

# **Overview Report: 2016-17**

## **Technical report**

### **1 Background**

**1.1** During 2017, SFC and Education Scotland introduced new arrangements for assuring and improving the quality of provision and services in Scottish colleges. A new, and significantly different, quality framework, How good is our college? (HGIOC?) was published in January 2017. All colleges were asked to utilise the framework to:

- become familiar with and apply HGIOC? to evaluate and report on the quality of provision and services;
- produce an Evaluation Report (ER) based on the principles and themes of HGIOC? which identifies areas positive practice and areas for development;
- produce an Enhancement plan (EP) which sets out planned actions to address areas for development identified within the ER;
- apply the grading scheme illustrated within HGIOC? to engage in informal discussions on assessing the quality of services and provision in relation to Leadership and quality culture, Delivery of learning and services to support learning and Outcomes and impact; and
- report on performance in relation to Outcome Agreement (OA) targets within the ER.

**1.2** In January 2017, colleges were asked to produce and submit an ER and EP to Education Scotland and SFC by 31 October 2017. Education Scotland and SFC carried out separate processes to endorse the accuracy and balance of ER and EPs by December, prior to publication of ER and EP in January 2018. In recognition of the significant changes for colleges, Education Scotland, and SFC in implementing the new arrangements, the period from January 2017 to January 2018 is referred to as the Development Year.

This report provides an overview of processes and outputs from the Development Year with recommendations for improvement.

### **2 Preparation and collaboration to support colleges to implement the new quality arrangements**

**2.1** HGIOC? is designed to be forward looking and to support colleges to work with partners and key stakeholders to take account of new and emerging priorities and developments. As a result, colleges were asked to evaluate and report on new themes in relation to their provision and services. These include:

- Governance arrangements and leadership of change;
- The work of curriculum teams in meeting current and projected needs of industry and communities;
- The work of services to support learning in contributing to learner recruitment, retention and success; and
- Arrangements for engaging key stakeholders in joint-evaluation of provision and planning for improvement.

**2.2** Education Scotland and SFC staff worked collaboratively with external partners including College Development Network (CDN), Skills Development Scotland (SDS),

Scottish Government (SG) and Sparqs to support partners in contributing to the new arrangements. National and regional workshops were delivered to members of college boards and college managers working at strategic and operational levels. Education Scotland worked with SG colleagues leading Developing the young workforce (DYW) and the 15-24 Learner Journey Review programmes to ensure the new arrangements took account of, and supported, the direction of travel.

**2.3** At the start of the Development Year, Education Scotland worked with colleges to establish open and productive dialogue in implementing the new arrangements. Capacity building activities were delivered by Education Scotland HMI to college staff and learner groups to introduce them to the new arrangements.

**2.4** All colleges worked collaboratively with Education Scotland HMI and SFC OAM to agree and schedule a series of activities which would inform the evaluation of provision and services. In most colleges, these discussions helped to align engagement activities with naturally occurring events in the college calendar. These included attending quality and learning and teaching forums, engaging in curriculum and support team reviews and meeting with learner focus groups and external partners.

**2.5** Throughout these activities, Education Scotland HMIs and SFC OAMs engaged with college managers to support the production of the ER and EP. The lateness of formal guidance to colleges on the scale and scope of the ER and EP presented challenges for most colleges. However, all colleges submitted their ER and EP within the specified timescale.

### **3 Colleges' production of ER and EP**

**3.1** Prior to colleges' submissions of ERs and EPs, Education Scotland HMI and SFC OAM held pre-endorsement meetings with each college to provide feedback on the content of the EREPs. On receipt of formally submitted EREPs, Education Scotland and SFC formed separate moderation panels to review content and communicate any adjustments required prior to endorsement. The outcome of this process was:

- Thirteen (almost half) of the college EREPs were approved by Education Scotland for endorsement with no requirement for the college to make adjustments or provide further exemplification;
- Education Scotland advised fourteen colleges that they would require to make adjustments to their EREP prior to receiving endorsement from Education Scotland;
- All colleges which were advised to make adjustments to their EREP, prior to endorsement, made appropriate changes and resubmitted their revised EREP; and
- As a result, all colleges received endorsement from Education Scotland and SFC at the end of the Development year.

