

Board of Management Learning and Teaching Committee

Date: 28 February 2017

Time: 2pm

Room: 1074b

A G E N D A

**Presented
by**

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|----|---|------------|----|
| 1 | Welcome and Apologies | | DH |
| 2 | Declaration of Interest | | DH |
| 3 | Presentation - Access to FE New Programme | (attached) | JH |
| 4 | Minute of Meeting of 13 December 2016 | (attached) | DH |
| 5 | Matters Arising | | DH |
| | 5.1 Review of Learning & Teaching Committee Remit | (verbal) | DH |
| 6 | Student Association Update | (verbal) | EC |
| 7 | Key Performance Indicators Update | (attached) | JB |
| 8 | Vice Principal (Learning & Skills) Update | (attached) | AW |
| 9 | New Quality Framework | | |
| | 9.1 How Good is our College | (attached) | JB |
| | 9.2 Quality Arrangements | (attached) | JB |
| 10 | National Articulation Report | (attached) | CT |
| 11 | Education Scotland Review Progress Report | (attached) | JB |
| 12 | Quality Audit Reports/ Surveys | | |
| | 12.1 Complaints statistics 2016-17 | (attached) | JB |
| | 12.2 Student Satisfaction and Engagement 2015-16 | (attached) | JB |
| 13 | Any Other Business | | |
| 14 | Date and Time of Next Meeting – Tuesday, 30 May 2017 at 2pm | | |

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 28 February 2017 from 2.00 pm in Room 1074b.

Members present:	Delia Holland (Chair) Ian White Emma Curtis	Carol Turnbull (Principal) Kenny Henry
Faculty representatives:	Peter Woods	David Denholm
In attendance:	Jannette Brown, Secretary to the Board and Vice Principal Corporate Services & Governance Brian Johnstone, Chair of the Board of Management	
Minute Taker:	Heather Tinning, Executive Team Assistant	
Item 3 only	June Holland, Head of Faculty for Education, Health & Social Studies	

1 Welcome and Apologies for Absence

The Chair welcomed members to the meeting, in particular Brian Johnstone, Jannette Brown as Board Secretary and Heather Tinning. Apologies for absence were intimated on behalf of John Henderson, Barry Graham and Andy Wright.

The Chair asked to record thanks on behalf of the Committee, to Kay Bird, Board Secretary, for her hard work over the last few months. Also, thanks to Scott Hardie, the Student Association President, for his commitment to the Committee.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

2 Declaration of interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

3 Presentation – Access to FE New Programme

The Head of Faculty for Education, Health and Social Studies spoke to the report, which had been issued on the new Access to FE Programme. Her presentation highlighted the need for a transition course for disengaged young people. A project based course designed to motivate and build confidence. The course would be levelled at SCQF 3, enabling learners, on completion, to progress onto college courses at SCQF 4 level. It is planned to offer the course early in session 2017-18. Members engaged in a discussion about the content of the course, likely demand and previous experience of engaging with disengaged learners. The committee asked the Head of Faculty to keep them updated on the development of the course.

Members noted the report and thanked Head of Faculty June Holland for the presentation.

4 Minute of Meeting of 13 December 2016

The Minute of the Meeting of 13 December 2016 was approved.

5 Matters Arising

Reports: The Chair asked for all reports to include the name of the author in future.

5.1 Review of Learning & Teaching Committee Remit

The Chair reported that following discussion with the Chair of the Board, it had been agreed to defer the Working Group, until a later stage, and advised that it is important not to undertake the review of one committee in isolation. The Chair commented on the need to encourage more non-executive board members to join the Learning & Teaching committee. Members noted that two new board members had just been appointed to the Board who may be interested in joining.

6 Student Association Update

Emma Curtis, the Student Association Vice President provided an update on the Student Association. She advised the committee that she would be spending more time at Dumfries campus owing to the resignation of the President. Emma advised that she would be undertaking classroom visits to help promote the Student Association and the forthcoming elections for President and Vice President. The VP C&G confirmed that they have been working with NUS on office bearers and how to take the Student Association forward in future. Following these discussions, it has been agreed to have two full-time paid positions, President and Vice President. Other executive posts would be offered on a voluntary basis. The committee stressed the importance of a marketing campaign to raise awareness of the Student Association, in particular testimonials from existing student association members.

The Chair advised members that a discussion paper was going to the Board on the 7th March, on how the board might better engage with the student Association.

Action: The chair asked for the Board discussion paper to be circulated to L&T committee members and to let her have comments which could be fed into the Board discussion.

7 Key Performance Indicators Update

The Vice Principal Corporate Services & Governance spoke to the KPI report, which had been issued. The Board has remitted the monitoring of KPIs on retention, progression (leaver destinations) and outcomes to this committee. Vice Principal Corporate Services & Governance reported that the Short Life Working Group established following the last Education Scotland visit has been tasked with developing strategies to improve retention and attainment. The committee

expressed concern about the retention of full-time higher education courses and asked for more information on this to be made available at the next committee meeting.

Action: To provide the committee with details on retention of full-time higher education courses.

Further discussion surrounded the high College target set for full-time further education Student Outcomes compared to actual achieved. The Vice Principal C&G advised that the targets are set at the start of the 3-year Regional Outcome Agreement process, and that the Scottish Funding Council (SFC) encouraged colleges to be aspirational when setting targets. She advised the committee that this was also a sector issue and the SFC had tasked all colleges to achieve a success rate of 69% by 2016-17. The Vice Principal Corporate Services & Governance, advised that the Learner Destination data should be available for discussion at the next meeting in May. Members noted that the Early Retention figures for Full-time Further Education have increased by 2%.

The Chair of the committee acknowledged the effort made by staff to improve retention.

Members noted the report.

7 Vice Principal (Learning and Skills) Update

The Principal spoke to the report, which had been issued. The Principal reassured the committee on the various strategies used to improve retention and attainment such as increasing teaching hours, increasing tutorial time and a variety of different delivery methods. The Principal advised that the Faculty Heads are attending the Executive Management Team on the 8th March to present their Five-year curriculum plans. The five-year College curriculum plan will be presented to this committee for consideration, at its next meeting, before going to board for approval.

Members noted the contents of the report.

9 New Quality Framework

9.1 How Good is Our College/Quality Arrangements

The Vice Principal Corporate Services & Governance spoke to the report, which had been issued, advising that the documents relate to the new Quality Framework from Education Scotland and the arrangements set by Scottish Funding Council. The 'How Good is Our College?' framework encompasses the whole learner experience. She advised members that Education Scotland are planning a series of engagement visits including the Board. The new framework is designed to integrate with self-evaluation of the Regional Outcome Agreement and quality annual self-evaluation into a single report to include action for improvement and an overall grade. The SFC consider this year to be the developmental year with full implementation from 2017-18. The annual self-evaluation report will be considered by this committee, before going to the full board for approval, in the same way as under the previous framework.

Members noted the reports.

10 National Articulation Report

The Principal spoke to the report which had been issued, providing information to the Committee on articulation from college to University, in particular the increased number of students articulating with advanced standing. The Principal reported that the College has a number of formal articulation arrangements with Universities, allowing the students to move directly into a second or third year programme. The articulation numbers now form part of our Regional Outcome Agreement, which the SFC use to report to the Government providing vital information in terms of the Learner Journey.

Members noted the report.

11 Education Scotland Review Progress Report

The Vice Principal Corporate Services & Governance spoke to the report, which had been issued, advising that overall good progress has been made. One of the Short Life Working Groups has been asked to focus on reviewing the Learning & Teaching Strategy and the Student Retention and Attainment Strategy. Once these strategies have been agreed, a series of action plans will be developed to support them. The Chair requested that the L&T Committee be kept updated of the progress.

Members noted the report.

12 Quality Audit Reports/Surveys

12.1 Complaints Handling Statistics

The Vice Principal Corporate Services & Governance spoke to the report, which had been issued, reminding members that the Board has remitted monitoring of complaints to this committee. The VP C&G advised that awareness training had recently taking place on how to deal with complaints which explains the overall increase in complaints. However, the complaints are spread over a range of categories and therefore no conclusion can be drawn at this stage in the academic year. The VP C&G advised that with all colleges now using the same categories, in future benchmarking with the sector will be possible and reported to this committee.

Members noted the report.

12.2 Student Satisfaction and Engagement 2015-16

The Vice Principal Corporate Services & Governance spoke to the report, which had been issued. She reported that information on student satisfaction is one of the many ways this committee monitors the quality of the learner experience. The Vice Principal Corporate Services & Governance reminded members that the committee had considered student satisfaction data at its meeting in October 2016. However, benchmarking with the sector is now possible following recent publication of sector data. Overall, the College benchmarks favourably with the sector with no areas for concern at this time. The VP C&G advised that the L&T Committee and Board can take great assurance from this level of satisfaction. She reported there is still work to be done to encourage more students to participate in the annual survey and that class reps and personal tutors will be asked to promote the survey and have their voice heard. The VP advised that data from this survey is used to further improve the students experience and address any areas of concern.

