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

December 2016

Contents

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

1.1 Introduction

The Scottish Funding Council (SFC) with Education Scotland is introducing new arrangements for assuring and improving the quality of provision delivered by Scotland's colleges commencing in AY 2016-17.

The arrangements have been developed by Education Scotland and SFC 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, very large, multi-campus colleges, the introduction of the senior phase of *Curriculum for Excellence* and implementation of arrangements to *Developing the Young Workforce (DYW).* Importantly, this has been a period of fiscal constraint which is likely to continue over the next few years.

The new arrangements are designed to take full cognisance of the changed landscape and current and emerging government priorities. They are focused on: Supporting and bringing about continuous improvement through effectively deploying staff, engaging productively with key stakeholders including staff, learners, schools and employers and maximising resources.

1.2 Aims of the new arrangements

The new arrangements aim to be forward looking and to support the sector, with its partners, to respond to new and emerging priorities. To enable this, the new arrangements have been designed to:

Integrate

- Integrate SFC requirements of colleges for monitoring of outcome agreements with Education Scotland and to plan for improvement.

Develop regional approaches

- Establish evaluation and performance reporting which makes appropriate use of core national performance information and reflects a regional context.

Ownership

- Strengthen college ownership and responsibility for evaluation and planning for improvement.

- Establish regional approaches which take account of governance arrangements.

Challenge

- Ensure that appropriate challenge is built into college evaluation arrangements through embedding independent, external stakeholder feedback within evaluation processes.

- Enable SFC, Education Scotland and other stakeholders to receive annual, validated assurance on the quality of provision and services and actions being taken to address areas for improvement.

1.3   Imperatives

Education Scotland and SFC staff drew on internal and external intelligence to identify a number of imperatives which are incorporated within the new arrangements. These are:

- Alignment with SFC Outcome Agreement priorities including:

  o Meeting identified skills needs at local, regional and national levels.

  o Taking account of arrangements for tackling inequality to close the attainment gap.

  o Inclusion of arrangements for planning and delivery of Curriculum for Excellence senior phase entitlements and the recommendations of Developing the Young Workforce (DYW).

  o A focus on transition into and out of college programmes.

- Alignment with direction of travel of Education Scotland as the national improvement agency for education in Scotland and the *National Quality System Framework*.

- Compatibility with other Education Scotland quality frameworks including *How good is our school*?; Arrangements for the external review of Career information, Advice and Guidance; and Arrangements for the external review of Modern Apprenticeships.

- Assurance that arrangements provide on-going independent, impartial examination and assessment of the work of the college sector.

- Incorporation of the findings of recent Education Scotland and SFC evaluative activities to support improvement.

- Connectivity with other external inspection and review processes to minimise duplication and maximise resources.

- Inclusion of arrangements for governance.

- Alignment with the Code of Good Governance for Scotland's Colleges, the Framework for the Development of Strong and Effective College Students' Associations in Scotland and the Student Engagement Framework for Scotland.

2   Purpose

The arrangements seek to provide a structure of support and challenge which brings about improvements and promotes a culture of individual and collective ownership for the quality of provision across the college sector. The new quality framework, *How good is our college?* enables colleges to integrate evaluation and reporting on Outcome Agreements with reporting on the quality of provision and services.

The *How good is our college?* framework aligns with the 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 and to exemplify and share excellent practice across sectors. This will contribute to bank of resources available through the National Improvement Hub.

3   Outline of arrangements

The arrangements are based on on-going engagement between colleges, Education Scotland Her Majesty's Inspectors (HMI) and SFC Outcome Agreement Managers. Associate Assessors and Student Team Members will be deployed within the new arrangements to contribute to enhancement and scrutiny activities.

The arrangements and methodology described have been designed to function at the level of the individual college. In single college regions this will align with the single college Outcome Agreement and single Board oversight.

In the three multi-college regions, evaluations of provision and services will continue, as before, to function at the level of the individual college. However, there will be a new requirement under the new arrangements to align evaluation and reporting with the regional Outcome Agreement process and governance. The Outcome Agreement and governance arrangements in each of these regions are different, and therefore each of these regions will carry out development work in AY 2016-17 with their SFC Outcome Agreement Manager and Education Scotland College HMIs, to agree how best to align Outcome Agreement evaluation and reporting with individual institutional evaluations and reporting in their regional contexts. This will be formally agreed and notified in the reports from the colleges in these regions by 31 October 2017.

