HOW GOOD IS OUR COLLEGE
Draft college quality indicators 2016-17

Overarching Principles

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 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 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**
1.1 Governance and leadership of change *What do we mean by governance?*	• Governance and leadership • Developing a shared vision, values and aims • Planning for continuous improvement
1.2 Leadership of learning and teaching	• Leadership for learning and teaching • Leadership of staff • Career Long Professional Learning (CLPL) • Learners leading learning
1.3 Leadership of services to support learning	• 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
1.4 Evaluation leading to improvement	• Analysis and evaluation • Collaborative approaches to evaluation and data sharing • Impact on learners' success and achievements

Delivery of learning and services to support learning

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

Quality Indicator	Themes
2.1 Safeguarding and Child Protection	• Arrangements for safeguarding
2.2 Curriculum	• Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, work and life
2.3 Learning, teaching and assessment	• Learning and engagement • Quality of teaching _? How evidence ?_ • Use of assessment • Evaluation of the learner experience
2.4 Services to Support Learning	• Management of services to support learning • Services which contribute to attainment, achievement and progression • Services which contribute to progression to a positive destination
2.5 Transitions	• Collaborative planning and delivery • Arrangements to support learners
2.6 Partnerships	• Strategic links • Collaborative arrangements to support learning

Outcomes and impact

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

Quality Indicator	Themes
3.1 Wellbeing, equality and inclusion	• Statutory duties • Inclusion and equality
3.2 Equity, attainment and achievement for all learners	• Learner success over time • Essential skills including skills for life and work • Equity for learners

What categories?
of data -
forensic - What does
this mean?
Is it mainly about 16-24
What other categories?

Draft as of 4 Oct 2016

Themes:		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. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior 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.
• **Governance and leadership** • **Developing a shared vision, values and aims** • **Planning for continuous improvement**		

Section 1 : Leadership and quality culture	Themes	Challenge questions
1.1 Governance and leadership of change	Governance and leadership	• 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 Board engage with staff and stakeholders to improve outcomes for learners?
	Developing a shared vision, values and aims	• How well do college managers engage staff in the ongoing development of college vision, aims and values? • How well do managers reflect local, regional and national priorities when developing college strategies?
	Planning for continuous improvement	• How well are staff involved in the process of change and planning for continuous improvement?

Handwritten margin notes:
- Not intended to be prescriptive
- Meant to provoke discussion
- 2nd & 2 bullets seem to be contradictory to the first one?

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

Section 1 : Leadership and quality culture	Themes	Challenge questions
1.2 Leadership of learning and teaching	Leadership for learning and teaching	• 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?
	Leadership of staff	• How well do managers provide effective leadership of staff to improve learning and teaching?
	Career-long professional learning (CLPL)	• How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching?
	Learners leading learning	• How well do managers involve staff, learners and stakeholders to influence strategies for the development of learning and teaching? ▲ ▲ ▲ ✓ is this learners leading learners ?

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 Student Association and learner representatives.

Section 1 : Leadership and quality culture	Themes	Challenge questions
1.3 Leadership of services to support learning	Leadership of staff	• How well do managers provide effective leadership of staff to improve service delivery?
	Account of current and projected needs of learners	• How well do managers take account of current and projected needs of learners to plan services to support learning? ▲ ▲ ▲
	Internal arrangements for delivery of services to support learning	• How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do curriculum and support staff jointly plan and deliver services to support learning?
	Career-long professional learning (CLPL)	• How effective are CLPL arrangements in supporting staff to develop skills and approaches to meet the needs of all learners?
	Partnerships with other agencies	• How well do senior managers engage with internal and external stakeholders to review and plan services to support learning? ▲ ▲ • How well do managers support and engage with learner representatives to improve 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	• How well do managers lead the evaluation of provision and services? • How effectively do evaluative activities improve outcomes for learners?
	Collaborative approaches to evaluation and data sharing	• To what extent do managers maintain successful strategic partnerships which inform evaluation and lead to improvement?
	Impact on learners' success and achievements	• How well do managers use past, current and projected outcomes to plan for improvement?