**3.2** Colleges were asked to informally convey and discuss provisional grades at the pre-endorsement meeting in relation to Leadership and quality culture; Delivery of learning and services to support learning; and Outcomes and impact. At these meetings, Education Scotland HMI provided informal feedback to colleges on alignment of provisional grades with the grading illustrations provided in the guidance documentation. The outcome of this process was:

- The provisional grading outcomes conveyed informally by nineteen colleges (around three quarters) were in accordance with Education Scotland.
- The grading outcomes conveyed informally by seven colleges were not in accordance with Education Scotland. These ranged from overly positive to overly negative.

**3.3** All colleges outlined the methodologies used to gather and report on the evaluations presented within the ER. Across the sector, they used a wide range of methods to gather evidence to inform the ER. Many applied the new arrangements to revise ways of engaging staff in evaluation processes and planning for improvement. Although implementation of these processes is still at an early stage, some colleges are using fresh and innovative approaches to engage staff and key stakeholders productively in these activities.

## **4 Findings from ERs in relation to Areas of positive practice and Areas for development**

**4.1** Within the new arrangements, each college is required to produce an ER based on the principles and themes of HGIOC? and which identifies *Areas of positive practice* and *Areas for development*. Colleges were advised to avoid reporting on themes which they deemed to be neither a significant strength nor a significant weakness. As a result, colleges do not always report on the same themes.

**4.2** During the first year of implementation of the new arrangements, the ERs produced by individual colleges vary considerably in terms of style and presentation. There are also variations in the interpretation of what constitutes an *Area for development*. In some ERs, *Areas for development* are focused solely on aspects of provision and services which require improvement whilst others include *Areas for development* which are aspirational and take account of new opportunities.

**4.3** The inclusion of *Areas of positive practice* and *Areas for development* within ERs is to provide:

- a base-line regional and sector-wide read out of the aspects of college provision in Scotland which are working well and those which require development;
- clear information to staff and stakeholders about how areas for development will be addressed through actions for improvement within the EP;
- information about the quality of aspects of provision which are impacted by the interface and partnerships with external agencies. This includes schools, local authorities and community learning and development organisations; and
- a basis for collaboration between external agencies, including Education Scotland, SFC, SDS, CDN and SG to support improvement in the college sector.

## **5 – 7 Summary of evaluations in the ERs**

The following provides a summary of the Areas of positive practice and Areas for development identified by the 27 colleges within ERs. These are listed by theme under each of the quality indicators.

|  |   |
|--|---|
| <b>5 Leadership and quality culture</b>  |   |
| <b>5.1 Governance and leadership of change</b>   |   |
| 5.1.1  | Almost all colleges report positive practice in relation to <b>Board provision of strategic support and challenge</b> . Around a third of colleges identify an area for development to further enhance the work of the Board.   |
| 5.1.2  | Almost all colleges cite positive practice in relation to <b>Board engagement with staff, students and stakeholders to improve outcomes for learners</b> . Almost a third of colleges identify an area for development.   |
| 5.1.3  | Most colleges report positive practice in relation to <b>college managers' engagement with staff and the Students' Association in determining college vision, aims and values</b> . Around a quarter of colleges identify an area for development.                                  |
| 5.1.4  | Almost all colleges cite positive practice in relation to <b>managers' account of local, regional and national priorities to develop college strategies</b> . A quarter of colleges identify an area for development.   |
| 5.1.5  | Most colleges report positive practice in relation to <b>account of DYW in curriculum planning</b> . However, many colleges do not make reference as to how DYW is impacting at curriculum team level.  |
| 5.1.6  | Around three quarters of colleges report positive practice in relation to <b>involvement of staff and students in continuous improvement</b> . A quarter of colleges identify this as an area for development.  |
| 5.1.7  | Around three quarters of colleges cite positive practice in relation to <b>account of the diversity of the learner voice in planning for improvement</b> . However, around a quarter of colleges do not make sufficient comment about capturing the diversity of the learner voice. |
| 5.1.8  | Around a fifth of colleges report positive practice in relation to <b>setting of appropriate and stretching targets</b> . A few colleges identify an area for development.  |
| <p><b>Summary</b><br/> Based on findings of ERs in relation to <b>Governance and leadership of change</b>, colleges should consider the following challenge questions:</p> <ul style="list-style-type: none"> <li>• How well do managers take account of local, regional and national priorities to develop college strategies?</li> <li>• How well do college strategies take account of the ambitions of DYW?</li> <li>• How realistic and sufficiently stretching are targets at college and curriculum team levels?</li> </ul> |   |
| <b>Leadership of (curriculum), learning and teaching</b>   |   |
| 5.2.1  | Most colleges report positive practice in relation to <b>strategies for improving learning and teaching</b> . Around a fifth of colleges identify an area for development.  |
| 5.2.2  | Almost all colleges cite positive practice in relation to <b>communication to staff of strategies to improve learning and teaching</b> . A few colleges report an area for development.   |
| 5.2.3  | Around a fifth of colleges report positive practice in relation to <b>planning for delivery of provision</b> . A few colleges identify an area for development.   |
| 5.2.4  | Almost all colleges report positive practice in <b>managers' collaboration to bring about improvement and enhancement</b> .   |

