

# Our Best Future: Briefing Sheet

## Evaluation to facilitate improvement

# Our Best Future: Supporting colleges in recovery from the impact of COVID-19 pandemic

## 1 Introduction

The resource packages have been produced by Education Scotland to assist colleges to plan adjustments to provision and services in light of COVID-19. They have been designed to be used creatively and flexibly by college staff, learners and external partners to explore and harness ideas and approaches.

The resource packages are based on the following four **themes**:

Resource package 1: Curriculum, learning and teaching, and assessment

Resource package 2: Services to support learning

Resource package 3: Transitions

Resource package 4: Evaluation to facilitate improvement

## 2 The content of the resource packages

Each resource package comprises the following materials:

- Briefing sheet explaining the content and potential ways of using the resource packages.
- PowerPoint presentation for use in a workshop setting. (A benchmarking slide is incorporated at the beginning and at the end of the presentation, to help capture progress towards achieving expectations.)
- Workshop notes to support the use of the PowerPoint presentation.
- List of resources.

## 3 Format of resources

In each resource package, the **theme** is divided into a number of **sub-headings**. Under each sub-heading is a list of '**expectations**.' Alongside each 'expectation' are suggested roles of staff (and external partners) who could contribute towards achieving that specific 'expectation'. The list of expectations and roles of staff are not intended to be prescriptive or exhaustive and colleges may choose to create additional 'expectations' and further define staff roles to take account of their individual contexts and priorities.

The role of external partners is included to support colleges to engage partners that could contribute to specific 'expectations'. For example, employers, schools, college HMI, College Development Network (CDN), local authority, Department for Work and Pensions (DWP) etc.

Under each sub-heading, a box is included to capture effective practice that is worthy of wider dissemination, internally or externally.

## 4 Using the resources

The materials are intended to be used flexibly and creatively in ways which meet the specific needs and priorities of individual colleges.

For example, the materials could be used:

- **Horizontally**, to engage managers and practitioners across a range of staff roles in contributing to meeting 'expectation/s';  
Or
- **Vertically**, to engage staff in a similar role in contributing to meeting 'expectation/s'.

In light of current restrictions on face-to-face engagement, it is anticipated that the materials will be used electronically with participants. Although this may present some constraints, it also presents opportunities for engaging participants across different sites. In addition, it offers the facility to record and share discussions and workshops sessions with others.

The benchmarking tool can be adapted to reflect specific needs and priorities.

## 5 Specific information about this Resource Package

The following provides some details about the content of the resource package in relation to this theme.

### 5.1 Evaluation to facilitate improvement

The resource package takes account of a range of staff roles and external partners.

These are:

- Senior managers
- College managers
- Staff
- Learners
- External partners

The **Evaluation to facilitate improvement** resource package incorporates two sub-headings which form the topics of workshops, as follows:

<b>Evaluation to facilitate improvement: Sub-headings which form the topics for workshops</b>	
1	Planning for evaluation to take account of changes emerging from COVID-19.
2	Planning for improvement to take account of changes emerging from COVID-19.

A box is included under subheadings to capture effective practice that is worthy of wider dissemination, internally or externally.

## Expectations and actions

<b>1.5 Evaluation to facilitate improvement: Infrastructure and engagement</b>					
<b>Planning for evaluation to take account of changes emerging from COVID-19</b>					
<b>Expectations</b>	<b>Senior managers</b>	<b>College managers</b>	<b>Staff</b>	<b>Learners</b>	<b>External partners</b>
Planning of evaluation processes takes account of changes emerging from COVID-19.	Work collaboratively to ensure arrangements for carrying out evaluations take account of changes emerging from COVID-19.	Support teams to plan evaluation processes that take account of changes emerging from COVID-19.	Contribute ideas/suggestions for carrying out evaluations to take account of COVID-19.	Contribute ideas/suggestions for carrying out evaluations to take account of COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
Arrangements for engaging staff in evaluation processes take account of changes emerging from COVID-19.	Work collaboratively to ensure arrangements for engaging staff in evaluation processes take account of changes emerging from COVID-19.	Support teams to engage staff in evaluation processes that take account of changes emerging from COVID-19.	Contribute ideas/suggestions for engaging in evaluative activities that take account of changes emerging from COVID-19.	Contribute ideas/suggestions for engaging in evaluative activities that take account of changes emerging from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.

Arrangements for engaging learners in evaluation processes take account of changes emerging from COVID-19.	Work collaboratively to ensure arrangements for engaging learners in evaluation processes take account of changes emerging from COVID-19.	Support teams to engage learners in evaluation processes that take account of changes emerging from COVID-19.	Contribute ideas/suggestions for engaging learners in evaluative activities that take account of changes emerging from COVID-19.	Contribute ideas/suggestions for engaging in evaluative activities that take account of changes emerging from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
--	---	---	--	---	--

**Effective practice that is worthy of wider dissemination, internally or externally.**

**Workshop Questions.**

- How will our evaluation processes take account of changes emerging from COVID-19?
- How will we ensure arrangements are in place to engage staff in evaluation processes to take account of changes emerging from COVID-19?
- How will we ensure arrangements are in place to engage learners in evaluation processes to take account of changes emerging from COVID-19?
- How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?

**Planning for improvement to take account of changes emerging from COVID-19**

Arrangements to plan for improvement take account of changes emerging from COVID-19.	Work collaboratively to ensure planning for improvement takes account of changes emerging from COVID-19.	Support teams to take account of changes emerging from COVID-19 to plan for improvement.	Contribute ideas/suggestions for improvement, taking account of changes emerging from COVID-19.	Contribute ideas/suggestions for improvement, taking account of changes emerging from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
--	--	--	---	---	--

**Effective practice that is worthy of wider dissemination, internally or externally.**

**Workshop Questions.**

- How will we ensure arrangements to plan for improvement take account of changes emerging from COVID-19?
- How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?

**Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston  
EH54 6GA

**T** +44 (0)131 244 4330  
**E** enquiries@educationscotland.gov.scot

[www.education.gov.scot](http://www.education.gov.scot)

