These are:

- How good is our leadership and quality culture?
- How good is the quality of the provision and services we deliver?
- How good are we at ensuring the best possible outcomes for learners?

The introduction of grades provides a baseline across each of these three key principles. The use of grades provides a tool for colleges to measure progress made and distance travelled.

Colleges are required to produce a supporting statement to answer the question:

- What is our capacity for improvement?

Further guidance on the required content for the Evaluation Report is contained in Appendix 1.

## **6 Enhancement Plan**

The Enhancement Plan based on the findings of the Evaluation Report will focus on answering the following questions for each of the three high level questions:

- 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?
- How will we engage learners, staff and other stakeholders in developing and implementing enhancement activities?

Further guidance on the required content for the Enhancement Plan is contained in Appendix 1.

Evaluative Reports and Enhancement Plans should be submitted to SFC by 31 October 2017.

## **7 Arrangements for the submission of college Evaluative Report and Enhancement Plan**

The following arrangements are the final part of the cycle of activity and should not be viewed in isolation from the on-going activities which precede them. It is important to note that the arrangements focus on providing a baseline read-out for all colleges based on the academic year 2015-16. The implementation of these arrangements will be reviewed in January 2018 to take account of the findings of the development year in relation to planning and deployment of resources.

The college HMI, Outcome Agreement Manager and college nominee will work together to plan, schedule and carry out activities which monitor and review the work of the college in formulating evaluation of provision and services to inform the Evaluative Report and Enhancement Plan. Within these activities, the college HMI together with the Reviewing HMI will provide support and challenge. The Moderating HMI will ensure evaluative activities are carried out fairly and provide an appropriate balance of independent scrutiny.

The activities described above will focus on supporting colleges to produce two documents. These are:

- An Evaluative Report which provides an accurate and appropriate account of the quality of provision and services being delivered by the college.
- An Enhancement Plan which is well-informed by and linked appropriately to the findings of the Evaluative Report, and communicates clearly plans to address areas of provision and services which require improvement.

## **8 Arrangements for the independent scrutiny and endorsement of Evaluative Report and Enhancement Plan**

Arrangements for the independent scrutiny and endorsement of the Evaluative Report and Enhancement Plan will consist of three stages.

### **8.1 Stage 1 - independent scrutiny and endorsement meeting**

An Education Scotland HMI Lead Officer who has not been involved in working with the college will convene a meeting with the College HMI, Outcome Agreement Manager, Moderating HMI and Reviewing HMI to formally endorse, or not endorse, that:

- The Evaluative Report provides an accurate and appropriate account of the quality of provision, services and outcomes being delivered by the college including appropriateness of grades.
- The Enhancement Plan is well-informed by and linked appropriately to the findings of the Evaluative Report, and communicates clearly plans to address areas of provision, services and outcomes which require improvement.

Following the meeting, a letter will be sent to the college advising of the outcome of the meeting and *provisional* endorsement statements by Education Scotland and SFC.

At this stage, communication to the college may provide suggested amendments to the documents including adjustments to grades, areas for development and main points for action. Colleges will be advised to amend and resubmit their Evaluative Report and Enhancement Plan in light of comments from Education Scotland and SFC.

## 8.2 Stage 2 - Formal notification of endorsement

In relation to the Evaluative Report formal notification will identify whether:

- Education Scotland /SFC **endorses** that the Evaluative Report of (name of college) provides an *accurate and appropriate account* of the quality of provision and services being delivered by the college; or
- Education Scotland/SFC **does not endorse** that the Evaluative Report of (name of college) provides an accurate and appropriate account of the quality of provision and services being delivered by the college.

In relation to the Enhancement Plan, formal notification will identify whether:

- Education Scotland /SFC **endorses** that the Evaluation Plan of (name of college) is *linked appropriately* to the findings of the Evaluative Report and *communicates clearly* plans to address areas of provision and services which require improvement; or
- Education Scotland/SFC **does not endorse** that the Enhancement Plan of (name of college) is *linked appropriately* to the findings of the Evaluation Report, and *communicates clearly* plans to address areas of provision and services which require improvement.

## 8.3 Stage 3 – Board presentation

Education Scotland and SFC will present the final endorsement statements to the college Board at its next appropriate meeting. The presentation will be delivered by the College HMI and Outcome Agreement Manager. The Moderating HMI will also attend should Education Scotland consider this to be appropriate.

## **9 Publication of college Evaluative Report and Enhancement Plan**

In December 2017, Education Scotland and SFC will publish on their websites, college Evaluative Reports and Enhancement Plans with accompanying Education Scotland and SFC endorsement statements. For academic year 2016-17 - the introductory year of the new arrangements - grades will not be published.

## **10 Arrangements when there is a failure to endorse the Evaluative Report and Evaluation Plan**

In the event of Education Scotland and SFC not endorsing a college's Evaluative Report and/or Enhancement Plan, Education Scotland and SFC will work together to take appropriate action. This action may include lines of intensive engagement activity.

Lines of intensive engagement activity will be actioned when a college has:

- Failed to identify a significant weakness within its Evaluation Report.
- Identified an area of weakness but is not sufficiently clear of the cause(s) resulting in the weakness.
- Has made insufficient progress (over a reasonable timescale) to address a significant weakness.

The College HMI and Outcome Agreement Manager will work with the college to identify and plan arrangements to carry out lines of intensive engagement activity during the next year of activity with a view to securing improvement.

## **11 Arrangements for Year 2 and beyond**

The processes will be reviewed in January 2018 to take account of the findings from the first cycle of these arrangements. This will include a review of the scheduling of activities and the deployment of resources.

The cycle of ongoing engagement will recommence in January 2018. The activities will focus on the progress against actions identified within the previously published Enhancement Plan and any identified lines of intensive engagement activity. Colleges will be required to produce and submit an Evaluative Report and Enhancement Plan for 31 October 2018.

## **12 Concerns**

If a college believes that Education Scotland or SFC has arrived at a judgment which does not take sufficient account of all relevant information or evidence, they should submit any additional evidence in writing to the College HMI and/or Outcome Agreement Manager within five working days of the receipt of their formal notification of endorsement, as indicated in section 8. This must consist of evidence which is new in nature and is not a further submission of evidence of the type previously considered. Education Scotland and/or SFC will consider additional new evidence and convey the decision to the college in writing.

Any other concerns should be raised in the first instance with the College HMI. If the matter is not resolved to the satisfaction of the college, it should be raised with the Education Scotland Assistant Director responsible for inspection and review who will seek to resolve the issue.