|        |   |
|--------|---|
| 5.2.5  | Around three quarters of colleges report positive practice in relation to <b>managers' leadership of staff to improve learning and teaching</b> . A quarter of colleges report an area for development.   |
| 5.2.6  | Almost half of colleges cite positive practice in relation to <b>CLPL arrangements to support curriculum teams and individual teachers to improve learning and teaching</b> . Over half of colleges report an area for development.   |
| 5.2.7  | Around half of colleges report positive practice in relation to <b>managers' involvement of staff, learners, stakeholders and employers to influence learning and teaching</b> . However, a third of colleges report an area for development.   |
| 5.2.8  | Around a quarter of colleges report positive practice in relation to <b>evaluation of learning and teaching</b> . However, around two thirds of colleges report an area for development.  |
| 5.2.9  | A few colleges cite positive practice in relation to <b>in joint planning and sharing of data with schools to improve provision</b> . A few colleges report this is an area for development.  |
| 5.2.10 | Around two fifths of colleges report positive practice in relation to involvement of external <b>stakeholders in evaluation, planning and design of the curriculum</b> . Overall, comments are high level and do not provide sufficient detail in relation to the outputs and impact of these activities. |
| 5.2.11 | A few colleges report positive practice in relation to <b>knowledge of teaching staff of current industry practice</b> . However, most colleges do not comment.   |
| 5.2.12 | A quarter of colleges cite positive practice in <b>encouraging and supporting staff to apply innovative learning and teaching approaches</b> . A fifth of colleges report an area for development.  |
| 5.2.13 | A few colleges identify <b>essential skills</b> as an area of positive practice. A few colleges identify an area for development. Many colleges comment on this area of work under different indicators (depending on where services are located within the college structure).                           |

### Summary

Based on findings of ERs in relation to **Leadership of curriculum**, learning and teaching, colleges should consider the following challenge questions:

- How well do managers direct and support staff to improve learning and teaching (and learner outcomes)?
- How well do CLPL arrangements support curriculum teams and individual teachers to improve learning and teaching?
- How well do arrangements for evaluating the quality of learning and teaching, support and facilitate improvement?
- How well are arrangements for engaging schools in joint evaluation and planning processes, leading to improvements to provision (and learner outcomes)?
- How well do curriculum teams engage with external stakeholders to review and improve the curriculum?
- How well do teaching staff maintain up-to date knowledge of current industry practice?
- How does essential skills provision provide relevant skills for employability?

### 5.3 Leadership of services to support learning

|       |   |
|-------|---|
| 5.3.1 | Most colleges identify positive practice in relation to <b>strategies for improving services to support learning</b> . A few colleges identify an area for development. |
| 5.3.2 | The majority of colleges report positive practice in the <b>planning of services to support learning</b> . A few colleges cite an area for development.                 |
| 5.3.3 | Some colleges report positive practice in relation to <b>CLPL arrangements to support staff</b>   |