Members discussed the remit of the L&T Committee, which includes monitoring of quality in relation to learning and teaching and student engagement.

Members noted a positive report.

13 Any other Business**13.1 Events**

Peter Woods reported on events that may be of interest to Committee members, including:

- Education Show at NEC, on the 16th, 17th and 18th of March. There is no cost to this event
- Scottish Learning Festival at the SECC, taking place in September

Although, it was agreed that some of the events might not be appropriate for members, the Chair advised that it was very useful to receive such information. Pete Woods also reported that College Development Network offer a Teach Meeting on new Teaching ideas and Technologies. The Principal advised that the Staff Development Process should be followed, in terms of attending such events.

Action: The Principal to look at Promoting Awareness of these events.

13.2 Vice Principal

The Chair thanked Jannette Brown, Vice Principal, for her dedication to this committee and hard work as both the Board Secretary and the Vice Principal Corporate Services and Governance, and wished her well for the future. The Principal advised that responsibility for the Quality Framework would lie with her until the new Vice Principal was in post.

14 Date and time of the Next Meeting

The next meeting of the committee is to take place on 30th May, at 2 pm.

Learning & Teaching Committee

Access to FE New Programme

1 Passport to College

Many curricular areas have as an entry level programme Introduction or Access programmes levelled at SCQF level 4. While this suits many learners who can successfully complete and progress onto further study or employment it would seem that College –wide and Sector wide and Nationally the poorest PIs indicate that more learners do not succeed or leave early on these programmes due to a variety of reasons. The purpose of this report is to discuss an educational intervention which better supports those struggling to either settle at college and /or cope with SCQF 4 level programmes scaffolding learning in a supportive manner which supports both progression and developing a range of transferable skills. Taking a focussed approach on the pedagogical methodologies to successful learning such a programme would require to be engaging, innovative motivational and inspiring. As discussed in the main body of this report a variety of approaches are included to give a context for discussion and the programme which will be developed here will use the very best aspects of these to provide an appropriate framework. The programme has a working title of passport to college which seems the best way to summarise the intentions and outcomes of the programmes

2 Report

2.1 Although it is important to avoid labels it would be reasonable to state that many learners who do not have successful outcomes at first level College programmes may have experienced some of the following challenges:

- Care experienced:
- Looked After Young People
- Young Carers
- Lack of Access
- Socially isolated or excluded
- Higher levels of deprivation
- Fragmented or disengaged previous learning experiences
- Mental Health Issues

Previously in Dumfries and Galloway College we have offered Access to College programmes and from 2009-2012 offered very successful programmes to Care Experienced and Looked After Young people many of whom required additional support and resources to better equip them to succeed in their studies before starting traditional full time programmes of learning.

Currently there are a variety of other models and programmes of study which afford successful outcomes for learners who require to develop a range of skills to ensure they are ready to embark and succeed on vocational programmes. Examples of these include

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Princes Trust: The college successfully runs the Princes Trust 12-week programme with high success rates for 16-24 year olds many of whom are referred as a result of the factors as identified above. The approach is a team led one but important qualifications and employability and enterprise skills are gained as a result of completion of this programme

Princes Trust Get into programmes: These are 6 week programmes which specifically focus on a vocational area e.g. Hospitality: Care etc. The programmes give a number of short Industry required certificates alongside employability training and work experience

Glasgow Kelvin: Youth access programme: This is a multi-award winning programme based on a range of youth work and community work awards offered in partnership with the College and local youth work service: Learners gain both external and College based certificates while developing a range of transferable skills to support employability. social and entrepreneurial skills. 30% of those who complete return to undertake full time College programmes

Passport to College:

With access and inclusion firmly underpinning this programme key themes to ensure appropriate learning and success:

These key themes would have an active engagement using project led activities (which is what aids success in the princes Trust) to cover key themes such as:

- Essential Skills
- Working with others
- Problem Solving
- Enterprise
- Employability
- Other optional subjects to support the development of practical and work-related skills
- Citizenship
- Life skills
- Building self-esteem and self confidence
- Independent learning and study skills

The approaches to delivering this programme will be varied and non-traditional with an emphasis on:

- Learner –Led collaborative learning
- Partnership with key agencies delivering workshops
- Cross college inputs with an emphasis developing vocational and creative skills
- Project based themes contextualising and developing essential skills
- Work related certification front –loaded to support achievement and success
- Team building (including residential)
- Work experience
- Community challenge

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In order for this to structure to give maximum opportunities of success there should be a class support/case worker who is a constant part of the group. Additional funding will be required to purchase some aspects of curriculum (e.g. residential) Staff identified to deliver on this programme should be supported to commit as a priority.

This Passport to College is essential to help young people to remain engaged with learning, in spite of any other challenges they may face in their lives. This programme would provide a key route to accessing learning for local young people, guiding them towards the skills and qualifications they will need in the jobs market.

3 Recommendation

The Committee is asked to discuss the contents of the report.

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 13 December 2016 from 2.00 pm in Room 1074b.

Members present:	Delia Holland (Chair)	Carol Turnbull (Principal)
	John Henderson	Kenny Henry
	Barry Graham	Ian White
	Emma Curtis	

Faculty representatives:	Jim Maginess	David Denholm
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In attendance:	Andy Wright, Vice Principal, Learning and Skills
	Brian Johnstone, Chair of the Board of Management
	Kay Bird, Secretary to the Board and Minute Taker

Item 4 and 10 only	June Holland, Head of Faculty
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Item 4 and 10 only	Janet Weir, Head of Faculty
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1 Welcome and Apologies for Absence

The Chair welcomed members to the meeting and in particular welcomed Emma Curtis to her first L&T Committee Meeting and the Chair of the Board of Management. Apologies for absence were intimated on behalf of Scott Hardie, Peter Woods and Jannette Brown.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

2 Declaration of interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

3 Review of the Learning & Teaching Committee Remit

The Chair spoke to the report which had been issued. The Chair advised there was a need, due to the changes implemented by regionalisation, to ensure the governance structure within the College is fit for purpose and thus a need to review the remit of the L&T Committee which she had undertaken. The Chair had asked all members of L&T to put forward suggestions and to address three questions raised which were noted in her report, together with recommendations. The Chair had had a meeting with Barry Graham and she thanked Barry for all his support and input. It was agreed that the Committee had an important role to play, should be retained and the remit refined. It was further agreed the whole Committee should take ownership of the report and approve the changes to be made. The Members discussed the report.

Board of Management Learning and Teaching Committee

Barry Graham commented it was healthy to review the remit and the Committee is essential in supporting students in the College and he supported the contents of the paper. Barry asked if there was a similar publication within the College Sector to 'How Good is Our School', which provides a framework. The Vice Principal, Learning and Teaching confirmed there will be a publication released in the near future called 'How Good is Our College' and it was agreed this would give focus to the remit.

Kenny Henry confirmed his agreement to the report and emphasised it was essential there was a forum for staff and the board to interact and see what each other were doing.

The Vice Principal, Learning and Teaching advised it was important for the Committee to decide what it wanted to take to the Board, ie. more discussion papers, presentations, mentors, the signing off of the curriculum plan and it would be advantageous to obtain staff members and student members views on the plan.

John Henderson commented Committee members' interaction with staff and students was essential. In his opinion the Committee was one of the most important committees and he was in agreement with the report. He commented that staff and students are more comfortable to exchange ideas and make suggestions in the L&T Committee environment than at the Board Meetings. He thought extending the number of members could be a problem as Board Members are already heavily committed.

David Denholm also queried increasing the number of members. He felt staff and member interaction should not be limited to just Faculty Heads but to all members of staff. He felt it was one of the most important committees and should not be absorbed into the Board.

Ian White agreed with the report and endorsed the importance of the Committee. He would like to see more Board Members attending but recognises this could be difficult.

Jim Maginess commented he agreed with the report and recommendations.

The Chair commented that since reorganisation it was more difficult to split strategic and operational matters. The Principal suggested some of the wording should be changed. The starting point is that the Committee is responsible for the monitoring of the quality of the learner experience and from here the Committee can look at what it should be focussing on. The Committee should have more operational information presented to it and the can identify strategic issues which need to go to the Board. The Principal commented that the two key strategic documents for the L&T Committee to focus on are, (1) How Good is Our College, and (2) Education Scotland's New Quality Framework. It was agreed that the Committee should focus on key strategic issues which need to go to the Board for discussion.