How good is our college? provides a structure for evaluation and enhancement which colleges and their stakeholders can use to identify what is working well and what needs to improve. 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.

- 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 for all learners.

Capacity for improvement

- What is our capacity for improvement?

The outcomes for *What is our capacity for improvement?* are to be drawn from the other three high level principles.

4   Methodology

The introductory year, December 2016 to September 2017, is a development year. During this year HMI and Outcome Agreement Managers will work with colleges to use *How good is our college?* to produce an Evaluative Report (ER) and an Enhancement Plan (EP). This will be based on evaluation of provision and services in relation to the four high level principles. Colleges will also develop an Outcome Agreement for the period of AY 2017-18 in accordance with SFC's [Guidance for the Development of College Outcome Agreements: 2017-18 to 2019-20](#)*.*

At the start of the arrangements (December 2016), the college HMI and Outcome Agreement Manager will have a pre-analysis meeting to share publically available intelligence about the college. The note of this meeting will be shared with the college (see appendix).

This will be followed by a tripartite meeting between the college, the outcome agreement manager and a college nominee to plan a schedule of activities to monitor and review the work of the college in formulating evaluations of provision and services to inform the Evaluative Report and Enhancement Plan.

Following the tripartite meeting, the college HMI and Outcome Agreement Manager will work with the college to produce an Annual Enhancement and Scrutiny Activity Schedule. This will identify dates and themes for scrutiny and enhancement activities being carried out throughout the year.

Before the commencement of on-going engagement, Education Scotland will discuss and agree with each college the proposed nature and levels of reviewer engagement with managers and staff. Education Scotland will encourage college senior managers to work in partnership with reviewers to identify appropriate evidence.

The College HMI will work with other HMI colleagues to arrange and provide additional support and challenge as and when required. Education Scotland HMIE staff providing this role are referred to as Reviewing HMIs. The College HMI, Outcome Agreement Manager and the Reviewing HMIs will work together throughout the processes to plan and deliver activities. This will include the involvement of Associate Assessors and Student Team Members as required.

An Education Scotland HMI will take the role of Moderating HMI. The Moderating HMI will not be directly involved in working with the college and will ensure evaluative activities are carried out fairly and provide an appropriate balance of independent scrutiny.

All HMIs and Outcome Agreement Managers will maintain comprehensive records of engagement with colleges and will liaise with appropriate Education Scotland colleagues including Area Lead Officers and DYW development officers to help to support improvements.

5   Evaluative Report

Each college will produce an Evaluative Report which will form part of the Outcome Agreement process and answer the following questions for each of the three high level principles:

- How good is/are our (for each key principle)?

- How do we know?

- How have we gathered and used internal and external stakeholder feedback to inform and substantiate our evaluations?

- What is working well?

- What needs to work better?

Colleges should make explicit reference to Outcome Agreement priorities and targets when addressing these questions.

Within the Evaluative Report, colleges are required to identify a grade (using a six point scale) to answer each of the three high level questions based on evidence collated throughout the year. These are:

- How good is our leadership and quality culture?

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

- How good are we at ensuring the best possible outcomes for learners?

The introduction of grades provides a baseline across each of these three key principles. The use of grades provides a tool for colleges to measure progress made and distance travelled.

Colleges are required to produce a supporting statement to answer the question:

- What is our capacity for improvement?

Further guidance on the required content for the Evaluation Report is contained in Appendix 1.

6   Enhancement Plan

The Enhancement Plan based on the findings of the Evaluation Report will focus on answering the following questions for each of the three high level questions:

- What are our priorities (for each theme)?

- What are our areas for development?

- What are our main points for action?

- What actions will we take to address these main points for action?

- What do we aim to achieve and by when?

- How will we engage learners, staff and other stakeholders in developing and implementing enhancement activities?

Further guidance on the required content for the Enhancement Plan is contained in Appendix 1.

Evaluative Reports and Enhancement Plans should be submitted to SFC by 31 October 2017.

