

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.

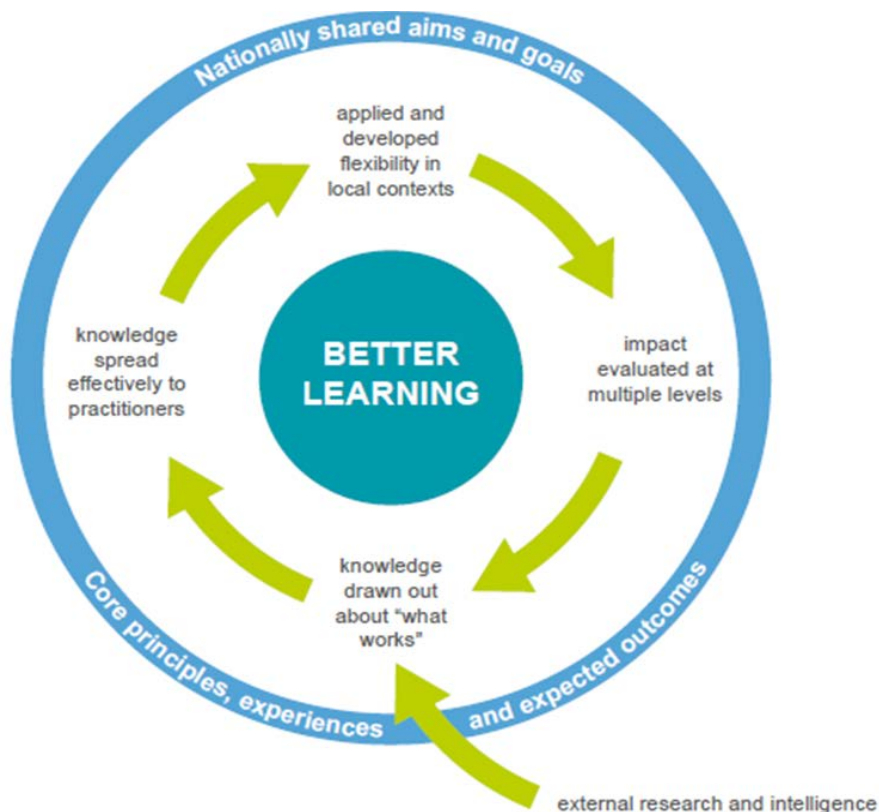
How good is our college? alongside [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#) is designed to take full cognisance of the changed landscape and current and emerging government priorities. The framework seeks to support colleges in engaging 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

<p>1.2 Leadership of learning and teaching</p>	<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>	<p>Key Element(s) ③ ④</p>
<p>1.3 Leadership of services to support learning</p>	<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 	<p>SSSE Survey – learner satisfaction</p>	<p>Key Element(s) ③ ④</p>
<p>1.4 Evaluation leading to improvement</p>	<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>	<p>Key Element(s) ④</p>

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 		<p>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.</p>
Section 1: Leadership and quality culture	Themes	Challenge questions
1.4 Evaluation leading to improvement	<p>Analysis and evaluation</p> <p>Collaborative approaches to evaluation and data sharing</p> <p>Impact on learners' success and achievements</p>	<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 		<p>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.</p>
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 		<p>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.</p>
Section 2 : Delivery of learning and services to support learning	Themes	Challenge questions
2.5 Transitions	<p>Collaborative planning and delivery</p> <p>Arrangements to support learners</p>	<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 		<p>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.</p>
Section 2: Delivery of learning and services to support learning	Themes	Challenge questions
2.6 Partnerships	<p>Collaborative arrangements</p> <p>Responsiveness to the needs of external stakeholders</p>	<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 		<p>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.</p>
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 		<p>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.</p>
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.

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