

## New Arrangements for Quality – Education Scotland 2016-2017

### Introduction

New quality arrangements for the college sector are being introduced and 2016-2017 is seen as a year of development to introduce the new processes and to allow colleges to support changes through training and awareness raising.

The Education Scotland revised approach to assuring quality is encapsulated in their Strategic Objective 3 - *'Building the capacity of education providers to improve their performance continuously'*, which can be found at :

[https://www.educationscotland.gov.uk/Images/SO3strategyfinal\\_tcm4-827843.pdf](https://www.educationscotland.gov.uk/Images/SO3strategyfinal_tcm4-827843.pdf)

Education Scotland have identified a number of key drivers for framework change and these include:

- The maturity of the sector
- Sector changes including regionalisation
- Multi-campus operations
- Changes to funding
- Financial constraints
- Changes related to CfE
- Changes related to DYW

The quality framework should make incorporate consideration of all of these while continuing to

- ensure independent, impartial scrutiny of colleges
- support the high level principle of determining the college capacity to improve.

In addition, there was a desire to reduce duplication for colleges and to try to move both content and timescales in reporting in Regional Outcome Agreements and Education Scotland into a single document.

### Arrangements

#### 1. Background

The framework will be built around quality indicators based on 4 overarching principles. The draft framework consists of :(see Appendix 1)

- Leadership and Quality Culture
- Delivery of Learning and services to support learning
- Outcomes and impact
- College capacity to improve (not graded)

At this point in development these are further expanded in 12 quality indicators (QIs) and the framework is being developed to be consistent with other quality frameworks used by Education Scotland in other sectors. This framework is based on How Good Is Our School (HGIOS) 4 which can be found at :

<http://www.educationscotland.gov.uk/resources/h/hgios4/introduction.asp>

Colleges will be required to self-assess and grade the 3 principles on a 6 point scale from excellent to unsatisfactory annually and to ensure they have sufficient evidence to support the grade.

College HMIs will work with the colleges throughout the year to support and advise on activities, training and sources of evidence and the college will then prepare a report and an Annual Enhancement and Scrutiny Activity Schedule (AESAS) by October 2017. It is planned that these will first be published in December 2017. Education Scotland will review and endorse these documents, although they will have the option to withhold endorsement here the reports or action plans are not satisfactory. It is planned that this will form an annual cycle.

## 2. Current developments

- A training event for College Nominees /Quality Managers has been organised by CDN for 4<sup>th</sup> November 2016. Eric is scheduled to attend.
- Our College HMI (Gil Ritchie) has been assigned a number of days throughout the year to provide help, support and training as required. We have yet to plan activities for the coming months to make best use of this time.
- Education Scotland are working on grading illustrations for the six point scale and hope to publish these in December 2016.

## 3. Priority changes for GCC

The revised framework places greater emphasis on the following themes, although it is not yet clear what these might mean in terms of evidence. It is hoped that the grading illustrations, due in December 2016 will help clarify this. :

- Governance and Leadership
- Services to support learning. There is greater emphasis on the contribution made by support areas to contribute to attainment, achievement and progression
- Transitions – the support and information available to assist progression
- Evidencing high quality learning and teaching. In the absence of observation, what else is the college doing to identify and improve learning and teaching?
- Greater analysis of PI data sets, including sub-sets such as equalities
- Increased use of benchmarking activities - internal as well as external

#### 4. Current challenges and Issues

- Timescales for implementation of change are short, especially as information is not yet fully available.
- Multi-college regions will still provide individual reports, so there may be greater challenge to dovetail these with the ROA.
- Categorisation and presentation of data sets is not yet agreed or finalised
- A draft reporting structure is still under construction

#### Next Steps

This paper is for information. A small group of relevant staff will meet shortly after the 4<sup>th</sup> November training even to draft a college plan for the rest of the year to be brought back to the SMT by the end of November.

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