Board of Management Learning and Teaching Committee

It was agreed that four meetings per academic year was not necessary and three meetings would suffice, following the pattern – Sept/Oct meeting to cover key reports; Jan/Feb meeting to cover updates and national trends and the May/June meeting to cover what is coming up in the College. In the 2016-17 meeting schedule the L&T Committee meetings had been scheduled after the Board Meetings with the result that information going to the Board was out of date. The Chair, the Principal, the Vice Principal of Learning and Teaching and the Board Secretary will look at changing this for the next academic year.

The Chair would like to ensure that in future there is an opportunity for members of the Committee to input into the meeting agendas.

The Chair commented that in the past Student Association documentation came to the L&T Committee however the current procedure appears to be a written report goes directly to the Board and only a verbal report comes to L&T. The Principal confirmed this sits with the Quality Department at present. The Chair of the Board of Management commented that in his opinion Student Association documentation should go straight to the Board.

The Chair of the Board of Management thanked the Chair of L&T for her well drafted and comprehensive report and could not disagree with anything. The key element of learning, teaching and employability have been covered. He thought it would be a good idea to increase the number of Board Members on the Committee.

The Members discussed whether Employer Engagement should be removed from the L&T Committee and transferred to the Board.

Barry Graham suggested a small working group be set up, to meet as a one-off to further this matter.

Action: It was agreed that a small working group consisting of the Chair of L&T, the Chair of the Board of Management, the Principal and the President of the Student Association set up to work on the suggestions and draft a new remit. The Chair to discuss suitable dates.

Emma Curtis left the meeting.

4 Discussion Paper on SG Priorities – Work Placement/Work Experience Standards

Janet Weir spoke to the report and the SFC Guidance on Work Placement Standards for Colleges which had been issued. Janet Weir reported she had attended an event on this, the outcome being there was a lot of good practice in the Sector which the College is implementing. The focus was on all learners who were studying in a college and should have a work placement or other

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work experience linked directly to their course, appropriate in nature, duration and location and tailored to their individual needs. The College recognised this was key and would be reviewed however a lot of the College learners were receiving appropriate work experience. The Members discussed the report. It was recognised that the College should not be competing with schools but working in partnership with schools. The College does have work placement personnel for some of the areas however it had been recognised that the College should have a standard and needs to ensure there are high quality work placements for all of the College's learners. Janet Weir commented that the College also provided working environments within the College. Jim Maginess suggested 'Work Engagement' might be a broader term to use than work placement or work experience.

The Principal advised that Appendix 1 of the Guidance was the heart of this and highlighted clearly what was expected. The Chair suggested it was very important that the employers understand what the learner are trying to achieve and she enquired about the interaction of the College with employers on work placements. The Vice Principal, Learning and Teaching offered employer engagement time to all teaching staff and this was being developed further. The Chair recognised this was a challenging area for the College given the rural environment, lack of employers and transport difficulties in Dumfries & Galloway.

Members noted the report.

(10) Discussion Paper on SG Priorities – Early Education and Childcare

It was agreed this item would be moved up the Agenda.

June Holland spoke to the report which had been issued. The Scottish Government was expanding the provision for free early learning and childcare. This expansion of provision had no negative impact on the College and was very positive for engagement. June Holland advised the College was in the process of being approved for residential childcare. The College offered courses through CTS and the College was already meeting what is required. There would be a push to have people qualified and a review on delivery to include more on-line delivery. Flexibility on delivery is key and the College is ready and able to deliver this.

The Members discussed and noted the report. The Vice Principal, Learning & Teaching advised that a meeting had taken place with Gillian Brysdon, Head of Education to discuss this issue. The Principal commented that the College needs to maximise on recruitment and strengthen its partnership with CTS.

The Chair thanked June Holland and Janet Weir for their discussions and June Holland and Janet Weir left the meeting.

Board of Management Learning and Teaching Committee

5 Minute of Previous Meeting

The Minute of the Learning and Teaching Committee held on 11th October 2016 was approved, subject to the removal of Barry Graham from the Members Present as he was noted under Apologies for Absence, and Aileen Crawford should read Elaine Crawford where it appears in the action point of item 6.

Action: Board Secretary to amend Minute.

6 Matters Arising

The Principal suggested that as noted in item 6 of the last Minute Elaine Crawford should be invited to the L&T Meetings.

Action: The Board Secretary will ensure that an invitation is extended to Elaine Crawford for the next L&T Meeting.

7 Student Association Update

As Scott Hardie was unable to attend the meeting the Chair confirmed that Scott had given a very comprehensive report at last week's Board Meeting. The Chair of the Board of Management congratulated Scott on organising the South West Trophy event bringing Stranraer and Dumfries campuses together. Stranraer campus was the winner!

Action: The Board Secretary will email to all members of the L&T Committee Scott Hardie's report presented at the Board Meeting on 6th December 2016.

8 Curriculum Development Plan 2017-18

The Vice Principal, Learning and Teaching spoke to the report which had been issued. The purpose of the report was to advise and receive feedback from the L&T Committee on the new course proposals for learners for 2017-18, as well as provide information on programmes to remove. Areas such as gender imbalance, credits and STEM related programmes have been considered. The Members discussed the report.

Barry Graham commented that the College was undertaking a great deal of good work with a wide range of options and schools should be pleased. The Chair commented it was important for the Committee to have an overview of the work between the schools and the College and this would be put on the Agenda for a future meeting, and would involve Barry Graham and John McGill. Ian White expressed concerns regarding removal of courses and implications on staff jobs. The Vice Principal, Learning and Teaching advised that no final decisions were being made at this meeting. The Chair of the Board of Management stressed the importance of articulation routes and the meeting with Heriot Watt and Napier Universities which had been undertaken.

Action: Board Secretary to note for future Agenda the item on overview of work between schools and the College.

Board of Management Learning and Teaching Committee

9 Gender Imbalance Action Plan

The Vice Principal, Learning & Skills spoke to the report which had been issued and advised the College's action plan builds on the recent SFC Corporate publication addressing the gender imbalance issue at course level. By 2030 no college subject would have a gender imbalance of greater than 75% of one gender. The College supported this view and is working on making this action plan live. There are certain courses where this would be very challenging and initially course places will be set aside in certain courses to accommodate the minority gender. Educating parents and employers to embrace gender imbalances in certain careers is essential for this action plan to succeed.

The Members discussed and noted the report.

10 Discussion Paper on SG Priorities – Early Education and Childcare

It was agreed for this item to be moved up the Agenda, see page 4 of this Minute.

11 Key Performance Indicators Update

The Principal spoke to the report which had been issued. She advised that to make this information more meaningful to Board Members EMT had revisited College KPIs and short life working groups have been set up to address action points following the Education Scotland Review. The Principal reported retention was very good however the College is still to finalise the early student retention figures. The Principal confirmed that leavers' destination data would be released next week and would be presented at the next Board Meeting. The College's 2015-16 statistics were given however the sector figures were not being released until January 2017 so it would be difficult to give the Committee, at present, a full picture until all the information were to hand.

The Principal advised that feedback from the retention working groups would be reported to the Board via the L&T Committee which would discuss and make recommendation to the Board. The Chair, who sits on two of these working groups, acknowledged that staff are doing all they can to improve the retention figures.

The Members noted the report.

12 Quality Audit Reports/Surveys

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12.1 Complaints Handling Statistics

The Principal spoke to the report which had been issued. The Principal advised there had been an increase in complaints but this was because of work the College had undertaken with staff who were recording more effectively. It was not because the number of actual complaints had increased. The Chair commented positively on the small number of complaints. The Chair to the Board of Management asked the Principal why this matter came to the L&T Committee and the Principal advised that as there were student representatives present at this Committee it was the most appropriate forum.

Members discussed and noted the report.

12.2 How Did We Do?

The Principal spoke to the report which had been issued. The purpose of the report was to report on the findings of the questionnaire learners had completed to find out the learners' induction experiences. The Principal confirmed this is part of the continuous improvements and the overall responses were positive. The Principal advised the responses were forwarded to the relevant manager and if appropriate would enter into the complaints process. The Quality Team follow up on action points. Members discussed the report and Barry Graham commented it was positive.

Members noted the report.

13 Any other Business

The Chair asked the Principal if the name of the report writer could be included at the end of each report for ease of reference, which she agreed to.

Action: EMT will ensure the name of the report writer is included at the end of each report.

The Chair wished all members a very Happy Christmas.

14 Date and time of the Next Meeting

It was agreed that the next meeting of the Learning and Teaching Committee should take place prior to the Board Meeting in March 2017 and would take the slot allocated for the F&GP Committee meeting and will therefore take place on Tuesday 28th February 2017 at 2pm.

Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Colleges Key Performance Indicators.

2 The Report

One of the many duties of the Committee is to monitor academic performance, including student retention, progression and outcomes.

The committee should note that a number of short life working groups have been set up to address action points following the Education Scotland Review. One of the groups has been tasked with identifying strategies to improve retention and achievement.

2.1 Retention

There are two retention KPIs the Committee monitors:

- Early Student Retention – a measure of the number of students that meet the required retention date for Credit funding purposes (approx. 25% of the course duration) as a percentage of total enrolments; and
- Student Retention – a measure of the number of students who complete the course as a % of total enrolments.

All figures for session 2016-17 were current as at 17 February 2017.

2.1.1 Early Student Retention

The table below shows early student retention figures for session 2016-17 to date (17 February 2017), compared to final retention figures for the previous four sessions.

	Full-time Further Education		Full-time Higher Education	
	Actual	Sector	Actual	Sector
2016-17	90	-	92	-
2015-16	88	91.0	95	95.4
2014-15	91	91.4	96	95.6
2013-14	92	92.3	94	95.5
2012-13	91	91.6	94	94.4

In session 2015-16 college early student retention rate for further education full-time learners was 3% below the sector rate and sector average for high education full-time learners.

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2.1.2 Student Retention

The table below shows the student retention figures for session 2016-17 to date (17 February 2017), compared to final retention figures for the previous four sessions. Retention of full-time further education students is below the College target and also below the sector average. Retention of full-time Higher Education students was above College target and slightly above the sector.

	Full-time Further Education			Full-time Higher Education		
	Actual	Target	Sector	Actual	Target	Sector
2016-17	79	76	-	89	85	-
2015-16	70	75	74.5	83	82	82.8
2014-15	70	74	74.6	84	81	82.7
2013-14	74	74	77.3	82	81	84.2
2012-13	73	74	76.9	80	80	82.3

In session 2015-16 college student retention rate for further education full-time learners was 4.5% below the sector rate and sector average for high education full-time learners.

2.2 Leaver Destinations (Progression)

Student leaver destinations data is gathered on an annual basis as part of a national measure on destinations of successful full-time college leavers in Scotland. The College is required to gather this data by the Scottish Funding Council who specifies the destination categories to be reported upon. Leaver destination date is considered as part of course team self-evaluation. College and Sector Leaver destinations were report to the committee at its last meeting. The data on 2015-16 destination will not be available until May 2017.

2.3 Student Outcomes

The student outcome measures the % of successful students as a % of total enrolments. This measure is analysed at the end of each session. Sector figures have now been included in the table below. Headline student outcomes for the past five sessions are as follows:

	Full-time Further Education			Full-time Higher Education		
	Actual %	Target %	Sector%	Actual %	Target %	Sector%
2015-16	61	70	65.5	71	76	72.2
2014-15	64	64	64.0	71	71	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

Learning and Teaching Committee

In session 2015-16 college student outcome rate for further education full-time learners was 4.5% below the sector rate and 1.2% below sector average for high education full-time learners.

It should be noted that the Scottish Funding Council has targeted colleges to further increase the success rate for full-time further education students to 69% by 2016-17.

3. Recommendation

The Committee is asked to discuss progress against targets.

Learning and Teaching Committee

Vice Principal (Learning & Skills) Update

1 Purpose of the Report

This is the third report to the Committee for academic year 2016-17 and provides an update on a range of curriculum matters.

2 The Report

2.1 Retention

Full-time Further Education programmes:

Three Faculty areas did not perform to targets including Education Health and Social Studies 68%, Hairdressing Beauty Hospitality and Sport 68% and Building and Engineering Services 69%. Business Computing and Creative Industries performed the strongest with 74% retention. There were 53 learners under the age of 16 with the poorest retention rate of 53% this is contrasted with 231 learners' over the age of 25 having a retention rate of 70%. SCQF Levels 4 and 5 where the areas of poorest performance with 65% and 64%.

Full-time Higher Education programmes:

Three Faculty areas did not perform to targets including EHSS 81%, HBHS 80%, and BES 80%. BCCI preformed the strongest with 83% retention. In contrast to FE learners there were 152 learners over the age of 25 who had the poorest rate of retention at 78%. Learners with postcodes from the poorest deprivation areas also had the poorest PI for retention of 78%.

2.2 Attainment

Full-time Further Education programmes

The same three faculties underperformed for attainment as with retention for FE, with BCCI being the only Faculty who performed above the sector averages for FE at 68%. Again similar to retention the poorest performing age ranges where those learners under the age of 16 with the most successful being those over the age of 25. SCQF Levels 4 and 5 again are the key concerns in terms of attainment.

Full-time Higher Education programmes:

Two Faculties did not perform to target for attainment including HBHS 64% and Electrical Engineering at 45%. The other two Faculties performed above the sector average with BCCI at 74% and EHSS at 75%. Learners who were aged 16/19 where less likely to be successful on HE programmes than learners of a greater age. Males on HE programmes achieved less success on compared to females the difference being 12%. Female attainment rate was at 76%

2.3 Curriculum Actions to attainment and Retention 2016/17and 17/18.

Learning and Teaching Committee

The Faculty have responded to address retention and attainment issues in a range of ways and this will continued be rolled out for 18/19, including: -

- Increasing course delivery hours for areas identified at risk.
- Increasing personal support hours for learners at risk
- Working closely with schools in terms of information and interventions to support learners at risk of leaving through new youth guarantee co-ordinators.
- Ensuring learners during the application and recruitment stage are skill assessed for their areas and demonstrate a real commitment to their programmes of choice.
- Teams to ensure reviews on learner Retention and Attainment are implemented into the Curriculum, (Working sub groups)
- Bespoke training and development sessions to be rolled out to staff to address key issues related to learning and teaching including: -
 1. Building and Maintaining effective relationships with learners.
 2. Effective feedback
 3. Working with learners with challenging behaviour
 4. Engaging learners from start to finish of a lesson
 5. Flipped classrooms learning styles
 6. Learner led learning
 7. Personal tutor
- Team building sessions are built into programmes earlier
- Learners from previous years share course related issues to new starts.
- Learners from college programmes visit schools to share the college experience.
- Teams to ensure most appropriate assessment schedules for learners.

The teams have been implementing a range of the above strategies in terms of improving performance around retention and attainment, as well as this for 18/19 key actions will be developed further to support some of the learners profiled above, for example working with each school to provide additional support for learners under the age of 16.

The impact of these strategies at the moment can be seen below, Present retention Levels for 16/17 for FE and HE compared like for like weeks for February 13th 2017.

FE Fulltime

- 2016/17 80%
- 2015/16 79%
- 2014/15 79%

HE Fulltime

- 2016/17 89%
- 2015/16 88%
- 2014/15 90%

Learning and Teaching Committee

2.4 Curriculum Update

Schools/DYW /Foundation Apprentices.

Meetings have now been held with all schools across the region, and pathways explored to fit with Scottish Government direction and local regional need. The schools have included these programmes into their options and a further update can be given at the next Learning and Teaching Committee after Easter.

The college was successful in its bid to SDS for the Foundation Apprenticeship in Engineering, however it did not have the Care pathway approved. This was related to the college including a new Qualification in Reablement being part of the framework. Follow up meetings however are being arranged with Skills Development Scotland and Scotland's Social Services Council to address this issue for 18/19. The meeting is being held with the support of range of Local Employers, College Development Network Care representative's and the College. All partners believe this is the correct Care pathway for the region. At the next Learning and Teaching Committee and update can be given on the progress of this pathway and its approval for the region.

Five-year Curriculum Planning

The Academic teams and members of the College Leadership Group have been holding Curriculum Planning sessions to provide a vision for each faculty to work towards over the next 5 years, in line with college visions and objectives. These plans will be shared with Faculty areas and then be rolled out for a strategic session with the College Executive team to ensure that there have been rigorous challenges to these in terms of curriculum plans for the future.

These plans can be shared to the learning and teaching Committee for discussion and comment after the Easter break.

3. Other points for information.

The New programme Project Search introduced in 15/16 in partnership with Dumfries and Galloway Council successfully recruit another 12 internships for this year's team .It must be noted that from last year's team 66% positive destinations where achieved for the group,3 learners gained employment,1learner is now working as a volunteer ,3 learners returned to further college programmes and 2 learners where unemployed ,but are being supported by Dumfries and Galloway Council for work related opportunities, an excellent result for all partners.

National 5 Higher Administration and IT Learners at Stranraer raised money for the food train. This was for a unit on their course where learners organise, plan and evaluate and event. The group raised £357.