Themes: • **Arrangements for safeguarding**	This indicator focuses on colleges' range of legislative duties and responsibilities in relation to safeguarding. 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	Arrangements for safeguarding	• How well does the college adhere to national guidelines and legislation? • How well are arrangements for safeguarding known and understood by staff and key stakeholders? ▲ ▲ ▲ • How well are arrangements for safeguarding 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? ▲ ▲ ▲

Draft as of 4 Oct 2016

Themes	
Themes • **Rationale and design** • **Development of the curriculum** • **Learning pathways** • **Skills for learning work and life**	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 and design Development of the curriculum	• 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 respond to curriculum priorities? ▲ ▲ ▲ • How well do curriculum teams gather and use the views of all 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? ▲ ▲ ▲ • To what extent do curriculum teams involve stakeholders, including employers, in joint development of the curriculum? • How well do curriculum teams plan delivery of essential skills to enable learners attain and achieve more widely? • How well does the curriculum provide flexible opportunities for learners to incrementally develop skills for progression?

	Learning pathways	• How well do curriculum teams provide suitable entry/exit points to meet learner need?
	Skills for learning, life and work	• 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		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.
• **Learning and engagement** • **Quality of teaching** • **Use of assessment** • **Evaluating of the learning experience**		
Section 2: Delivery of learning and services to support learning	**Themes**	**Challenge questions**
2.3 Learning, teaching and assessment	Learning and engagement	• How well do staff ensure that all learners are motivated and engaged in enhancing their own learning? • Do all learners have access to and make use of, high-quality resources and equipment, including digital technologies? ▲ ▲ • How well do staff support learners to develop the skills they need to help them attain, achieve and progress to a positive destination? • How well do staff involve learners in influencing their own learning, adapt planning and deliver high quality learning experiences ▲ ▲ ▲
	Quality of teaching	• 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? ▲ ▲ ▲
	Use of assessment	• How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement?

	Evaluation of the learning experience	- How effectively do staff use learner performance information to support learner improvement? - How well are learners and stakeholders involved in evaluating the learning experience and planning for improvement? ▲ ▲ ▲ - How well do teaching staff reflect on learning and teaching approaches to inform improvements in the learning experience?

Themes	
Themes • **Management of services to support learning** • **Services which contribute to achievement, attainment and progression** • **Services which contribute to progression to a positive destination**	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.
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	• 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 is the management and delivery of arrangements for disbursement of funds to support learning? ▲ ▲
	Services which contribute to achievement, attainment and progression	• 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?
	Services which contribute to progression to a positive destination	• How well are learners supported 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	• How well do staff work with external partners to ensure effective transition arrangements? ▲ ▲
	Arrangements to support learners	• How well are learners prepared to make informed choices in their next phase of learning or employment? ▲ ▲

Themes	This indicator identifies how well the college contributes to local and regional need. 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.
• **Strategic links** • **Collaborative arrangements to support learning** • **Responsiveness to the needs of external stakeholders**	

Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.6 Partnerships	Strategic links	• To what extent does partnership working lead to improved outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? ▲ ▲
	Collaborative arrangements to support learning	• How well do staff evaluate partnership activities with partners to plan for improvement?
	Responsiveness to the needs of external stakeholders	• How well do staff engage with employers to meet industry needs?

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	• How well does the college comply with equalities legislation?
	Inclusion and equality	• How well do staff use inclusion and equality arrangements to improve attainment for groups and individuals facing barriers to learning? • How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion? ▲ ▲ ▲

Themes	This indicator identifies how learners succeed. It includes analysis of programme outcomes over a three-year time period. It reports on outcomes across all learner groups. It highlights how well learners are improving and enhancing their essential skills. It includes commentary on how staff make use of college data to improve performance.
• **Learner success over time** • **Essential skills including skills for life and work** • **Equity for learners**	

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

FOOTNOTE ▲ current challenge questions are being mapped against the *Student Engagement Framework for Scotland*

▲ *A Student Engagement Framework for Scotland*

▲ *Framework for the Development of Strong and Effective College Students' Associations in Scotland*

Key element 5

Influencing the student experience at national level