7   Arrangements for the submission of college Evaluative Report and Enhancement Plan

The following arrangements are the final part of the cycle of activity and should not be viewed in isolation from the on-going activities which precede them. It is important to note that the arrangements focus on providing a baseline read-out for all colleges based on the academic year 2015-16. The implementation of these arrangements will be reviewed in January 2018 to take account of the findings of the development year in relation to planning and deployment of resources.

The college HMI, Outcome Agreement Manager and college nominee will work together to plan, schedule and carry out activities which monitor and review the work of the college in formulating evaluation of provision and services to inform the Evaluative Report and Enhancement Plan. Within these activities, the college HMI together with the Reviewing HMI will provide support and challenge. The Moderating HMI will ensure evaluative activities are carried out fairly and provide an appropriate balance of independent scrutiny.

The activities described above will focus on supporting colleges to produce two documents. These are:

- An Evaluative Report which provides an accurate and appropriate account of the quality of provision and services being delivered by the college.

- An Enhancement Plan which is well-informed by and linked appropriately to the findings of the Evaluative Report, and communicates clearly plans to address areas of provision and services which require improvement.

8 Arrangements for the independent scrutiny and endorsement of Evaluative Report and Enhancement Plan

Arrangements for the independent scrutiny and endorsement of the Evaluative Report and Enhancement Plan will consist of three stages.

8.1 Stage 1 - independent scrutiny and endorsement meeting

An Education Scotland HMI Lead Officer who has not been involved in working with the college will convene a meeting with the College HMI, Outcome Agreement Manager, Moderating HMI and Reviewing HMI to formally endorse, or not endorse, that:

- The Evaluative Report provides an accurate and appropriate account of the quality of provision, services and outcomes being delivered by the college including appropriateness of grades.

- The Enhancement Plan is well-informed by and linked appropriately to the findings of the Evaluative Report, and communicates clearly plans to address areas of provision, services and outcomes which require improvement.

Following the meeting, a letter will be sent to the college advising of the outcome of the meeting and *provisional* endorsement statements by Education Scotland and SFC.

At this stage, communication to the college may provide suggested amendments to the documents including adjustments to grades, areas for development and main points for action. Colleges will be advised to amend and resubmit their Evaluative Report and Enhancement Plan in light of comments from Education Scotland and SFC.

8.2   Stage 2 - Formal notification of endorsement

In relation to the Evaluative Report formal notification will identify whether:

- Education Scotland /SFC **endorses** that the Evaluative Report of (name of college) provides an *accurate and appropriate account* of the quality of provision and services being delivered by the college; or

- Education Scotland/SFC **does not endorse** that the Evaluative Report of (name of college) provides an accurate and appropriate account of the quality of provision and services being delivered by the college.

In relation to the Enhancement Plan, formal notification will identify whether:

- Education Scotland /SFC **endorses** that the Evaluation Plan of (name of college) is *linked appropriately* to the findings of the Evaluative Report and *communicates clearly* plans to address areas of provision and services which require improvement; or

- Education Scotland/SFC **does not endorse** that the Enhancement Plan of (name of college) is *linked appropriately* to the findings of the Evaluation Report, and *communicates clearly* plans to address areas of provision and services which require improvement.

8.3   Stage 3 – Board presentation

Education Scotland and SFC will present the final endorsement statements to the college Board at its next appropriate meeting. The presentation will be delivered by the College HMI and Outcome Agreement Manager. The Moderating HMI will also attend should Education Scotland consider this to be appropriate.

9   Publication of college Evaluative Report and Enhancement Plan

In December 2017, Education Scotland and SFC will publish on their websites, college Evaluative Reports and Enhancement Plans with accompanying Education Scotland and SFC endorsement statements. For academic year 2016-17 - the introductory year of the new arrangements - grades will not be published.

10   Arrangements when there is a failure to endorse the Evaluative Report and Evaluation Plan

In the event of Education Scotland and SFC not endorsing a college's Evaluative Report and/or Enhancement Plan, Education Scotland and SFC will work together to take appropriate action. This action may include lines of intensive engagement activity.