## **13 Complaints**

If concerns are not satisfactorily resolved through the processes outlined in section 12 above, the college should pursue the matter through Education Scotland's published complaints procedure, which is available at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

## **14 Composition and deployment of Education Scotland and SFC staff**

Staff involved in ongoing engagement with a college will include the college HMI, the college Outcome Agreement Manager, and other HMIs. The number of HMIs will be adjusted to take account of the size and complexity of each college.

Reviewing HMIs, Associate Assessors and Student Team Members may be appointed to extend or enhance coverage of subject and/or cross-college areas as part of the engagement process. Education Scotland will give due consideration to requests from colleges for additional engagement by reviewers to undertake additional review activities.

### **14.1 The role of the College HMI**

The arrangements place the role of the College HMI at the centre to:

- Provide support, and challenge to the college to produce an accurate and balanced Evaluation 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 Education Scotland and SFC colleagues, including Education Scotland Area Lead Officers and DYW Development Officers.
- Collaborate with relevant HMI.
- Maintain appropriate records of engagement with colleges and relevant stakeholders; liaise and collaborate with Lead Officers to advise of additional input requirements including Associate Assessor subject and cross-college specialists, Student Team Members and Area Lead Officers.
- Liaise and collaborate with college learner representatives and the Students' Association to ensure appropriate learner input.

## **14.2 The role of the SFC Outcome Agreement Manager**

The arrangements place the role of the Outcome Agreement Manager at the centre to:

- Ensure Outcome Agreement priorities are addressed at college and/or regional level, as appropriate.
- 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 effective liaison with key, relevant SFC and Education Scotland colleagues.
- Maintain appropriate records of engagement with colleges and relevant stakeholders.
- Provide information, advice and guidance on SFC policy priorities including access, skills, funding and data analysis.

## **14.3 The role of the Reviewing HMI and Associate Assessors**

The role of the Reviewing HMI and Associate Assessors is to:

- Support the College HMI in carrying out activities to evaluate the quality of provision and services.
- Provide support, and challenge to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan.
- Maintain appropriate records of engagement with colleges and relevant stakeholders.

## **14.4 The role of the Moderating HMI**

The role of the Moderating HMI is to:

- Provide independent support and challenge to the College HMI and Reviewing HMI to carry out evaluative activities which support the

college to produce an accurate and balanced Evaluative Report and Enhancement Plan.

- Ensure activities are carried out fairly and equitably.
- Maintain appropriate records of engagement with colleges and relevant stakeholders.
- Oversee all 3 stages of arrangements for independent scrutiny and endorsement of the Evaluative Report and Enhancement Plan.

#### **14.5 The role of the Student Team Member**

The role of the Student Team Member is to:

- Support the College HMI in carrying out activities to evaluate the experience of learners.
- Provide input on the views of learners to assist the College HMI to provide support and challenge to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan.
- Maintain appropriate records of engagement with colleges and relevant stakeholders.

#### **14.6 The role of the college nominee**

Education Scotland will ask colleges to identify a senior manager with a comprehensive strategic overview to fulfil the role of college nominee. The nominee will play a key role in coordinating on-going engagement with Education Scotland and SFC and preparation of the Evaluative Report and Enhancement Plan.

The inclusion of a college nominee in on-going engagement aims to:

- Reinforce and support partnership working between the college, Education Scotland, SFC and key stakeholders in assuring and improving the quality of provision and services.
- Help to establish a culture of partnership, openness and transparency in evaluating and reporting on the quality of provision and services.

- Provide a point of reference for Education Scotland, and SFC staff prior to, during and after engagement activities.
- Provide a point of reference for college staff, learners and key partners prior to, during and after engagement activities.

## **15 Additional enhancement activity**

### **15.1 Overview**

The arrangements will involve Education Scotland in additional enhancement activity which will be informed by intelligence gathered by Education Scotland and SFC and will be based on supporting and securing improvement. Education Scotland and SFC will work together to agree the scope and specification of enhancement activities.

### **15.2 General principles of additional enhancement activity**

Additional enhancement activity will:

- Provide a Scotland-wide perspective on the quality of provision and or services in colleges.
- Identify practice which is worthy of wider dissemination.
- Provide recommendations for colleges and other stakeholders who can contribute to on-going improvement, and be used to inform future planning of engagement with colleges and key stakeholders.

Reporting of enhancement activity will be founded on the four high level principles of *How good is our college?*:

- Leadership and quality culture.
- Delivery of learning and services to support learning.
- Outcomes and impact.
- Capacity for improvement.

## **Appendix 1**

### **Guidance – Evaluative Report and Enhancement Plan**

#### **1. Preface**

Each college will produce an Evaluative Report and Enhancement Plan on an annual basis which will form part of the Outcome Agreement process. The Evaluative Report should provide high level statements regarding the college's reflection on its performance, highlight areas of positive practice and identify areas for development. The Evaluative Report should reflect the college's overall judgement on what is working well and what needs to improve. The Enhancement Plan should be sufficiently detailed to address areas for development from the Evaluative Report and support improvement in performance. High level statements contained within the Evaluative Report should be informed by the outputs from comprehensive arrangements to reflect on performance across all aspects of college operation.

#### **2. Required Content to satisfy Outcome Agreements**

A brief factual report on the college / region's:

- Qualitative and quantitative progress on Outcome Agreement priorities achieved in the preceding year, including specific reference to published milestones (recognising that, for the year in question, audited statistical data will not be available and that we therefore rely on region's own data at this point in time).
- Reflection on available audited statistical data.
- Early thoughts on progress in the current year (for example, towards recruitment targets, any internal evidence on retention).
- Rationale for any proposed changes to targets in the draft outcome agreement.

The Evaluative Report should contain the following information:

- Section 1 - Description of the approach(es) taken to evaluation.
- Section 2 - Methodology used to gather evidence and identify grades.
- Section 3 - Background information about the college.

- Section 4 - Outcomes of Evaluation:
  - Overall grades
  - Areas of positive practice
  - Areas for development
- Section 5 – Enhancement Plan.

### **3. Supporting Information**

The college is required to retain all information used to support evaluation and allocation of overall grades.

### **4. Publication**

Subsequent to independent scrutiny and endorsement, SFC and Education Scotland will publish college Evaluative Reports and Enhancement Plans annually, accompanied by a supporting statement.

