**How Good is our College? Draft quality indicators 2016**

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| **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 learn  |

**Section 1 : Leadership and quality culture**

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 **Quality of the Student Experience in the Code of Good Governance for Scotland’s Colleges** and the **Framework for Developing Strong and Effective College Students’ Associations**. 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 desire positive impact for learners.

**1.1 Governance and leadership of change**

Challenge questions

* How well does the college Board engage with staff, the Students’ Association and stakeholders to improve outcomes for learners? 4
* How well do college managers engage staff and the Students’ Association in the ongoing development of the college vision, aims and values? 4
* How well are staff and the Students’ Association involved in the process of change and planning for continuous improvement? 4
* How well does the college utilise the diversity of learner voices in planning for continuous improvement? 4

**1.2 Leadership of learning and teaching**

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.**

Challenge questions

* How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching? 3 4

**1.3 Leadership of services to support learning**

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.**

Challenge questions

* How well do managers support and engage with learner representatives to improve services to support learning? 3 4

**1.4 Evaluation leading to improvement**

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.

Challenge questions

* How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? 4

**Section 2: Delivery of learning and services to support learning**

**2.1 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.**

Challenge questions

* 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?

**2.2 Curriculum**

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.

Challenge questions

* How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? 2
* How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? 3 4

**2.3 Learning, teaching and assessment**

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.

Challenge questions

* How well are learners motivated and engaged in enhancing their own learning? 2
* How well do all learners make use of, high-quality resources and equipment, including digital technologies? 2
* How well do learners influence their own learning and set goals to improve? 2
* How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? 3 4

**2.4 Services to support learning**

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.

Challenge questions

* How effective are arrangements for learners to reflect on and discuss their progress with staff? 2
* How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning? 3
* How well do staff involve learner representatives and stakeholders in evaluating the support service experience to plan for improvement? 3 4

**2.5 Transitions**

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.

Challenge questions

* How effectively are learners supported to make informed choices about the next phase of their learning or employment? 1

**Section 3: Outcomes and impact**

**3.1 Wellbeing, equality and inclusion**

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.

Challenge questions

* How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion? 1