Learning and Teaching Committee

A group of learners studying on the Wind Turbine programme had an educational trip to a power station in Lockerbie to help them with a greater understanding of one of their units from source to plug.

Another industry visit was organised for Painting and Decorating learners to PPG Architectural Coatings for a presentation on water Bourne products, following the demonstration our learners had the opportunity to participate with the products.

A group of learners studying on the NC Business and Information programmes raised £400 for their chosen charity Marie Curie and the Multiple Sclerosis Society.

The college hosted three workshops for our Creative Industry learners, led by professionals from the sector these were termed “meet the maker’s workshops” and included, a bookbinding workshop, a jewellery workshop and a willow sculpture workshop.

Joinery students built a new shed for the local Brownhall Primary School after two of their sheds were removed, they were given all the directions from the school and the new shed has recently been erected.

The college hosted the regional heats of the Springboard Future Chef Competition for local schools. The pupils worked on individual menus and our own curriculum leader Laura Webster was one of the judges along with other industry representatives.

Steven Harper a Dumfries and Galloway Electrical Apprentice represented Scotland at the Skill ELECTRIC UK Finals at the NEC in Birmingham, the competition was over two days and Steven won the bronze medal.

Team 25 from the Princes Trust made such an impact during their community project at Hope Place, they were shortlisted for the Princes Trust Celebrate Success Awards and were awarded the runner up position for Scotland.

4 Events /Activities planned for 16/17.

The committee asked to be updated on a range of college activities /events that happen at the college over the academic year (appendix A includes the range of activities including dates). These events include a range of staff across all areas of the college, the main activities include: -

- Schools Competition’s for all schools across the region
- Foundation Apprenticeship information sessions across all schools.
- College lead S4 Parent Evening events
- Development, information of new Design Engineer Construct Awards.
- Celebration of Success events all areas
- Targeted STEM lead events
- Supporting School Careers nights across the region
- Dumfries and Galloway College Open night

Learning and Teaching Committee

- Regional School College Pathways
- Future Chef Event, Local Final with Springboard.
- Information, Advice sessions for Christmas Leavers
- DHS Business Event, Presentation.
- Literacy and Numeracy Event, Childcare.
- Great British Barbering Event.
- Gender Imbalance Day
- Modern Apprenticeship week
- Meet the Makers Creative Industries Exhibition
- Planning for your Futures Event - S2 Residential
- Transition Programme with Wallace Hall Academy
- Higher Education Convention.

As well as the above events there are a range of internal faculty events that are delivered in the curriculum including guest speakers, visits, employer engagement event's and bespoke training opportunities

3 Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
February 2017

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? 4th 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.

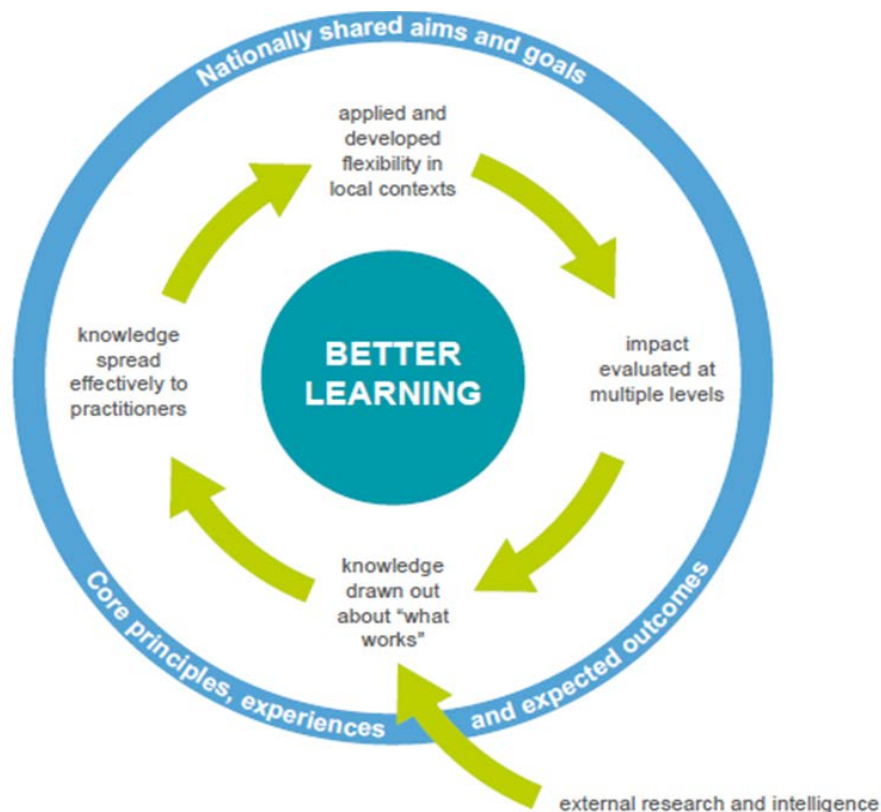
How good is our college? alongside [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#) is designed to take full cognisance of the changed landscape and current and emerging government priorities. The framework seeks to support colleges in engaging 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"> • Governance and leadership • Developing a shared vision, values and aims • Planning for continuous improvement 		Key Element(s) ④

1.2 Leadership of learning and teaching	<ul style="list-style-type: none"> • Leadership for improvement of learning and teaching • Leadership of staff • Career-long professional learning (CLPL) • Learners leading learning 	<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"> • 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) ③ ④
1.4 Evaluation leading to improvement	<ul style="list-style-type: none"> • Analysis and evaluation • Collaborative approaches to evaluation and data sharing • Impact on learners' success and achievements 	<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"> • Arrangements for safeguarding and child protection 	Regional context statement and Access and Inclusion Strategy	
2.2 Curriculum	<ul style="list-style-type: none"> • Rationale, design and development • Effectiveness and appropriateness of the curriculum • Skills for learning, life and work • Learning pathways 	<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"> • Learning and engagement • Teaching • Assessment • Evaluation of the learning experience 	<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"> • Management of services to support learning • Services which contribute to achievement, attainment and progression • Services which contribute to progression to a positive destination 	<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"> • Collaborative planning and delivery • Arrangements to support learners 	Regional context Statement and within the OA content/ process	Key Element(s) ①
2.6 Partnerships	<ul style="list-style-type: none"> • Collaborative arrangements • Responsiveness to the needs of external stakeholders 	<p>Regional Context statement & 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"> • 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) ①
3.2 Equity, attainment and achievement for all learners	<ul style="list-style-type: none"> • 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	

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: <ul style="list-style-type: none"> • Governance and leadership • Developing a shared vision, values and aims • Planning for continuous improvement 		<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>
Section 1 : Leadership and quality culture	Themes	Challenge questions
1.1 Governance and leadership of change	<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"> • 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: <ul style="list-style-type: none"> • Leadership for learning and teaching • Leadership of staff • Career-long professional learning • Learners leading learning 		<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>
Section 1 : Leadership and quality culture	Themes	Challenge questions
1.2 Leadership of learning and teaching	<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"> • 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: <ul style="list-style-type: none"> • 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 		<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>
Section 1 : Leadership and quality culture	Themes	Challenge questions
1.3 Leadership of services to support learning	<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"> • 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: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Rationale, design and development of the curriculum • Effectiveness and appropriateness of the curriculum • Skills for learning work and life • Learning pathways 		<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>
Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.2 Curriculum	<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"> • 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: <ul style="list-style-type: none"> • Learning and engagement • Teaching • Assessment • Evaluating of the learning experience 		<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>
Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.3 Learning, teaching and assessment	<p>Learning and engagement</p> <p>Teaching</p> <p>Assessment</p> <p>Evaluation of the learning experience</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Management of services to support learning • Services which contribute to achievement, attainment and progression • Services which contribute to progression to a positive destination 		<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>
Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.4 Services to support learning	<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"> • 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: <ul style="list-style-type: none"> • Collaborative planning and delivery • Arrangements to support learners 		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.
Section 2 : Delivery of learning and services to support learning	Themes	Challenge questions
2.5 Transitions	Collaborative planning and delivery Arrangements to support learners	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Collaborative arrangements • Responsiveness to the needs of external stakeholders 		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.
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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Statutory duties • Inclusion and equality 		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.
Section 3 : Outcomes and impact	Themes	Challenge questions
3.1 Wellbeing, equality and inclusion	Statutory duties Inclusion and equality	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?

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.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk

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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.