### **5. Example Layout**

Section 1 – Description of approaches taken to evaluation

Details of arrangements for reflection and evaluation and how these are used to form judgements regarding performance across the full range of college functions.

Section 2 – Methodology used gather evidence and identify grades

Details of the evidence gathered and how this is used to support reflection and evaluation. Includes details of evidence from key stakeholders and external partners.

Section 3 - Background information about the college

Information about the college and its operating context

Section 4 – Outcomes of review

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

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

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

Summary of areas of positive practice in bullet point format (drawn from Section 4)

Summary of areas for development in bullet point format (drawn from Section 4)

#### Section 5 - Enhancement Plan

A plan to address identified areas for development. To include SMART actions and intended impact of action taken on college performance.

Evaluative Reports and Enhancement Plans should be submitted to SFC by 31 October 2017.

## **Appendix 2**

### **Agenda – Pre-analysis meeting**

***In Attendance: College HMI, SFC Outcome Agreement Manager***

#### Item

- 1 Consideration of College Performance
  - Review of Student Outcome Data and Trends (latest published figures)
  - Review of performance against ROA targets
  
- 2 Outcomes of Education Scotland Engagement
  - Review of last evaluative outcomes
  - Review of last External Review outcomes\*
  - Review of progress against Actions from last External Review\*
  - Feedback from other Education Scotland activities e.g. external reviews of Career Information, Advice and Guidance (CIAG) and Modern Apprenticeships (MA) etc.
  
- 3 Outcomes of SFC Engagement
  - Post Merger evaluation\*
  - ROA evaluation outcomes
  
- 4 Consideration of Any Other Relevant Intelligence (for example)
  - Changes to governance & leadership
  - Financial issues
  - Feedback from Education Scotland Area Lead Officer where applicable

## **Appendix 3**

### **Agenda - College Tri-Partite Planning Meeting**

***In Attendance: College HMI, SFC Outcome Agreement Manager,  
Principal/College Nominee***

#### Item

- 1 Discussion of college review of *How good is our college?* framework and Qis
  - QIs and grading
  - Evidence gathering
  - Capacity building / staff CPD requirements
  
- 2 Consideration of college performance (from pre analysis)
  - Student Outcome Data and Trends (latest published figures)
  - Performance against ROA targets
  - Outcomes from previous evaluative activities
  - Post Merger evaluation\*
  - ROA evaluation outcomes
  
- 4 Consideration of any other relevant intelligence (for example)
  - Changes to governance & leadership
  - Financial issues
  
- 5 Agreement of plan for on-going engagement
  
- 6 Arrangements for reporting and endorsement

## Appendix 4

### Annual Enhancement and Scrutiny Activity Schedule (AESAS)

Introduction and capacity building	Activity	Date/s	Person/s	Additional specialist input
Briefing for staff				
Briefing for learners				
Briefing for key stakeholders				
Section 1: Leadership and quality culture	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
1.1 Governance and leadership of change				
1.2 Leadership of learning and teaching				
1.3 Leadership of services to support learning				
1.4 Evaluation leading to improvement				

Section 2: Delivery of learning and services to support learning	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
2.1 Safeguarding and child protection				
2.2 Curriculum				
2.3 Learning, teaching and assessment				
2.4 Services to support learning				
2.5 Transitions				
2.6 Partnerships				
Section 3: Outcomes and impact	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
3.1 Wellbeing, equality and inclusion				
3.2 Equity, attainment and achievement for all learners				
Section 4: Capacity to improve	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input

## Appendix 5

### Learner engagement

Learner engagement is integrated throughout *How good is our college?* and is signposted to the Student Engagement Framework for Scotland *five key elements of Student Engagement*. These are:

- 1 Students feeling part of a supportive institution.
- 2 Students engaging in their own learning.
- 3 Students working with the institution in shaping their own learning.
- 4 Formal mechanisms for quality and governance.
- 5 Influencing the student experience at a national level.

<i>How good is our college?</i> Quality indicator	Key element/s of Student Engagement Framework for Scotland
1.1 Governance and leadership of change	4
1.2 Leadership of learning and teaching	3 4
1.3 Leadership of services to support learning	3 4
1.4 Evaluation leading to improvement	4

2.2 Curriculum	2 3 4
2.3 Learning, teaching and assessment	2 3 4
2.4 Services to support learning	2 3 4
2.5 Transitions	1
3.1 Wellbeing, equality and inclusion	1

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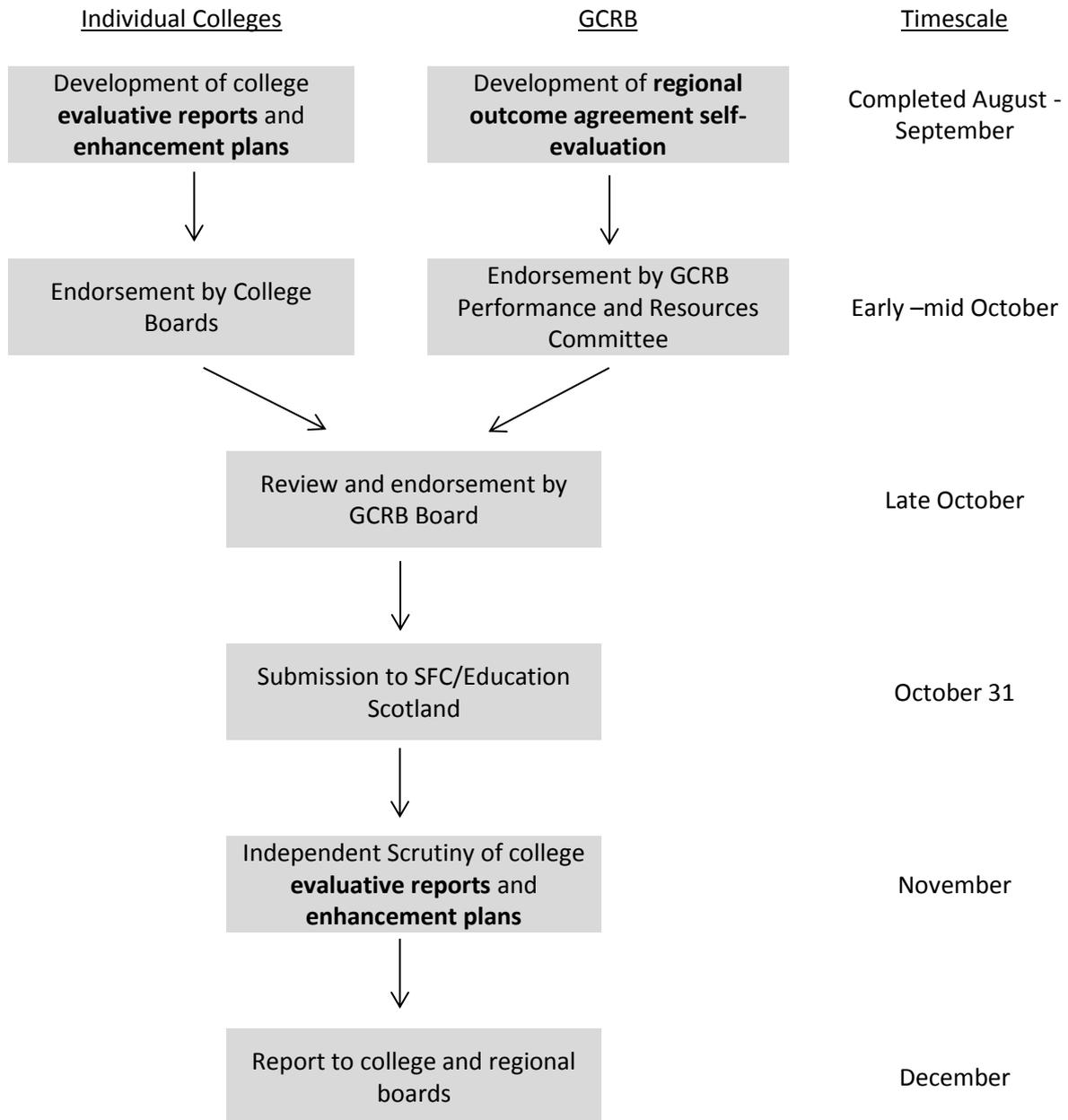
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Paper PRC4-I Annex B