Lines of intensive engagement activity will be actioned when a college has:

- Failed to identify a significant weakness within its Evaluation Report.

- Identified an area of weakness but is not sufficiently clear of the cause(s) resulting in the weakness.

- Has made insufficient progress (over a reasonable timescale) to address a significant weakness.

The College HMI and Outcome Agreement Manager will work with the college to identify and plan arrangements to carry out lines of intensive engagement activity during the next year of activity with a view to securing improvement.

11   Arrangements for Year 2 and beyond

The processes will be reviewed in January 2018 to take account of the findings from the first cycle of these arrangements. This will include a review of the scheduling of activities and the deployment of resources.

The cycle of ongoing engagement will recommence in January 2018. The activities will focus on the progress against actions identified within the previously published Enhancement Plan and any identified lines of intensive engagement activity. Colleges will be required to produce and submit an Evaluative Report and Enhancement Plan for 31 October 2018.

12   Concerns

If a college believes that Education Scotland or SFC has arrived at a judgment which does not take sufficient account of all relevant information or evidence, they should submit any additional evidence in writing to the College HMI and/or Outcome Agreement Manager within five working days of the receipt of their formal notification of endorsement, as indicated in section 8. This must consist of evidence which is new in nature and is not a further submission of evidence of the type previously considered. Education Scotland and/or SFC will consider additional new evidence and convey the decision to the college in writing.

Any other concerns should be raised in the first instance with the College HMI. If the matter is not resolved to the satisfaction of the college, it should be raised with the Education Scotland Assistant Director responsible for inspection and review who will seek to resolve the issue.

13   Complaints

If concerns are not satisfactorily resolved through the processes outlined in section 12 above, the college should pursue the matter through Education Scotland's published complaints procedure, which is available at www.educationscotland.gov.uk.

14 Composition and deployment of Education Scotland and SFC staff

Staff involved in ongoing engagement with a college will include the college HMI, the college Outcome Agreement Manager, and other HMIs. The number of HMIs will be adjusted to take account of the size and complexity of each college.

Reviewing HMIs, Associate Assessors and Student Team Members may be appointed to extend or enhance coverage of subject and/or cross-college areas as part of the engagement process. Education Scotland will give due consideration to requests from colleges for additional engagement by reviewers to undertake additional review activities.

14.1 The role of the College HMI

The arrangements place the role of the College HMI at the centre to:

- Provide support, and challenge to the college to produce an accurate and balanced Evaluation Report and Enhancement Plan which is underpinned by a sound evidence base.

- Design and deliver appropriate training to staff and key stakeholders to engage in the new arrangements.

- Provide effective liaison with key, relevant Education Scotland and SFC colleagues, including Education Scotland Area Lead Officers and DYW Development Officers.

- Collaborate with relevant HMI.

- Maintain appropriate records of engagement with colleges and relevant stakeholders; liaise and collaborate with Lead Officers to advise of additional input requirements including Associate Assessor subject and cross-college specialists, Student Team Members and Area Lead Officers.

- Liaise and collaborate with college learner representatives and the Students' Association to ensure appropriate learner input.

14.2 The role of the SFC Outcome Agreement Manager

The arrangements place the role of the Outcome Agreement Manager at the centre to:

- Ensure Outcome Agreement priorities are addressed at college and/or regional level, as appropriate.

- Provide support, challenge and capacity building to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan which is underpinned by a sound evidence base.

- Provide effective liaison with key, relevant SFC and Education Scotland colleagues.

- Maintain appropriate records of engagement with colleges and relevant stakeholders.

- Provide information, advice and guidance on SFC policy priorities including access, skills, funding and data analysis.

14.3 The role of the Reviewing HMI and Associate Assessors

The role of the Reviewing HMI and Associate Assessors is to:

- Support the College HMI in carrying out activities to evaluate the quality of provision and services.

- Provide support, and challenge to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan.

- Maintain appropriate records of engagement with colleges and relevant stakeholders.

14.4 The role of the Moderating HMI

The role of the Moderating HMI is to:

- Provide independent support and challenge to the College HMI and Reviewing HMI to carry out evaluative activities which support the

college to produce an accurate and balanced Evaluative Report and Enhancement Plan.

