

## Experience of HGIOC across the colleges – the achievements

### Ownership & Partnership

- As the Enhancement Plan has been developed by us, we have real ownership of it.
- Higher visibility of Education Scotland within the College – greater partnership working and support.
- A greater level of general 'ownership' of Quality has been established, particularly amongst support functions.
- A strong, open and honest relationship developed with our HMI contact.
- ES were able to advise/support and point the college in correct direction with regards support from the wider ES AA team being able to be included in process as and when college needed.
- On-going professional discussions with ES/SFC supports in-year improvements - responsive rather than reactive as in 4 year model.
- Staff feedback indicates the presence of Education Scotland through the year takes pressure off the concentrated effort of a four yearly review. They welcomed the more regular contact.
- Ongoing ES engagement enabled a more open communication with all staff and external partners involved in the AESAS.
- Staff value the 'naturally occurring' engagement with ES HMI and SFC Outcome Manager.
- Prepared to share and highlight areas for development.

## New Arrangements

- The Challenge Questions were helpful in understanding ES expectations for all levels of staff involvement in the work of the College.
- HGIOC naturally supported the professional Services, External Partners and Student Association being more involved in reviewing the learner experience.
- Grading – a very useful reality check.
- Supported the systematic scrutiny of the quality of the student experience from application to graduation by staff at all levels.
- Discussions amongst the Senior Management Group on what grade was appropriate were stimulating and resulted in an improved understanding across the group as to how far we have come since merger and what constitutes success for us as a college.
- Active participation in e.g. Academic Boards let ES HMI/SFC ROM see actions being set and closed off in real time.
- AESAS supported a focused engagement plan to meet the needs of the college.
- AESAS provided College with opportunity to negotiate/agree EdS input to suit specific needs of College.
- Positive focus on impact of support services on learning, teaching and the learner experience.
- The production of an ER was useful in supporting the annual EP – imagining most colleges would produce a cross college wide action plan prior to the ES framework. The ER gives a visibility to the judgements made in constructing an EP.
- The production of (and agreement on) a clear enhancement plan linked to areas for improvement has been extremely useful.
- We have certainly identified more areas for enhancement than ES would have in the 4 year review cycle - evidence of colleges taking responsibility for their own development/enhancement.
- ES HMIs have the opportunity to engage with College SE processes throughout the year as they occur. Being closer to these processes enables them to experience the rigor and the strong internal focus on retention, attainment and ongoing enhancement.
- Enhancement Plan provides really important focus for action (and, in many cases, collaborative working).

- Consistent read-out (at point in time) across sector – important for benchmarking, and potentially greater cross sector sharing of practice.
- Feedback from ES and SFC on the Evaluation Report and Enhancement Plan.

## Impact

- Greater involvement of staff within the self-evaluation process.
- The process encouraged a whole team approach to evaluation, asking areas to think about the whole student experience rather than from a purely Curriculum silo.
- The process also reinforced how useful our Listening to Learners scheme is in relation to the rich seam of information that it produces. A range of Managers used this feedback as evidence.
- The process identified issues in our self-evaluative processes which we are working to improve.
- The process of gathering evidence to meet each criteria was useful for identifying gaps in evidence and areas for improvement.
- Process and framework allows the college to drill down into specific areas of the curriculum or service more closely to identify areas for improvement.
- The process has also resulted in a detailed and important enhancement plan for the college to bring about improvements in performance.
- Ensure that the evidence available has a sufficient degree of external, independent endorsement.
- Evidence the adequacy of the college self- evaluation processes as a means of informing the Evaluative Report and Enhancement Plan.
- Robust/rigorous internal evaluations and on-going scrutiny informs appropriate in-year change and improvement/ development.
- Fresh opportunity to engage more pro-actively with Students Association in reflection and evaluation.
- Stronger focus on real-time evaluation and action planning.
- Heightened awareness of, and wider cross-college engagement with, Quality framework.
- Provided a clear focus for the college self-evaluation process.
- The new process enabled some targeted review activities to take place and focus on specific areas of the curriculum – this was supported fully by the college HMI.
- The roll out of the new framework gave the opportunity to ‘test’ self-evaluation arrangements in real time.