

# Quality arrangements in colleges

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# Review of college quality arrangements



- External quality arrangements for Scotland's colleges: 2008 – the beginning of the self-evaluation journey
  - Confidence statement around learner engagement
  - Annual Engagement visits
  - Student Team members
  - Aspect Reports



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# Review of college quality arrangements



- External quality arrangements for Scotland's colleges: 2012/updated 2013
  - 3 key principles – 9 elements
    - High Quality learning
      - How well are learners progressing and achieving relevant, high quality outcomes?
      - How effective are the college's learning and teaching processes?
    - Learner Engagement
      - How well are learners engaged in enhancing their own learning and the work and life of the college?
    - Quality Culture
      - How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?



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# Arrangements for assuring and improving the quality of provision in Scotland's colleges

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# Background

- Collaboration and partnership working
- Forums and working groups
- Support arrangements

# The framework

How good is our college?

## Key principles

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity to improve

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# Leadership and quality culture

*How good is our leadership and approach to improvement?*

- Governance and leadership of change
- Leadership of learning and teaching
- Leadership of services to support learning
- Evaluation leading to improvement

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# Delivery of learning and services to support learning

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

- Safeguarding and child protection
- Curriculum
- Learning, teaching and assessment
- Services to support learning
- Transitions
- Partnerships



# Capacity to improve

*What is our capacity for improvement?*

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity to improve

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# sparqs involvement



- Student engagement referenced throughout – mapping to the Student Engagement Framework and the Framework for the development of Strong and Effective Students' Associations
- Strengthening of the messaging around the importance of student engagement, ensuring clear commitment is reflected in content and structure of the framework
- Strengthening of references to student engagement in the indicator descriptions
- More specific detail on the mapping to the frameworks
- Distinction between Element 2 and Elements 3 and 4 of the SEF



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## Key drivers

- Partnership working
- Avoiding unnecessary duplication – reporting alignment  
Alignment with the National Quality System Framework and  
ES Frameworks
- Account of Post 16 landscape in Scotland
- Transitions
- Engagement with key stakeholders
- Supporting improvement

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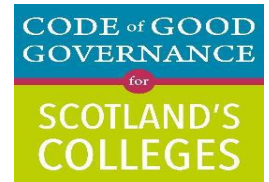
## Key points

- Engagement with external stakeholders
- Curriculum teams
- Services to support learning
- Transitions
- Engagement with learners
- Governance
- Capacity to improve

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# Student engagement in the Framework

## Code of Good Governance for Scotland's Colleges

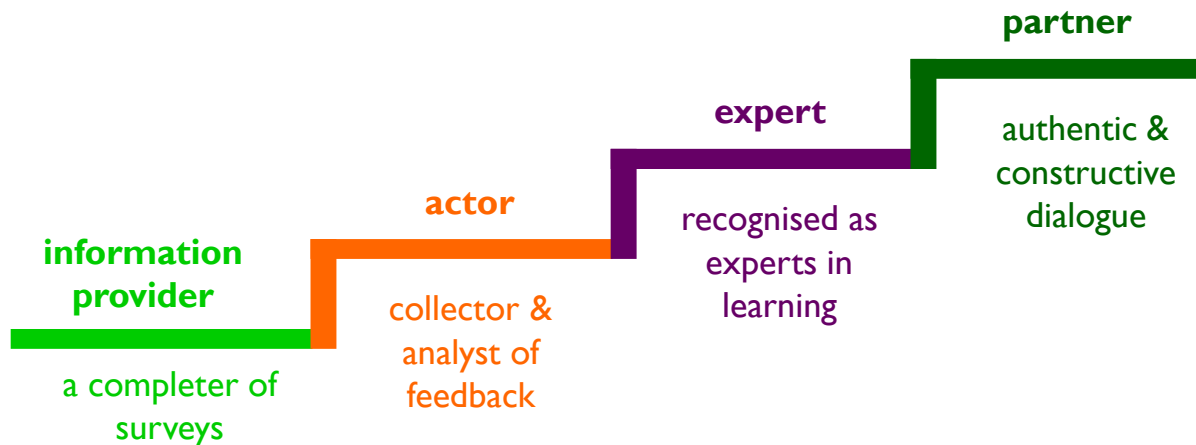


B.1 The board must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions.

B.2 The board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association in relation to the quality of the student experience.

# Student engagement in college self-evaluation

## From feedback to partnership



## Arrangements

- On-going engagement between college, ES and SFC
- Tripartite meeting November/December 2016
- Schedule of activities Dec. 2016 – Sept. 2017
- Production of Evaluative Report and Enhancement Plan – October 2017
- Endorsement process October – November 2017

## Discussion groups

*How will the new framework influence our work in relation to:*

- Engagement with external stakeholders
- Curriculum teams
- Services to support learning
- Transitions
- Engagement with learners

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# The new framework – to be clarified



- Actual review process
- STMs – what will their role be?
- The role of the Students' Association



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