- Ensure activities are carried out fairly and equitably.

- Maintain appropriate records of engagement with colleges and relevant stakeholders.

- Oversee all 3 stages of arrangements for independent scrutiny and endorsement of the Evaluative Report and Enhancement Plan.

14.5 The role of the Student Team Member

The role of the Student Team Member is to:

- Support the College HMI in carrying out activities to evaluate the experience of learners.

- Provide input on the views of learners to assist the College HMI to provide support and challenge to the college to produce an accurate and balanced Evaluative Report and Enhancement Plan.

- Maintain appropriate records of engagement with colleges and relevant stakeholders.

14.6 The role of the college nominee

Education Scotland will ask colleges to identify a senior manager with a comprehensive strategic overview to fulfil the role of college nominee. The nominee will play a key role in coordinating on-going engagement with Education Scotland and SFC and preparation of the Evaluative Report and Enhancement Plan.

The inclusion of a college nominee in on-going engagement aims to:

- Reinforce and support partnership working between the college, Education Scotland, SFC and key stakeholders in assuring and improving the quality of provision and services.

- Help to establish a culture of partnership, openness and transparency in evaluating and reporting on the quality of provision and services.

- Provide a point of reference for Education Scotland, and SFC staff prior to, during and after engagement activities.

- Provide a point of reference for college staff, learners and key partners prior to, during and after engagement activities.

15 Additional enhancement activity

15.1 Overview

The arrangements will involve Education Scotland in additional enhancement activity which will be informed by intelligence gathered by Education Scotland and SFC and will be based on supporting and securing improvement. Education Scotland and SFC will work together to agree the scope and specification of enhancement activities.

15.2 General principles of additional enhancement activity

Additional enhancement activity will:

- Provide a Scotland-wide perspective on the quality of provision and or services in colleges.

- Identify practice which is worthy of wider dissemination.

- Provide recommendations for colleges and other stakeholders who can contribute to on-going improvement, and be used to inform future planning of engagement with colleges and key stakeholders.

Reporting of enhancement activity will be founded on the four high level principles of *How good is our college?*:

- Leadership and quality culture.

- Delivery of learning and services to support learning.

- Outcomes and impact.

- Capacity for improvement.

Appendix 1

Guidance – Evaluative Report and Enhancement Plan

1.   Preface

Each college will produce an Evaluative Report and Enhancement Plan on an annual basis which will form part of the Outcome Agreement process. The Evaluative Report should provide high level statements regarding the college's reflection on its performance, highlight areas of positive practice and identify areas for development. The Evaluative Report should reflect the college's overall judgement on what is working well and what needs to improve. The Enhancement Plan should be sufficiently detailed to address areas for development from the Evaluative Report and support improvement in performance. High level statements contained within the Evaluative Report should be informed by the outputs from comprehensive arrangements to reflect on performance across all aspects of college operation.

2.   Required Content to satisfy Outcome Agreements

A brief factual report on the college / region's:

- Qualitative and quantitative progress on Outcome Agreement priorities achieved in the preceding year, including specific reference to published milestones (recognising that, for the year in question, audited statistical data will not be available and that we therefore rely on region's own data at this point in time).

- Reflection on available audited statistical data.

- Early thoughts on progress in the current year (for example, towards recruitment targets, any internal evidence on retention).

- Rationale for any proposed changes to targets in the draft outcome agreement.

The Evaluative Report should contain the following information:

- Section 1 - Description of the approach(es) taken to evaluation.

- Section 2 - Methodology used to gather evidence and identify grades.

- Section 3 - Background information about the college.

- Section 4 - Outcomes of Evaluation:

  - Overall grades
  - Areas of positive practice
  - Areas for development

- Section 5 – Enhancement Plan.

3.   Supporting Information

The college is required to retain all information used to support evaluation and allocation of overall grades.

4.   Publication

Subsequent to independent scrutiny and endorsement, SFC and Education Scotland will publish college Evaluative Reports and Enhancement Plans annually, accompanied by a supporting statement.

5.   Example Layout

Section 1 – Description of approaches taken to evaluation

Details of arrangements for reflection and evaluation and how these are used to form judgements regarding performance across the full range of college functions.