Proposed High Level Schedule of Quality Activity within the Glasgow College Region



# How good is our college?

First Edition



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## Foreword

I am delighted to introduce *How good is our college?*, our new quality framework for colleges in Scotland. I believe this is an innovative and forward-looking framework which builds on the strong commitment that Scotland's colleges have made over many years to developing highly effective internal quality arrangements. The new framework also recognises and responds to the extensive change in the college sector over the last four years and takes account of the role of the Scottish Funding Council's Regional Outcome Agreements. It acknowledges and promotes the contribution of individual colleges, and of the sector as a whole, in developing an approach which is well adapted to this new landscape.

The Framework is the result of highly productive collaboration between Education Scotland, colleges themselves, the Scottish Funding Council and the sector's key stakeholders. It aims to integrate the assurances sought through Education Scotland's evaluative activities and the Scottish Funding Council's Regional Outcome Agreements. It requires colleges to promote equity, ensuring that all learners have the best chance of a successful outcome.

*How good is our college?* recognises and extends the significant partnership working already undertaken by colleges with key stakeholders. This includes working with schools and employers to develop and deliver learning which meets the needs of a diverse range of learners, industry, communities and higher education institutions. It asks colleges to work closely with local, regional and national partners to evaluate the quality of their provision and outcomes, and to engage them actively in evaluation and planning for improvement. The structure and style of *How good is our college?* aligns well with our other quality frameworks, in particular with *How good is our school? 4<sup>th</sup> edition*, which has also been recently revised. This alignment should help colleges work with school partners to plan and evaluate better senior phase experiences and transitions, with a focus on how well they develop learners' skills for learning, life and work, career management skills and work-related placements and experiences. It evaluates leadership at all levels, as well as the quality of learning and teaching. Learner engagement, curriculum design and support for learners remain key features, and are prominent throughout.

The Framework will shortly be featured on Education Scotland's National Improvement Hub, which brings together our extensive range of self-evaluation frameworks into one coherent, digital resource to strengthen partnership working within and across sectors.

This is indeed a future-looking quality framework. Used well, I am confident that it will help colleges as they seek to play their vitally important role in securing excellence and equity for all Scottish learners with maximum impact.



Dr Bill Maxwell  
Chief Executive, Education Scotland

## Background

The new quality framework, *How good is our college?* is designed to support and enable colleges to evaluate the quality of provision and services alongside reporting on progress in relation to outcome agreements. The framework aligns with a suite of Education Scotland quality improvement frameworks to support external stakeholders to engage with colleges to review and enhance the quality of provision and services. In addition, the arrangements seek to foster increased collaboration across colleges and other educational providers to exemplify and share excellent practice across sectors. This will contribute to the bank of resources available through the Education Scotland National Improvement Hub.

## Context

*How good is our college?* has been developed by Education Scotland and Scottish Funding Council 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, large, multi-campus colleges, the introduction of the senior phase of *Curriculum for Excellence* and implementation of arrangements for *Developing the Young Workforce (DYW)*. Importantly, this has been a period of fiscal constraint which is likely to continue over the next few years.

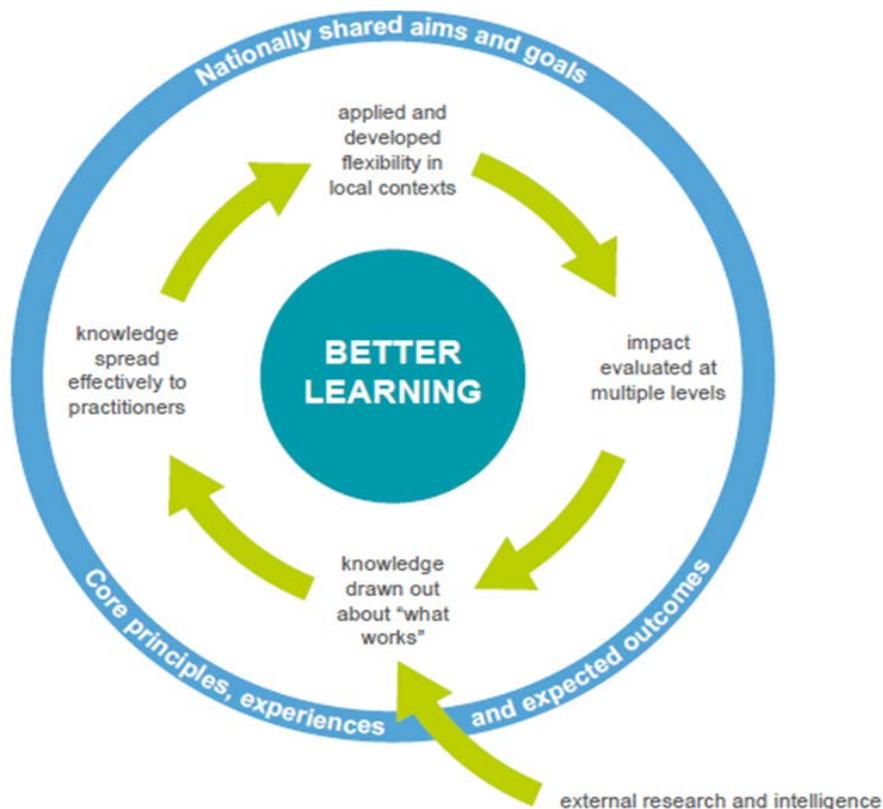
*How good is our college?* alongside [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#) is designed to take full cognisance of the changed landscape and current and emerging government priorities. The framework seeks to support colleges in engaging staff, learners and key partners in working together to continuously improve and enhance the quality of provision and services.