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

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

0131 244 4330

enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk

Scottish Funding Council

Apex 2
Haymarket Terrace
Edinburgh EH12 5HD

0131 313 6500

info@sfc.ac.uk

www.sfc.ac.uk

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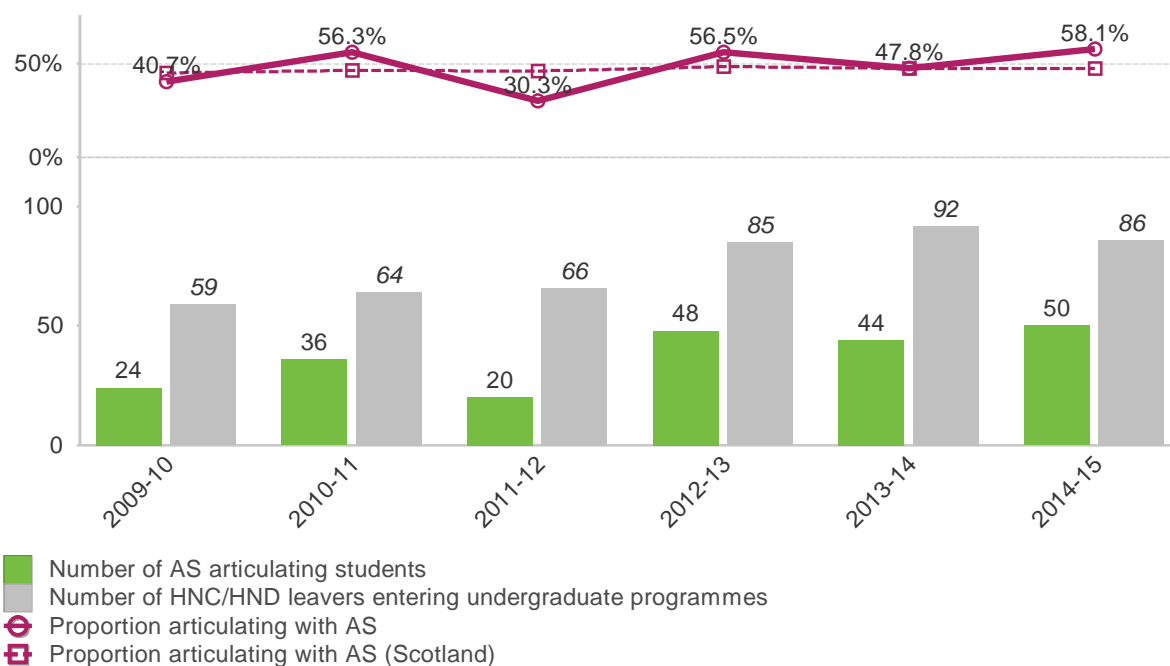
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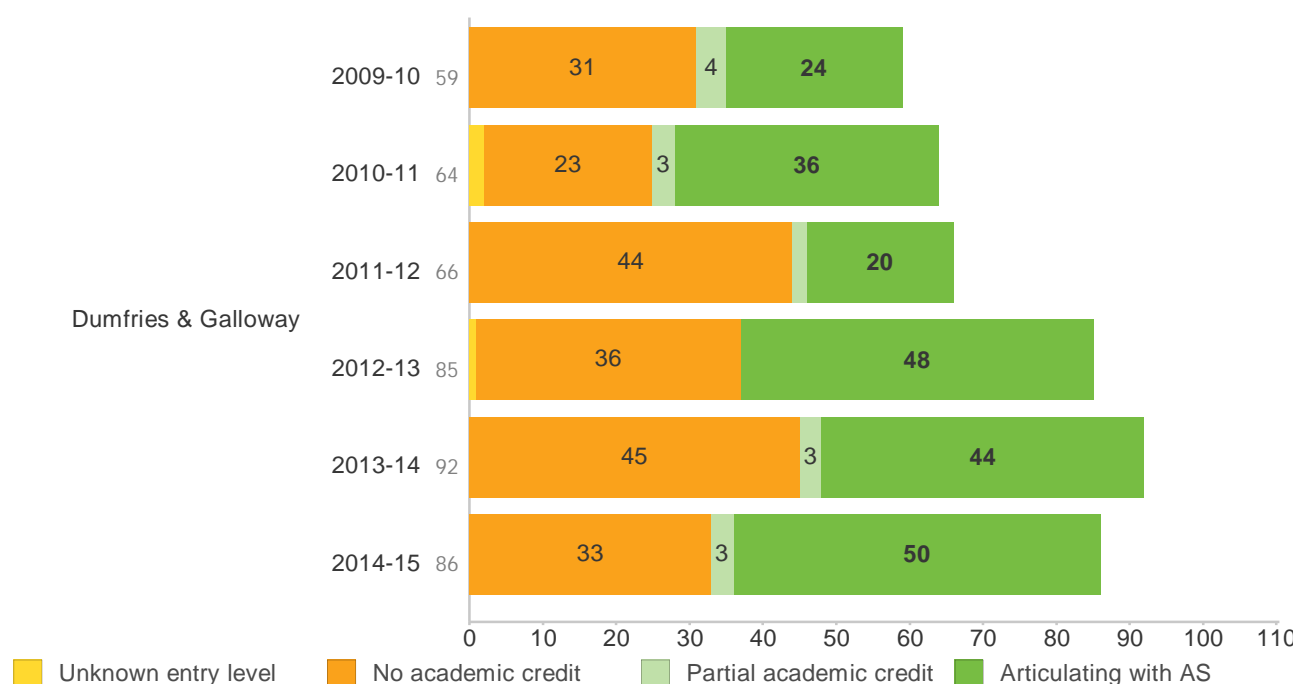
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The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing, Dumfries & Galloway

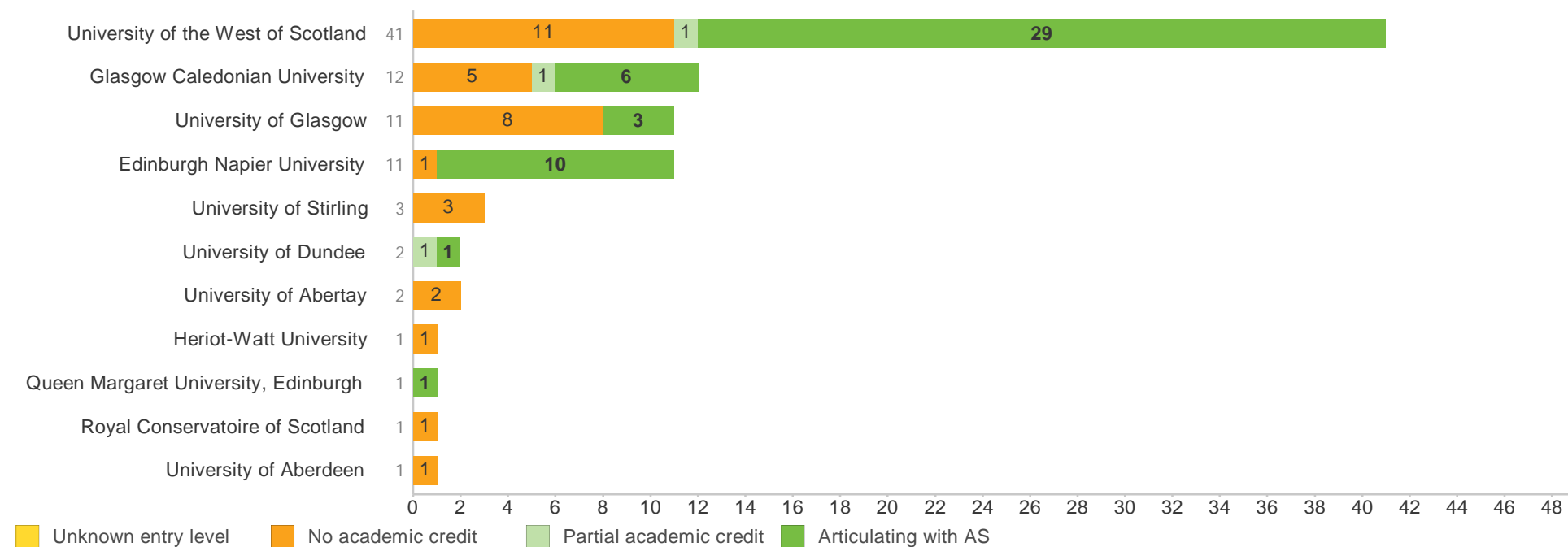


Full breakdown of the number of students from college entering degree level courses, by level of academic credit



Region	Year	Number of HNC/HND entrants	Unknown entry level	No academic credit	Partial academic credit	Articulating with AS	Proportion articulating with AS
Dumfries & Galloway	2009-10	59	0	31	4	24	40.7%
	2010-11	64	2	23	3	36	56.3%
	2011-12	66	0	44	2	20	30.3%
	2012-13	85	1	36	0	48	56.5%
	2013-14	92	0	45	3	44	47.8%
	2014-15	86	0	33	3	50	58.1%

