Quality Manager and Nominee Event

College Development Network – 4 November 2016

Transforming lives through learning

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 process and measures**	**Student Engagement Framework for Scotland**
1.1 Governance and leadership of change	- Governance and leadership - Developing a shared vision, values and aims - Planning for continuous improvement		Key Element(s) ❹
1.2 Leadership of learning and teaching	- Leadership for improvement of learning and teaching - Leadership of staff - Career-long professional learning (CLPL) - Learners leading learning	OA self-evaluation College measures Regional Context statement/ OA process	Key Element(s) ❸❹

1.3 Leadership of services to support learning	- Leadership for improvement of services to - support learning - Leadership of staff - Account of current and projected needs of learners - CLPL - Partnerships with other agencies	SSSE Survey – learner satisfaction	Key Element(s) ❸ ❹
1.4 Evaluation leading to improvement	- Analysis and evaluation - Collaborative approaches to evaluation and data sharing - Impact on learners' success and achievements	OA Self evaluation Discussed within the OA process	Key Element(s) ❹

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 process and measures**	**Student Engagement Framework for Scotland**
2.1 Safeguarding and child protection	• Arrangements for safeguarding and child protection	Regional context statement & Access and Inclusion Strategy	
2.2 Curriculum	• Rationale, design and development • Effectiveness and appropriateness of the curriculum • Skills for learning, life and work • Learning pathways	Learners with 'work placement experience' Learners progressing to work, training or further learning. Learners articulating with advanced standing	Key Element(s) ❷❸❹
2.3 Learning, teaching and assessment	• Learning and engagement • Teaching • Assessment • Evaluation of the learning experience	Engagement of learners with OA and quality processes Role of Students' Association	Key Element(s) ❷❸❹

2.4 Services to Support Learning	• Management of services to support learning • Services which contribute to achievement, attainment and progression • Services which contribute to progression to a positive destination	Role of Students' Association Successful achievement overall, and of SIMD10 and senior phase learners Learners with work placement experience	Key Element(s) ❷ ❸ ❹
2.5 Transitions	• Collaborative planning and delivery • Arrangements to support learners	Regional context Statement and within the OA content/ process	Key Element(s) ❶
2.6 Partnerships	• Collaborative arrangements • Responsiveness to the needs of external stakeholders	Regional Context statement & within the OA content/ process Delivery to senior phase vocational learners, school college learners, learners from SHEP schools. Delivery of apprenticeships Learners with work placement experience	

Outcomes and impact			
How good are we at ensuring the best outcomes for all our learners?			
Quality Indicator	**Themes**	**Thematic link with Outcome Agreement process and measures**	**Student Engagement Framework for Scotland**
3.1 Wellbeing, equality and inclusion	• Statutory duties • Inclusion and equality	Credits delivered overall, and to 16-19, 20-24, SIMD 10, protected characteristics and care-experienced learners	Key Element(s) ❶
3.2 Equity, attainment and achievement for all learners	• Learner success over time • Essential skills including skills for life and work • Equity for learners	Successful achievement overall, and of SIMD10 and senior phase learners	

FOOTNOTE

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

❶ Students feeling part of a supportive institution

❷ Students engaging in their own learning

❸ Students working with their institution in shaping the direction of learning

❹ Formal mechanism for quality and governance

❺ Influencing the student experience at national level

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

Themes: • **Governance and leadership** • **Developing a shared vision, values and aims** • **Planning for continuous improvement**	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 *Quality of the Student Experience in Code of Good Governance for Scotland's Colleges* and the *Framework for Developing Strong and Effective College Students' Associations.* 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 desire positive impact for learners.
Section 1 : **Leadership and quality culture**	**Themes**	**Challenge questions**
1.1 Governance and leadership of change	Governance and leadership Developing a shared vision, values and aims Planning for continuous improvement	• How well does the college Board provide strategic support and challenge to secure high quality provision and ongoing improvement? • How well does the college Board assure itself that evaluation and enhancement reports are accurate and balanced? • How well does the college Board engage with staff, the Students' Association and stakeholders to improve outcomes for learners? • How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values? • How well do managers reflect local, regional and national priorities when developing college strategies? • How well are staff and the Students' Association involved in the process of change and planning for continuous improvement? • How well does the college utilise the diversity of learner voices in planning for continuous improvement?

Themes:	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.
• **Leadership for learning and teaching** • **Leadership of staff** • **Career-long professional learning** • **Learners leading learning**	

Section 1 : Leadership and quality culture	Themes	Challenge questions
1.2 Leadership of learning and teaching	Leadership for improvement of learning and teaching Leadership of staff Career-long professional learning (CLPL) Learners leading learning	• How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? • How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching?

Themes:	
Leadership of staff **Account of current and projected needs of learners** **Internal arrangements for delivery of services to support learning** **Career-long professional learning (CLPL)** **Partnerships with other agencies**	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.