## The virtuous cycle of improvement

Colleges have a critical role in the economic and social wellbeing of Scotland. They serve a wide and diverse range of learners and stakeholders including employers, industry sectors and communities. *How good is our college?* asks colleges to be forward thinking to explore and anticipate new and emerging priorities and to draw on this to plan future provision and services.



The Education Scotland virtuous cycle of improvement is relevant to all sectors of education in Scotland. It illustrates the key features of evidence-based self-improvement at organisational and at system-wide levels. It shows how leaders can empower practitioners to interpret nationally shared aims, such as the principles of *Curriculum for Excellence*, and the aims of *DYW* and apply them to local contexts in ways which are most appropriate to them. It is designed to help practitioners draw on evidence-based internal and external evaluation to inform further improvement.



## The framework

*How good is our college?* provides a structure for evaluation and enhancement which colleges with their stakeholders can use to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning experience.

It is intended that the alignment of framework with other Education Scotland quality frameworks and [Student Engagement Framework for Scotland](#) will help educational partners to contribute productively to evaluative activities and that colleges will value the objectivity of external partners to help drive improvements. It is based on four high level principles.

These are:

- leadership and quality culture;
- delivery of learning and services to support learning;
- outcomes and impact; and
- capacity for improvement.

Each key principle is underpinned by a challenge question and quality indicators as follows:

### **Leadership and quality culture**

- *How good is our leadership and approach to improvement?*
  - 1.1 Governance and leadership of change
  - 1.2 Leadership of learning and teaching

- 1.3 Leadership of services to support learning
- 1.4 Evaluation leading to improvement

### **Delivery of learning and services to support learning**

- *How good is the quality of the provision and services we deliver?*
  - 2.1 Safeguarding and child protection
  - 2.2 Curriculum
  - 2.3 Learning, teaching and assessment
  - 2.4 Services to support learning
  - 2.5 Transitions
  - 2.6 Partnerships

### **Outcomes and Impact**

- *How good are we at ensuring the best possible outcomes for all our learners?*
  - 3.1 Wellbeing, equality and inclusion
  - 3.2 Equity, attainment and achievement of all learners

### **Capacity for improvement**

- *What is our capacity for improvement?*

The findings to be drawn from the other three high level principles.

This diagram below illustrates the relationship between the three high level principles and how they contribute to **capacity for improvement**.



*How good is our college?* is designed to be used by all college staff. Colleges will evaluate the quality of their provision and services using the 12 quality indicators (QIs) to produce and submit an annual **Evaluative Report** and **Enhancement Plan** to Education Scotland and Scottish Funding Council for formal, independent endorsement.

## HOW GOOD IS OUR COLLEGE?

### College quality indicators First Edition

What is our capacity for improvement?		
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 possible outcomes for all our learners?
1.1 Governance and leadership of change 1.2 Leadership of learning and teaching 1.3 Leadership of services to support learning 1.4 Evaluation leading to improvement	2.1 Safeguarding and child protection 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

# 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			
How good is our leadership and approach to improvement?			
Quality Indicator	Themes	Thematic link with Outcome Agreement (OA) process and measures	Student Engagement Framework for Scotland
1.1 Governance and leadership of change	<ul style="list-style-type: none"> <li>• Governance and leadership</li> <li>• Developing a shared vision, values and aims</li> <li>• Planning for continuous improvement</li> </ul>		Key Element(s) ④

1.2 Leadership of learning and teaching	<ul style="list-style-type: none"> <li>• Leadership for improvement of learning and teaching</li> <li>• Leadership of staff</li> <li>• Career-long professional learning (CLPL)</li> <li>• Learners leading learning</li> </ul>	<p>OA self-evaluation</p> <p>College measures</p> <p>Regional Context statement/ OA process</p>	Key Element(s) ③ ④
1.3 Leadership of services to support learning	<ul style="list-style-type: none"> <li>• Leadership for improvement of services to support learning</li> <li>• Leadership of staff</li> <li>• Account of current and projected needs of learners</li> <li>• CLPL</li> <li>• Partnerships with other agencies</li> </ul>	SSSE Survey – learner satisfaction	Key Element(s) ③ ④
1.4 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>	<p>OA Self evaluation</p> <p>Discussed within the OA process</p>	Key Element(s) ④

## Delivery of learning and services to support learning

How good is the quality of the provision and services we deliver?

Quality Indicator	Themes	Thematic link with Outcome Agreement (OA) process and measures	Student Engagement Framework for Scotland
2.1 Safeguarding and child protection	<ul style="list-style-type: none"> <li>• Arrangements for safeguarding and child protection</li> </ul>	Regional context statement and Access and Inclusion Strategy	
2.2 Curriculum	<ul style="list-style-type: none"> <li>• Rationale, design and development</li> <li>• Effectiveness and appropriateness of the curriculum</li> <li>• Skills for learning, life and work</li> <li>• Learning pathways</li> </ul>	<p>Learners with 'work placement experience'</p> <p>Learners progressing to work, training or further learning</p> <p>Learners articulating with advanced standing</p>	Key Element(s) 2 3 4
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Teaching</li> <li>• Assessment</li> <li>• Evaluation of the learning experience</li> </ul>	<p>Engagement of learners with OA and quality processes</p> <p>Role of Students' Association</p>	Key Element(s) 2 3 4