Full breakdown of the number of entrants to individual universities to degree level courses, by level of academic credit, Dumfries & Galloway, 2014-15



University	Number of HNC/HND entrants	Unknown entry level	No academic credit	Partial academic credit	Articulating with AS	Proportion articulating with AS
University of the West of Scotland	41	0	11	1	29	70.7%
Glasgow Caledonian University	12	0	5	1	6	50.0%
Edinburgh Napier University	11	0	1	0	10	90.9%
University of Glasgow	11	0	8	0	3	27.3%
University of Stirling	3	0	3	0	0	0.0%
University of Abertay	2	0	2	0	0	0.0%
University of Dundee	2	0	0	1	1	50.0%
Heriot-Watt University	1	0	1	0	0	0.0%
Queen Margaret University, Edinburgh	1	0	0	0	1	100.0%
Royal Conservatoire of Scotland	1	0	1	0	0	0.0%
University of Aberdeen	1	0	1	0	0	0.0%
Total	86	0	33	3	50	58.1%

Learning and Teaching Committee

Education Scotland Review – Progress Update

1 Purpose of the Report

The purpose of this report is to provide the Learning and Teaching Committee with an update on the progress of each of the short life working groups set up to address actions following Education Scotland's (ES) Report published in April 2016. For completeness the scope of each short-life working group is included at the end of the report.

2 The Report

As previously reported to the Committee, four short-life working groups were established to take forward discussions on addressing actions. The groups presented their findings thus far, to the Executive Management Team (EMT), in December 2016 and January 2017. The following is a summary of progress.

2.1 SLWG Self-Evaluation

The group lead Jannette Brown, reported on a number of actions they believe address the main point for action relating to self-evaluation and improvement planning following ES review. They are:

Topic	Actions
Focus on PI trend data for improvement	Faculty Heads and Curriculum Leaders to hold session with staff on PI data - what PIs indicate/ how to use the data.
	Head of Faculty to amend self-evaluation guidance for completion of self-evaluation reports.
Evaluation of Learning and Teaching	Self-valuation documentation and guidance notes to include highlighting in green areas of learning and teaching and the related action points
	VP Learning & Skills to arrange development sessions for staff on how to improve the evaluation of learning and teaching
	Faculty Heads to communication the change to all staff
The 'Wheel' process and terminology	VP Learning & Skills to hold a development session with Faculty Heads and Curriculum Leaders to ensure they fully understand the changes to terminology and grading
	Quality Manager to advise class reps of the changes
Robust actions to improve learner retention	VP Corporate Services & Governance to arrange for an editable version of the PI report on AdminNet
	Head of Faculty to update self-evaluation guidance to re-inforce the requirement for evaluative commentary to be recorded on the self-evaluation reports
Self-evaluation arrangements for support services	VP Corporate Services & Governance to take forward development of Support Services self-evaluation when new quality framework is published.

The EMT is confident that implementation of the above actions will address all the points identified and will overall improve the evaluation of learning and teaching. The EMT agreed

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that the focus should now be on the new Education Scotland framework which will be in operation from session 2017-18.

The EMT also agreed a different group be formed to transition to and implement the new quality framework, in particular to map current self-evaluation process against new framework which will identify actions to address any gaps and highlight areas for improvement.

2.2 SLWG Learner Engagement

The Lead for the group reported that in-depth discussions had taken place but it was too soon for definite recommendations.

In terms of the role and purpose of the class rep system, the group believed a faculty rep system similar to the 'student council' system operated at Borders College might work well. The EMT agreed that the group should investigate further and report back on any recommendations.

In terms of Learner engagement, the group had discussed the numerous ways the College currently engages with Learners. The group believed that learner engagement through self-evaluation had matured and they now questioned the need for the various learner surveys including 'learner voices'. The EMT tasked the group with rationalising all surveys including their purpose, remove duplication and or incorporate into self-evaluation. In light of this, the EMT asked the group to also review the College's Learner Engagement Strategy.

The group had not yet identified actions to improve effective Student Association (SA) engagement in the life and work of the college. The EMT asked to group to continue the work of identifying actions to improve effective SA engagement and report back to EMT late February 2017. The Vice Principal

2.3 SLWG Learning and Teaching

The Lead for the group reported that in-depth discussions had taken place on the scope they have been given but it was too soon for definite recommendations. The group was concerned that much of their discussions on the learning and teaching strategy and the student retention strategy overlapped with the group looking at retention and achievement.

The EMT agreed that this group should focus on revising the learning and teaching strategy and student retention strategy. Once these strategies have been approved the group can then look to develop actions plans to support these strategies that will address all points relating to learning and teaching from the review. The group was asked to report back to EMT late February 2017.

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2.4 SLWG Retention and Achievement

The Lead for the group reported that in-depth discussions had taken place and a number of actions had been identified. They are:

- The VP C&G to take forward with the Student Support Manager the need to promote and raise awareness of care leavers and their support.
- The VP L&S to arrange a demo of the system to monitor student progress currently being used by South Lanarkshire College.
- Once the Student Retention and Achievement Strategy has been reviewed, Faculty Heads to develop implementation plan to support the strategy including actions to improve retention and achievement
- Faculty Heads to take forward recommendation on quality of the students' pre-enrolment experience and information
- Faculty Heads along with CLs to consider building into to selection criteria for general access courses testing written and communications skills
- Faculty Heads to take forward all actions identified under improvements in course design and delivery
- The VP L&S to take forward course assessment planning to ensure event workload and students are aware of assessments for their course and not just unit by unit.
- Faculty Head to take forward the recommendation of study skills with the college librarian
- Faculty Heads to review policy on core skills to ensure it reflects requirements for essential, digital, key and life skills and to ensure fit for purpose going forward
- The VP C&G to take forward the possibility of developing a dashboard on AdminNet

The EMT agreed that this group had completed the work required of it. A similar group may be formed in future to take forward actions to support the Learning and teaching strategy and the student retention and achievement strategy once both have been revised.

4 Recommendation

The EMT is satisfied with the progress made so far but there is still work to be done. It is the responsibility of the Vice Principal Corporate Services & Governance to monitor agreed actions, progress and provide direction as required, and report back any concerns to the EMT.

Members are asked to note the progress made to date.

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Retention and Achievement Working Group – Lead by Iain Hawker, Head of Faculty

Main Point for Action: The College should implement college strategies to improve retention rates where these are low. The working group to consider strategies to improve Early Student Retention (ESR), Withdrawal (SR) and Achievement rates for full-time learners

ESR - The group may wish to better understand a range of factors that influence early student retention, such as:

- promotional information, course detail available to learner prior to application
- pre-entry guidance, are they on the right course? Do we understand their prior experience, core skills profiling
- induction on arrival and in the early weeks,
- timetabling, the learner day, distribution of classes over the day and week
- identified support needs being met
- pace of learning
- learning and teaching issues such as lack of early guidance and support, lack of monitoring of early warnings relating to attendance, timekeeping and early assessments
- perception of quality of service,
- accommodation
- and personal circumstances

SR - (sometimes referred to as further withdrawal)– The group may wish to better understand a range of factors that influence student retention, such as

- Same as for ESR
- Workload / timing of assessments– too easy at the start?
- Timely feedback on progress – full awareness of where the learner is and what workload is to come?
- Early indication of academic problems / coping (effective tutorial system)
- Indication of disengagement/dissatisfaction
- Effective student support (including tutorial system)
- Work placements
- What keeps the students that remain, stay on the course?