Section 1 : Leadership and quality culture	Themes	Challenge questions
1.3 Leadership of services to support learning	Leadership for improvement of services to support learning Leadership of staff Account of current and projected needs of learners Career-long professional learning (CLPL) Partnerships with other agencies	- How effective are strategies for improving services to support learning? How well are these communicated and understood by staff? - How effective is planning for delivery of high quality services to support learning? - How effectively do managers communicate and collaborate to bring about improvement and enhancement? - How well do managers provide effective leadership of staff to improve service delivery? - How well do managers take account of current and projected needs of learners to plan services to support learning? - How well do managers of curriculum and support service areas jointly plan and deliver services to support learning? - How effective are CLPL arrangements in supporting staff to develop skills and approaches to meet the needs of all learners? - How well do managers support and engage with learner representatives to improve services to support learning? - How well do managers engage with external stakeholders to review and plan services to support learning?

Themes: • **Analysis and evaluation** • **Collaborative approaches to evaluation and data sharing** • **Impact on learners, success and achievements**	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.
Section 1: Leadership and quality culture	**Themes**	**Challenge questions**
1.4 Evaluation leading to improvement	Analysis and evaluation Collaborative approaches to evaluation and data sharing Impact on learners' success and achievements	• How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement?

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

Themes: • **Arrangements for safeguarding and child protection**	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.
Section 2: Delivery of learning and services to support learning	**Themes**	**Challenge questions**
2.1 Safeguarding and child protection	Arrangements for safeguarding and child protection	• How well does the college adhere to national guidelines and legislation? • How well are arrangements for safeguarding and child protection known and understood by staff and key stakeholders? • How well are arrangements for safeguarding and child protection developed, communicated, implemented, and reviewed to all staff and key stakeholders, including learners? • How well staff take account of the views and experiences of learners in developing approaches to safeguarding and child protection?

Themes:	
• **Rationale, design and development of the curriculum** • **Effectiveness and appropriateness of the curriculum** • **Skills for learning work and life** • **Learning pathways**	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.

Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.2 Curriculum	Rationale, design and development Effectiveness and appropriateness of the curriculum Skills for learning, life and work Learning pathways	• 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? • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs?

		• How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability?
		• To what extent do curriculum teams promote and embed career management skills within the curriculum?

Themes: • **Learning and engagement** • **Teaching** • **Assessment** • **Evaluating of the learning experience**	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.

Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.3 Learning, teaching and assessment	Learning and engagement Teaching Assessment Evaluation of the learning experience	• How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination. • How well do learners influence their own learning and set goals to improve? • How well do staff use teaching approaches which meet individual learning needs? • How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? • How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching? • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience?

Themes:	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.
• **Management of services to support learning** • **Services which contribute to achievement, attainment and progression** • **Services which contribute to progression to a positive destination**	

Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.4 Services to support learning	Management of services to support learning Services which contribute to achievement, attainment and progression Services which contribute to progression to a positive destination	• How effective are arrangements for providing potential and current learners with information, advice and support to make informed decisions about their learning? • How effective are arrangements for identifying the needs of individual learners to provide support for learning? • How effective are arrangements for disbursement of funds to support learning? • How effective are arrangements for learners to reflect on and discuss their progress with staff? • How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning? • How well do staff work with external agencies to enable learners to access additional services to support learning? • How well do staff involve learner representatives and stakeholders in evaluating the support service experience to plan for improvement? • How well do staff support learners to achieve a positive destination?

Themes:		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.
• **Collaborative planning and delivery**		
• **Arrangements to support learners**		

Section 2 : Delivery of learning and services to support learning	Themes	Challenge questions
2.5 Transitions	Collaborative planning and delivery Arrangements to support learners	• How well do staff work with external partners to ensure effective transition arrangements into and out of college programmes? • How effectively are learners supported to make informed choices about the next phase of their learning or employment?

Themes:		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.
• **Collaborative arrangements** • **Responsiveness to the needs of external stakeholders**		

Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.6 Partnerships	Collaborative arrangements Responsiveness to the needs of external stakeholders	• How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs?

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

Themes:	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.
• **Statutory duties** • **Inclusion and equality**	

Section 3 : Outcomes and impact	Themes	Challenge questions
3.1 Wellbeing, equality and inclusion	Statutory duties Inclusion and equality	• How well does the college take account of equalities legislation? • How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning? • How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?

Themes:	
• **Learner success over time** • **Essential skills including skills for life and work** • **Equity for learners**	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.

Section 3 : Outcomes and impact	Themes	Challenge questions
3.2 Equity, attainment and achievement for all learners	Learner success over time Essential skills including skills for life and work Equity for learners	• How well do learners achieve and maintain high levels of retention, attainment and progression? • How well are learners achieving essential skills to progress in their learning? • How well does the college ensure equity of success and achievement for all learners?