2.4 Services to Support Learning	<ul style="list-style-type: none"> <li>• Management of services to support learning</li> <li>• Services which contribute to achievement, attainment and progression</li> <li>• Services which contribute to progression to a positive destination</li> </ul>	<p>Role of Students' Association</p> <p>Successful achievement overall, and of SIMD10 and senior phase learners</p> <p>Learners with work placement experience</p>	Key Element(s) ②③④
2.5 Transitions	<ul style="list-style-type: none"> <li>• Collaborative planning and delivery</li> <li>• Arrangements to support learners</li> </ul>	Regional context Statement and within the OA content/ process	Key Element(s) ①
2.6 Partnerships	<ul style="list-style-type: none"> <li>• Collaborative arrangements</li> <li>• Responsiveness to the needs of external stakeholders</li> </ul>	<p>Regional Context statement &amp; within the OA content/ process</p> <p>Delivery to senior phase vocational learners, school college learners, learners from SHEP schools</p> <p>Delivery of apprenticeships</p> <p>Learners with work placement experience</p>	

## Outcomes and impact

How good are we at ensuring the best outcomes for all our learners?

Quality Indicator	Themes	Thematic link with Outcome Agreement (OA) process and measures	Student Engagement Framework for Scotland
3.1 Wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• Statutory duties</li> <li>• Inclusion and equality</li> </ul>	Credits delivered overall, and to 16-19, 20-24, SIMD 10, protected characteristics and care-experienced learners	Key Element(s) ①
3.2 Equity, attainment and achievement for all learners	<ul style="list-style-type: none"> <li>• Learner success over time</li> <li>• Essential skills including skills for life and work</li> <li>• Equity for learners</li> </ul>	Successful achievement overall, and of SIMD10 and senior phase learners	

# Section 1

## Leadership and Quality Culture

### **HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?**

- 1.1 Governance and leadership of change
- 1.2 Leadership of learning and teaching
- 1.3 Leadership of services to support learning
- 1.4 Evaluation leading to improvement

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Governance and leadership</b></li> <li>• <b>Developing a shared vision, values and aims</b></li> <li>• <b>Planning for continuous improvement</b></li> </ul>		<p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement. It considers how the college responds to influences both external and internal. This includes Section B on the <i>Quality of the Student Experience in Code of Good Governance for Scotland's Colleges</i> and the <i>Framework for Developing Strong and Effective College Students' Associations</i>. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Leaders should ensure that the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.</p>
<b>Section 1 : Leadership and quality culture</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>1.1 Governance and leadership of change</b>	<p>Governance and leadership</p> <p>Developing a shared vision, values and aims</p> <p>Planning for continuous improvement</p>	<ul style="list-style-type: none"> <li>• How well does the college Board provide strategic support and challenge to secure high quality provision and ongoing improvement?</li> <li>• How well does the college Board assure itself that evaluation and enhancement reports are accurate and balanced?</li> <li>• How well does the college Board engage with staff, the Students' Association and stakeholders to improve outcomes for learners?</li> <li>• How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values?</li> <li>• How well do managers reflect local, regional and national priorities when developing college strategies?</li> <li>• How well are staff and the Students' Association involved in the process of change and planning for continuous improvement?</li> <li>• How well does the college utilise the diversity of learner voices in planning for continuous improvement?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Leadership for learning and teaching</li> <li>• Leadership of staff</li> <li>• Career-long professional learning</li> <li>• Learners leading learning</li> </ul>		<p>This indicator relates to leadership for improving learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to CLPL including collegiate working. It focuses on leadership which improves the learning experience and outcomes for learners through enabling them to lead their own learning. It identifies the importance of effective engagement with the Students' Association (where appropriate) and learner representatives.</p>
<b>Section 1 : Leadership and quality culture</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>1.2 Leadership of learning and teaching</b>	<p>Leadership for improvement of learning and teaching</p> <p>Leadership of staff</p> <p>Career-long professional learning (CLPL)</p> <p>Learners leading learning</p>	<ul style="list-style-type: none"> <li>• How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff?</li> <li>• How effective is planning for delivery of high quality learning provision?</li> <li>• How effectively do managers communicate and collaborate to bring about improvement and enhancement?</li> <li>• How well do managers provide effective leadership of staff to improve learning and teaching?</li> <li>• How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching?</li> <li>• How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Leadership of services to support learning</li> <li>• Leadership of staff</li> <li>• Account of current and projected needs of learners</li> <li>• Internal arrangements for delivery of services to support learning</li> <li>• Career-long professional learning (CLPL)</li> <li>• Partnerships with other agencies</li> </ul>		<p>This indicator focuses on the leadership of services to support learning. It recognises the importance of effective planning and provision of support services. It highlights the importance of curriculum and support teams working collaboratively together. It acknowledges the need for tailored partnership working arrangements with external stakeholders which inform improvement. It identifies the importance of effective engagement with the Students' Association and learner representatives.</p>
<b>Section 1 : Leadership and quality culture</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>1.3 Leadership of services to support learning</b>	<p>Leadership for improvement of services to support learning</p> <p>Leadership of staff</p> <p>Account of current and projected needs of learners</p> <p>Internal arrangements for delivery of services to support learning</p> <p>CLPL</p> <p>Partnerships with other agencies</p>	<ul style="list-style-type: none"> <li>• How effective are strategies for improving services to support learning? How well are these communicated and understood by staff?</li> <li>• How effective is planning for delivery of high quality services to support learning?</li> <li>• How effectively do managers communicate and collaborate to bring about improvement and enhancement?</li> <li>• How well do managers provide effective leadership of staff to improve service delivery?</li> <li>• How well do managers take account of current and projected needs of learners to plan services to support learning?</li> <li>• How well do managers of curriculum and support service areas jointly plan and deliver services to support learning?</li> <li>• How effective are CLPL arrangements in supporting staff to develop skills and approaches to meet the needs of all learners?</li> <li>• How well do managers support and engage with learner representatives to improve services to support learning?</li> <li>• How well do managers engage with external stakeholders to review and plan services to support learning?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Analysis and evaluation</b></li> <li>• <b>Collaborative approaches to evaluation and data sharing</b></li> <li>• <b>Impact on learners, success and achievements</b></li> </ul>		<p>This indicator focuses on the effectiveness of leadership of evaluation arrangements and how they bring about improvement. It highlights the importance of partnership working. It emphasises the need for strong leadership and robust analysis of intelligence and data as essential features of effective continuous self-improvement.</p>
<b>Section 1: Leadership and quality culture</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>1.4 Evaluation leading to improvement</b>	<p>Analysis and evaluation</p> <p>Collaborative approaches to evaluation and data sharing</p> <p>Impact on learners' success and achievements</p>	<ul style="list-style-type: none"> <li>• How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement?</li> <li>• How well do managers lead the evaluation of provision and services?</li> <li>• To what extent do evaluative activities improve outcomes for learners?</li> <li>• How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement?</li> <li>• How well do managers use past, current and projected outcomes for learners to plan for improvement?</li> </ul>

