

Education Scotland quality framework for the external review of Scotland's colleges, updated August 2012 (interrogative version)

How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

How well are learners engaged in enhancing their own learning and the work and life of the college?

How well are learners progressing and achieving relevant, high quality outcomes?

How effective are the college's learning and teaching processes?

1. Key performance outcomes

1.1 How well does the college perform against its educational aims, objectives and targets?

1.2 How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

1.3 How well does the college adhere to its statutory principles?

2. Impact on learners and other users of college services

2.1 How accessible, flexible and inclusive are college programmes and services?

2.2 How well do programmes and services meet learner needs?

2.3 How well do learners make progress, attain qualifications and achieve more widely?

3. Impact on staff

3.1 How well does the college motivate staff and secure their engagement in setting and achieving college targets?

3.2 How well do staff reflect on and participate in professional discussion to enhance learning, teaching and other services?

3.3 How well do staff work together in their own teams, and more widely in the college?

4. Impact on employers and communities

4.1 How well does the college serve local and national employers?

4.2 How well does the college serve its communities and other learning providers?

5. Education, training and lifelong learning

5.1 How well does the college design and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?

5.2 How well do learners learn?

5.3 How well do planning, teaching, and the use of resources ensure effective learning?

5.4 How well is assessment used to promote effective learning?

5.5 How well are potential and current learners provided with information, advice and support?

5.6 How well does the college sustain continuous enhancement of learning and teaching through self-evaluation and internal review activities?

6. Providing direction and facilitating change

6.1 How effective are college planning processes?

6.2 How effective is action to achieve aims, objectives and targets of plans?

6.3 How well does the college recognise and respond to changes in its environments?

6.4 How well does the college plan for and manage change?

7. Management and support of staff

7.1 How relevant and current are staff qualifications, skills and experience?

7.2 How productive are the working relationships among staff, learners and external stakeholders?

7.3 How effective is the college in recruiting, selecting and retaining staff?

7.4 How effective is workforce planning?

7.5 How effective is the college in developing its staff?

8. Partnerships and resources

8.1 How extensive and effective are college partnerships with communities, other learning providers, employers and other agencies?

8.2 How well does the college manage and use its resources and learning environments?

9. Educational leadership and direction

9.1 How appropriate and influential are the college aims, objectives and targets?

9.2 How effective is the leadership for learning and teaching?

9.3 How effective is the leadership for services to support learners?

9.4 How effective is the leadership for enhancing quality and maintaining a quality culture?

Questions in bold are the 13 mandatory reference quality indicators for external review.
Questions in red are those where *learner engagement* is particularly important.