

How good is our college?

[*How good is our college?*](#) is new the Education Scotland quality framework published in December 2016. Active student engagement in college evaluation processes is a key part of the new arrangements and the framework is designed to support colleges to engage learners, staff, and partners in working together to continuously improve and enhance the student experience.

As part of the new arrangements, each college will produce an annual Evaluative Report and Enhancement Plan. Colleges are expected to demonstrate how learners have been engaged in the development of these documents. [The arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#) sets out this process.

The framework is based on four high-level principles:

- 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 high-level challenge question and related quality indicators. In the framework indicators are signposted to the elements of the nationally agreed [Student Engagement Framework for Scotland](#).

This document pulls out the supplementary challenge questions under each quality indicator which relate to Student Engagement, mapping them against the five elements of the Student Engagement Framework, which are as follows:

- [Element 1](#) - Students feeling part of a supportive institution.
- [Element 2](#) - Students engaging in their own learning.
- [Element 3](#) - Students working with their institution in shaping the direction of learning.
- [Element 4](#) - Formal mechanisms for quality and governance.
- [Element 5](#) - Influencing the student experience at national level.

The questions relating to Student Engagement are noted overleaf (see HGIOC for the full range of questions), and the related Student Engagement Framework elements are hyperlinked to the relevant element pages in the online Student Engagement Framework which is housed on the sparqs website.

Quality Indicators and challenge questions	SEF element
Section 1 – Leadership and Quality Culture	
- How good is our leadership and approach to improvement?	
1.1 Governance and leadership of change	
How well does the college Board engage with staff, the Students' Association and stakeholders to improve outcomes for learners?	<u>4</u>
How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values?	<u>4</u>
How well are staff and the Students' Association involved in the process of change and planning for continuous improvement?	<u>4</u>
How well does the college utilise the diversity of learner voices in planning for continuous improvement?	<u>4</u>
1.2 Leadership of 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?	<u>3</u> + <u>4</u>
1.3 Leadership of services to support learning	
How well do managers support and engage with learner representatives to improve services to support learning?	<u>3</u> + <u>4</u>
1.4 Evaluation leading to improvement	
How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement?	<u>4</u>
Section 2 – Delivery of Learning and Services to Support Learning	
- How good is the quality of the provision and services we deliver?	
2.2 Curriculum	
How well do curriculum teams provide learners with opportunities to plan and personalise their own learning?	<u>2</u>
How well do curriculum teams incorporate the views of learners to plan and improve the curriculum?	<u>3</u> + <u>4</u>
2.3 Learning, teaching and assessment	
How well are learners motivated and engaged in enhancing their own learning?	<u>2</u>
How well do all learners make use of, high-quality resources and equipment, including digital technologies?	<u>2</u>
How well do learners influence their own learning and set goals to improve?	<u>2</u>
How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement?	<u>3</u> + <u>4</u>
2.4 Services to support learning	
How effective are arrangements for learners to reflect on and discuss their progress with staff?	<u>2</u>
How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning?	<u>3</u>
How well do staff involve learner representatives and stakeholders in evaluating the support service experience to plan for improvement?	<u>3</u> + <u>4</u>
2.5 Transitions	
How effectively are learners supported to make informed choices about the next phase of their learning or employment?	<u>1</u>
Section 3 – Outcomes and Impact	
- How good are we at ensuring the best outcomes for all our learners?	
3.1 Wellbeing, equality and inclusion	
How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?	<u>1</u>