## Section 2

### Delivery of Learning and Services to Support Learning

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

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Services to support learning
- 2.5 Transitions
- 2.6 Partnerships

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Arrangements for safeguarding and child protection</b></li> </ul>		<p>This indicator focuses on colleges' range of legislative duties and responsibilities in relation to safeguarding and child protection. It examines how well these arrangements are understood, communicated, implemented and reviewed including contributions made by learners.</p>
<b>Section 2: Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.1 Safeguarding and child protection</b>	Arrangements for safeguarding and child protection	<ul style="list-style-type: none"> <li>• How well does the college adhere to national guidelines and legislation?</li> <li>• How well are arrangements for safeguarding and child protection known and understood by staff and key stakeholders?</li> <li>• How well are arrangements for safeguarding and child protection developed, communicated, implemented, and reviewed to all staff and key stakeholders, including learners?</li> <li>• How well staff take account of the views and experiences of learners in developing approaches to safeguarding and child protection?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Rationale, design and development of the curriculum</li> <li>• Effectiveness and appropriateness of the curriculum</li> <li>• Skills for learning work and life</li> <li>• Learning pathways</li> </ul>		<p>This indicator relates to the curriculum delivered by colleges. It explores how the curriculum takes account of strategic drivers to meet the needs of all learners and stakeholders including employers. It examines how curriculum teams work together, promote equity and develop positive learning attitudes. It reflects how well skills for learning, life and work are planned and delivered across learning programmes. It examines the provision of progression routes within and beyond college from all programmes.</p>
<b>Section 2: Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.2 Curriculum</b>	<p>Rationale, design and development</p> <p>Effectiveness and appropriateness of the curriculum</p> <p>Skills for learning, life and work</p> <p>Learning pathways</p>	<ul style="list-style-type: none"> <li>• To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum?</li> <li>• How well do curriculum teams implement curriculum priorities?</li> <li>• How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum?</li> <li>• How well do curriculum teams provide learners with opportunities to plan and personalise their own learning?</li> <li>• How well do curriculum teams incorporate activities which promote equality and diversity?</li> <li>• How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills?</li> <li>• How well do curriculum teams incorporate the views of learners to plan and improve the curriculum?</li> <li>• How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely?</li> <li>• How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression?</li> <li>• How well do curriculum teams provide suitable entry/exit points to meet learner needs?</li> <li>• How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability?</li> <li>• To what extent do curriculum teams promote and embed career management skills within the curriculum?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Teaching</li> <li>• Assessment</li> <li>• Evaluating of the learning experience</li> </ul>		<p>This indicator focuses on how well learners engage in learning activities. It highlights how teaching approaches meet learning needs and how use of resources, including digital technologies, impact on learning. It evaluates the use of assessment approaches and learner and stakeholder involvement in planning and evaluating learning. It includes how well teaching staff reflect on approaches to inform improved practice.</p>
<b>Section 2: Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.3 Learning, teaching and assessment</b>	<p>Learning and engagement</p> <p>Teaching</p> <p>Assessment</p> <p>Evaluation of the learning experience</p>	<ul style="list-style-type: none"> <li>• How well are learners motivated and engaged in enhancing their own learning?</li> <li>• How well do all learners make use of, high-quality resources and equipment, including digital technologies?</li> <li>• How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination?</li> <li>• How well do learners influence their own learning and set goals to improve?</li> <li>• How well do staff use teaching approaches which meet individual learning needs?</li> <li>• How effectively do staff use questioning strategies to enhance the learning experience and promote further learning?</li> <li>• How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching?</li> <li>• How well do assessment approaches meet the needs of all learners?</li> <li>• How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement?</li> <li>• How effectively do staff use learner performance information to support learner improvement?</li> <li>• How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement?</li> <li>• How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Management of services to support learning</b></li> <li>• <b>Services which contribute to achievement, attainment and progression</b></li> <li>• <b>Services which contribute to progression to a positive destination</b></li> </ul>		<p>This indicator relates to the provision of support services. It includes information provided to applicants and services delivered to ensure learners benefit from appropriate support arrangements to ensure they remain on programme and succeed. It encompasses arrangements for staff to reflect on approaches and draw on learner feedback to improve provision. It includes working arrangements with external partners and use made of funds to deliver services.</p>
<b>Section 2: Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.4 Services to support learning</b>	<p>Management of services to support learning</p> <p>Services which contribute to achievement, attainment and progression</p> <p>Services which contribute to progression to a positive destination</p>	<ul style="list-style-type: none"> <li>• How effective are arrangements for providing potential and current learners with information, advice and support to make informed decisions about their learning?</li> <li>• How effective are arrangements for identifying the needs of individual learners to provide support for learning?</li> <li>• How effective are arrangements for disbursement of funds to support learning?</li> <li>• How effective are arrangements for learners to reflect on and discuss their progress with staff?</li> <li>• How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning?</li> <li>• How well do staff work with external agencies to enable learners to access additional services to support learning?</li> <li>• How well do staff involve learner representatives and stakeholders in evaluating the support service experience to plan for improvement?</li> <li>• How well do staff support learners to achieve a positive destination?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Collaborative planning and delivery</li> <li>• Arrangements to support learners</li> </ul>		<p>This indicator focuses on transition arrangements and how these help and support learners make informed choices. It highlights the impact of partnership approaches and how well these are supporting transitions into and beyond college programmes.</p>
<b>Section 2 : Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.5 Transitions</b>	Collaborative planning and delivery  Arrangements to support learners	<ul style="list-style-type: none"> <li>• How well do staff work with external partners to ensure effective transition arrangements into and out of college programmes?</li> <li>• How effectively are learners supported to make informed choices about the next phase of their learning or employment?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• Collaborative arrangements</li> <li>• Responsiveness to the needs of external stakeholders</li> </ul>		<p>This indicator identifies how well the college contributes to local and regional priorities. It encompasses engagement with employers to provide skilled workforce needs. It includes partnership working arrangements with key stakeholders and how those partners contribute to reviewing and evaluating college provision to bring about improvement.</p>
<b>Section 2: Delivery of learning and services to support learning</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>2.6 Partnerships</b>	Collaborative arrangements  Responsiveness to the needs of external stakeholders	<ul style="list-style-type: none"> <li>• How well do staff work with partners to improve outcomes for learners?</li> <li>• How effectively do staff work with key partners to meet community and regional priorities?</li> <li>• How well do staff engage with employers to meet industry needs?</li> </ul>