Section 2 – Methodology used gather evidence and identify grades

Details of the evidence gathered and how this is used to support reflection and evaluation. Includes details of evidence from key stakeholders and external partners.

Section 3 - Background information about the college

Information about the college and its operating context

Section 4 – Outcomes of review

Details of grades awarded for each principle, using the six-point scale as follows:

- Excellent
- Very good
- Good
- Satisfactory
- Weak
- Unsatisfactory

Key Principle	Grade
Leadership and quality culture: How good is our leadership and approach to improvement?	Grade
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?	Grade
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners?	Grade
Capacity to Improve What is our capacity for improvement?	Supporting statement

Summary of areas of positive practice in bullet point format (drawn from Section 4)

Summary of areas for development in bullet point format (drawn from Section 4)

Section 5 - Enhancement Plan

A plan to address identified areas for development. To include SMART actions and intended impact of action taken on college performance.

Evaluative Reports and Enhancement Plans should be submitted to SFC by 31 October 2017.

Appendix 2

Agenda – Pre-analysis meeting

In Attendance: College HMI, SFC Outcome Agreement Manager

Item

1   Consideration of College Performance

      - Review of Student Outcome Data and Trends (latest published figures)

      - Review of performance against ROA targets

2   Outcomes of Education Scotland Engagement

      - Review of last evaluative outcomes

      - Review of last External Review outcomes*

      - Review of progress against Actions from last External Review*

      - Feedback from other Education Scotland activities e.g. external reviews of Career Information, Advice and Guidance (CIAG) and Modern Apprenticeships (MA) etc.

3   Outcomes of SFC Engagement

      - Post Merger evaluation*

      - ROA evaluation outcomes

4   Consideration of Any Other Relevant Intelligence (for example)

      - Changes to governance & leadership

      - Financial issues

      - Feedback from Education Scotland Area Lead Officer where applicable

Appendix 3

Agenda - College Tri-Partite Planning Meeting

In Attendance: College HMI, SFC Outcome Agreement Manager, Principal/College Nominee

Item

1   Discussion of college review of *How good is our college?* framework and Qis

    - QIs and grading

    - Evidence gathering

    - Capacity building / staff CPD requirements

2   Consideration of college performance (from pre analysis)

    - Student Outcome Data and Trends (latest published figures)

    - Performance against ROA targets

    - Outcomes from previous evaluative activities

    - Post Merger evaluation*

    - ROA evaluation outcomes

4   Consideration of any other relevant intelligence (for example)

    - Changes to governance & leadership

    - Financial issues

5   Agreement of plan for on-going engagement

6   Arrangements for reporting and endorsement

Appendix 4

Annual Enhancement and Scrutiny Activity Schedule (AESAS)

Introduction and capacity building	Activity	Date/s	Person/s	Additional specialist input
Briefing for staff				
Briefing for learners				
Briefing for key stakeholders				
Section 1: Leadership and quality culture	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
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				

Section 2: Delivery of learning and services to support learning	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
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				
Section 3: Outcomes and impact	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input
3.1 Wellbeing, equality and inclusion				
3.2 Equity, attainment and achievement for all learners				
Section 4: Capacity to improve	Enhancement/Scrutiny Activity	Date/s	Person/s	Additional specialist input

Appendix 5

Learner engagement

Learner engagement is integrated throughout *How good is our college?* and is signposted to the Student Engagement Framework for Scotland *five key elements of Student Engagement*. These are:

1 Students feeling part of a supportive institution.

2 Students engaging in their own learning.

3 Students working with the institution in shaping their own learning.

4 Formal mechanisms for quality and governance.

5 Influencing the student experience at a national level.

How good is our college? Quality indicator	Key element/s of Student Engagement Framework for Scotland
1.1 Governance and leadership of change	❹
1.2 Leadership of learning and teaching	❸❹
1.3 Leadership of services to support learning	❸❹
1.4 Evaluation leading to improvement	❹

2.2 Curriculum	❷❸❹
2.3 Learning, teaching and assessment	❷❸❹
2.4 Services to support learning	❷❸❹
2.5 Transitions	❶
3.1 Wellbeing, equality and inclusion	❶