Achievement – the group may wish to better understand a range of factors that influence student achievement:

- Learners
 - Are they on the right programme? Does previous year success equate to suitability for next level?
 - Do they receive appropriate support?
 - How well are they motivated?
- Teaching staff
 - Appropriate range of teaching approaches
 - Engaging learners
- Assessment approaches
 - Diagnostic
 - Formative
 - Summative
 - Self
 - Timing of assessment
 - Number of assessments
 - Preparation of learners

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Learner Engagement Working Group – Lead by Janet Weir, Head of Faculty

Main Point for Action: The College should improve class representation arrangements and support the SA to ensure effective learner engagement in the work and life of the college. The working group to consider strategies to improve the following:

1. Class reps system – what should the role be? Arrangements for appointing and training?
2. Learner voice - Arrangements to gather SA views and present them to management and board. Results of self-evaluation and learner surveys not communicated effectively to learners and or learners not aware of any resulting actions for improvement;
3. Student Association – how do we ensure effective learner engagement in the life and work of the college

Learning and Teaching Working Group – Lead by June Holland, Head of Faculty

There was no Main Point for Action resulting from the review. However, Education Scotland highlighted a number of areas for improvement. The working group to consider strategies to improve the following:

1. The College's Learning and Teaching Strategy and recently-revised Retention and Learner Attainment Policy to not provide sufficient direction to guide improvement
2. Teaching teams do not actively promote equality and diversity-related themes when planning or delivering teaching sessions (p9)
3. In a few lessons teaching staff do not involve learners sufficiently in the planning of their own learning (p10)
4. In a few lessons, teaching approaches are not sufficiently engaging or motivating and learners are passive (p10)
5. In the Stranraer campus, there is limited library stock, and some learners are not fully aware of inter-campus library borrowing arrangements (p9)
6. EAB's are at an early stage and feedback from employers and stakeholders is not yet sufficiently established to fully inform planning for improvement (p11)

Self Evaluation Working Group – Lead by Jannette Brown, Vice Principal

Main Point for Action: The College should improve approaches to self-evaluation to ensure that action planning leads to improvement in performance. The working group to consider ways to improve the following:

1. Programme teams do not focus sufficiently on PI trend data information to identify and agree actions for improvement
2. Few programme reports include sufficient evaluative commentary on learning and teaching approaches (p3&p11)
3. A few learners comment that the Wheel is time consuming and contains language that is difficult to understand (p4 & p12)
4. Completed self-evaluation reports rarely identify underlying reasons behind withdrawals and do not include sufficiently robust actions to improve learner retention (p4)
5. Self-evaluation arrangements for support services (ILC, LZ/FAC, Library, Student Support) are underdeveloped and ineffective (p15). Support staff do not routinely collate and analyse learner-related support service delivery information to reflect on performance, identify trends or draw up improvement plans. Managers are over reliant on informal day-to-day information to evaluate overall performance

Learning and Teaching Committee

Complaints Handling Statistics

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Complaint Handling Statistics.

2 Background

One of the many duties of the Committee is to monitor the number and themes of complaints.

The College is required to comply with the Scottish Public Services Ombudsman (SPSO) complaints handling procedure and report annually on its performance in handling complaints. This analysis includes statistics showing the volume and type of complaint as well as key performance details. The SPSO model has 3 stages to report handling. These are:

- **Stage 1 – Frontline Resolution.** Frontline resolution aims to quickly resolve straightforward customer complaints that require little or no investigation. The main principle is to seek early resolution, resolving complaints at the earliest opportunity and as close to the point of service as possible. The College is required to acknowledge receipt of complaint within 3 working days and final decision within 5 working days
- **Stage 2 – Investigation.** Not all complaints are suitable for frontline resolution and not all complaints will be satisfactorily resolved at that stage. Complaints handled at the investigation stage are typically complex or require a detailed examination before we can state our position. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing immediate investigation. The College is required to conclude the investigation within 20 working days.
- **Stage 3 – Independent External Review.** Once the investigation stage has been completed, if the customer is still dissatisfied with the decision or the way the College dealt with the complaint, they can ask the SPSO to look at it.

3 The Report

As reported at the last committee meeting, the sector has now adopted the same set of categories to report on, which will make benchmarking with the sector possible in future.

Since the start of this session, as a way of improving college services, the quality team have been running workshops for staff, in particular, academic staff, on how to recognise the difference between an enquiry and a complaint. As to be expected when raising awareness, the number of complaints has risen compared to last session.

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The table below shows the number and nature of complaints received from 1st August 2016 to 31st January 2017, compared against the number and nature of complaints in the previous session.

	Number of complaints considered	Number of complaints closed within 5 working days	Number of complaints where an extension was agree	Not upheld at Stage 1	Total Complaints made in 15-16
Stage 1	22	18	4	2	9
Customer Care (Staff Conduct)	1	-	1	-	-
Customer Care (Student Conduct)	2	2	-	2	-
Customer Care (Other)	-	-	-	-	1
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	1	1	-	-	2
Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	1	-	1	-	-
Course Related (Environmental)	3	3	-	-	-
Course Related (Assessment, Exams and Certification)	2	2	-	-	-
Course Related (Course Management)	-	-	-	-	1
Services (Funding/Bursary)	1	1	-	-	-
Services (Learning Technology)	-	-	-	-	3
Facilities (Other)	3	3	-	-	-
Facilities (Catering)	2	1	1	-	1
Facilities (Student Accommodation)	1	1	-	-	-
Facilities (Maintenance, Lifts, Car Parking)	2	1	1	-	1
Services (Other)	3	3	-	-	-

	Number of complaints closed within 20 working days	Number of complaints where an extension was agreed	Not upheld at Stage 2	Number of complaints considered Aug-Oct	Total in 2015-16
Stage 2	9	8	1	-	39
Customer Care (Student Conduct)	1	1	-	-	2
Customer Care (Staff Conduct)	3	3	-	-	14
Customer Care (Other)	-	-	-	-	5
Applications, Admissions, Progression	-	-	-	-	1
Course related (environmental)	1	-	1	-	-
Course related (Course Management)	4	4	-	-	13
Services (Other – transport)	-	-	-	-	4

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The College routinely monitors the volume of complaints, in particular, number of complaints in each category. Regular monitor provides the College with an opportunity to identify areas for improvement as the complaint is resolved. At this stage in the academic year and given the low number of complaints in each category, it is too soon to draw any conclusions.

On an annual basis the Quality Manager reviews the nature and outcome of each complaint with a view to informing improvements in service, changes to procedures or publicity information, or identify a requirement for staff training.

4. Recommendation

The Committee is asked to note the report.

Learning and Teaching Committee

Student Satisfaction and Engagement 2015-16

1 The Purpose of the Report

The purpose of the report is to provide members with an update on the Sector Student Satisfaction and Engagement survey 2015-16.

2 The Report

As previously reported to the committee, the Scottish Funding Council (SFC), in partnership with colleges, have developed a national Student Satisfaction and Engagement Survey as a means to evaluate and enhance college provision in Scotland. The SFC recently published sector findings for session 2015-16 and this now makes it possible for the College to benchmark its findings with the sector.

The findings are summarised in the following tables, split into three discreet groupings: full-time students, part-time students and distance learning students. Against each question is the sector finding along with the College findings as follows:

Summary question results for full-time students	% Satisfied College	% Satisfied Sector
Overall, I am satisfied with my college experience	89.8%	90.1%
Staff regularly discuss my progress with me	89.8%	80.5%
Staff encourage students to take responsibility for their learning	97.6%	94.2%
I am able to influence learning on my course	88.6%	85.6%
I receive useful feedback which informs my future learning	93.4%	83.9%
The way I am taught helps me learn	88.0%	84.7%
My time at college has helped me develop knowledge and skills for the workplace	91.0%	88.8%
I believe students suggestions are taken seriously	78.9%	74.1%
I believe all students at the college are treated equally and fairly by staff	88.6%	82.0%
The College Student's Association influences change for the better	58.4%	59.4%

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Summary question results for part-time students	% Satisfied College	% Satisfied Sector
Overall, I am satisfied with my college experience	92.9%	93.1%
Staff regularly discuss my progress with me	96.4%	86.0%
Staff encourage students to take responsibility for their learning	92.9%	95.8%
I am able to influence learning on my course	96.4%	90.4%
I receive useful feedback which informs my future learning	96.4%	87.6%
The way I am taught helps me learn	92.9%	89.6%
My time at college has helped me develop knowledge and skills for the workplace	96.4%	91.0%
I believe students suggestions are taken seriously	89.3%	76.1%
I believe all students at the college are treated equally and fairly by staff	92.9%	89.9%
The College Student's Association influences change for the better	82.1%	60.1%

Summary question results for distance learning students	% Satisfied College	% Satisfied Sector
Overall, I am satisfied with my college experience	100%	88.1%
Staff regularly discuss my progress with me	100%	72.2%
Staff encourage students to take responsibility for their learning	100%	90.7%
I am able to influence learning on my course	88.9%	82.5%
I receive useful feedback which informs my future learning	100%	82.4%
The way I am taught helps me learn	66.7%	81.5%
My time at college has helped me develop knowledge and skills for the workplace	66.7%	84.9%
I believe students suggestions are taken seriously	100%	79.7%
I believe all students at the college are treated equally and fairly by staff	88.9%	86.4%
The College Student's Association influences change for the better	44.4%	39.9%

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With the exception of two areas in each of the above groupings, the College benchmarks higher than the sector. It is important to note that student participation was low both at college and sector level. This could be attributed, in part, to the time of year the survey took place and also that the survey is in the early stages of implementation.

Going forward the College will be looking at ways to encourage more students to participate, perhaps using the class representative system to highlight the importance of the survey as an opportunity to influence change within the College and now within the Sector.

3 Recommendation

The Committee is asked to note the report.