# Section 3

## Outcomes and Impact

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

- 3.1 Wellbeing, equality and inclusion
- 3.2 Equity, attainment and achievement for all learners

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Statutory duties</b></li> <li>• <b>Inclusion and equality</b></li> </ul>		<p>This indicator highlights how well the college complies with equalities legislation and how inclusion and equality arrangements improve outcomes for learners and stakeholders. Data analysis demonstrates improved attainment outcomes for learners and groups facing barriers to learning. Activities demonstrate a pro-active approach to celebrate an inclusive culture and ethos.</p>
<b>Section 3 : Outcomes and impact</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>3.1 Wellbeing, equality and inclusion</b>	Statutory duties  Inclusion and equality	<ul style="list-style-type: none"> <li>• How well does the college take account of equalities legislation?</li> <li>• How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning?</li> <li>• How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?</li> </ul>

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Learner success over time</b></li> <li>• <b>Essential skills including skills for life and work</b></li> <li>• <b>Equity for learners</b></li> </ul>		<p>This indicator identifies how learners succeed. It includes analysis of programme outcomes over time. It reports on outcomes across all learner groups. It highlights how well learners are improving and enhancing their essential skills. It reflects the impact of use of data to improve performance.</p>
<b>Section 3 : Outcomes and impact</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>3.2 Equity, attainment and achievement for all learners</b>	Learner success over time  Essential skills including skills for life and work  Equity for learners	<ul style="list-style-type: none"> <li>• How well do learners achieve and maintain high levels of retention, attainment and progression?</li> <li>• How well are learners achieving essential skills to progress in their learning?</li> <li>• How well does the college ensure equity of success and achievement for all learners?</li> </ul>

# FOOTNOTE

The college quality indicators are mapped against the 5 Key Elements of the *Student Engagement Framework for Scotland*. These are:

- ① Students feeling part of a supportive institution
- ② Students engaging in their own learning
- ③ Students working with their institution in shaping the direction of learning
- ④ Formal mechanism for quality and governance
- ⑤ Influencing the student experience at national level

## Section 5

### Grades

*How good is our college?* asks colleges to identify a grade for three of the high level principles. These are -

**Leadership and quality culture:** *How good is our leadership and approach to improvement?*

**Delivery of training and services to support learning:** *How good is the quality of provision and services we deliver?*

**Outcomes and impact:** *How good are we at ensuring the best outcomes for all our learners?*

Colleges are not required to identify a grade for **capacity for improvement**. Colleges are asked to provide a supporting statement which draws on the findings relating to the three other high level principles to illustrate its capacity for improvement.

**Colleges are not expected or required to grade performance for individual QIs or themes.**

When colleges are determining grades for the three high level principles, the following guidelines should be applied -

An evaluation of **excellent** means that this aspect of the college's work is outstanding with excellent practice worthy of dissemination. The experiences and achievements of all learners are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the college to support system-wide improvement. It implies that very high-levels of performance are sustainable and will be maintained.

An evaluation of **very good** means that there are major strengths in this aspect of the college's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all learners and is a standard that should be achievable by all. There is an expectation that the college will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.

An evaluation of **good** means that there are important strengths within the college's work, yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all learners. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the college should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

An evaluation of **satisfactory** means that strengths within this aspect of the college's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses will not be important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The college needs to take action to address areas of weakness by building on its strengths.

An evaluation of **weak** means there are important weaknesses within this aspect of the college's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the college.

An evaluation of **unsatisfactory** means there are major weaknesses in this aspect of the college's work which require immediate action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside agencies who can provide support, or with staff in other colleges.

## Appendix 1: Glossary of terms

**Within the context of this publication, the terms we have used mean:**

**Achievement** refers to the totality of skills and attributes embedded within the four capacities of *Curriculum for Excellence* and developed across the curriculum in college and through learning in other contexts.

**Attainment** refers to the measurable progress which learners make as they progress through and beyond college. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.

**Career-long professional learning (CLPL)** is a continuous process through which teaching staff take responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of learners.

**Child Protection** is protecting a learner from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

**Digital technology** is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context.

**Equality** is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

**Equity** means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-college destination.

**Essential skills** include personal and learning skills; skills in literacy, numeracy and communication; problem solving and working with others; information technology skills, and employability and career management skills.

**Inclusion** means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of all learners.

**Labour Market Intelligence (LMI)** includes both labour market information (descriptive data such as statistics or survey results) and labour market intelligence (analysis, interpretation, conclusions and policy recommendations).

**Learner group** categories include full-time, part-time, FE, HE, 16-18 year olds, gender, ethnicity, disability, care-experienced and disadvantaged learners.

**National Improvement Hub (NIH)** – Education Scotland’s integrated digital resource which brings together the extensive range of self-evaluation frameworks and engagement tools. The NIH makes best use of digital technology to promote nationwide collaboration and exchange of

knowledge and expertise across the system to strengthen partnership working and evidence-based, system-wide improvement at all levels.

**Partners** include all individuals or organisations that deliver learning and contribute to the life and work of the college. These may include schools, local authority representatives, universities, employers, third-sector, and community organisations.

**Safeguarding** is a much wider concept than child protection and refers to promoting the welfare of learners. It encompasses: protecting learners from maltreatment; preventing impairment of learner's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

**Skills for learning** includes literacy, numeracy, digital skills and the development of creativity skills.

**Skills for life** includes personal health, wellbeing and citizenship skills.

**Skills for work** includes skills for employability including career management, enterprise and job-seeking skills.

**Stakeholders** are all those who are affected by the work and life of the college.

**Statutory duties** are the legal requirements that colleges must comply with.

**Transitions** are times of change within children and young people's learning journey. Transitions can have a major impact on learners since they usually include new people, new learning environments and new circumstances. All children and young people experience points of transition when they move into school, through school and beyond school.

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