|        |   |
|--------|---|
|        | <b>to improve.</b> Half of colleges identify this is an area for development.   |
| 5.3.4  | Most colleges report positive practice in <b>account of current and projected needs of learners.</b> However, this needs explored in relation to performance indicators in Equity, attainment and achievement for all learners (7.2). |
| 5.3.5  | Most colleges report positive practice in <b>managers' collaboration to bring about improvement and enhancement.</b> Around a fifth of colleges report this is as an area for development.  |
| 5.3.6  | The majority of colleges identify strengths in <b>managers' leadership of staff to improve the quality of services.</b> However, a quarter of colleges report this as an area for development.  |
| 5.3.7  | Around a quarter of colleges cite positive practice in managers' <b>engagement of learners to review and plan improvements to services.</b> A few colleges identify this is an area for development.                                  |
| 5.3.8  | Two thirds of colleges report positive practice in <b>managers' collaboration with curriculum staff to support joint planning and delivery of services.</b> Around a fifth of colleges report this is an area for development.        |
| 5.3.9  | Most colleges report positive practice in <b>managers' engagement with external stakeholders to evaluate and improve services.</b> A few colleges report this is as an area for development.  |
| 5.3.10 | Around a fifth of colleges report positive practice in <b>interventions to improve attendance, retention and attainment.</b> A similar proportion of colleges identify this is an area for development.                               |
| 5.3.11 | Around a quarter of colleges report positive practice in <b>collaboration with schools and local authorities to plan provision and support young people.</b> A few colleges identify an area for development.                         |
| 5.3.12 | Over a third of colleges report positive practice in <b>provision of learning technologies to support learning.</b> Few colleges report this is an area for development.  |
| 5.3.13 | Over a third of colleges report positive practice in <b>communication of services to support learning to learners and stakeholders.</b> A few colleges report this is an area for development.  |
| 5.3.13 | Around a quarter of colleges report positive practice in relation to <b>use of corporate data to inform evaluation and planning for improvement.</b><br>A quarter of colleges report this is an area for development.                 |

### Summary

Based on findings of ERs in relation to **Leadership of services to support learning**, colleges should consider the following challenge questions:

- How well do CLPL arrangements support staff to improve professional practice?
- How well do services take account of current and projected needs of learners?
- How well do managers direct and support staff to improve the quality of services?
- How well do interventions lead to improvements in attendance, retention and attainment?
- How well do arrangements with schools and local authorities facilitate effective planning of support for young people?
- How well do staff use corporate data to plan approaches to achieving equity, attainment and achievement of all learners?

## 5.4 (Leadership) of evaluation (to facilitate) improvement

|       |   |
|-------|---|
| 5.4.1 | Most colleges report positive practice in <b>managers' leadership of evaluation to support improvement.</b> A quarter of colleges identify this is an area for development. |
|-------|---|

|        |  |
|--------|--|
| 5.4.2  | Almost two thirds of colleges report positive practice in <b>use of corporate data by staff teams to evaluate and plan for improvement</b> . One third of colleges identify this is an area for development. |
| 5.4.3  | Two thirds of colleges report positive practice in <b>engagement of staff and learners in review processes</b> . Almost a third of colleges report this is an area for development.                          |
| 5.4.4  | Around a fifth of colleges cite positive practice in <b>effectiveness of planning and reporting by college teams</b> . Two thirds of colleges report an area for development.                                |
| 5.4.5  | One third of colleges report positive practice in <b>impact of evaluative activities improving outcomes for learners</b> . One third of colleges report this is an area for development.                     |
| 5.4.6  | One third of colleges cite positive practice in <b>account of DYW in evaluation processes</b> . However, most colleges do not comment.   |
| 5.4.7  | Two thirds of colleges identify positive practice in <b>managers' use of past, current and projected outcomes to plan for improvement</b> . One third of colleges do not comment.                            |
| 5.4.8  | Two thirds of colleges report positive practice in <b>managers' engagement of strategic partners in evaluation processes</b> . Around a fifth of colleges report this is an area for development.            |
| 5.4.9  | Less than a third of colleges report positive practice in <b>managers' engagement of schools and local authorities in evaluation processes</b> . A few report an area for development.                       |
| 5.4.10 | Two thirds of colleges report positive practice in <b>arrangements for monitoring and reviewing progress on targets for improvement</b> . A few colleges report an area for development.                     |

### Summary

Based on findings of ERs in relation to **Leadership of evaluation to facilitate improvement**, colleges should consider the following challenge questions:

- How well do managers direct and support staff to engage in evaluation to plan for improvement?
- How well do evaluative processes lead to improved outcomes for learners?
- How well are staff directed and supported to use corporate data to evaluate and plan for improvement?
- How well do staff and learners engage in review and planning processes?
- How well do curriculum teams take account of DYW in evaluation and planning processes?
- How well do managers engage schools and LAs in evaluation and planning processes?

## 6 Delivery of learning and services to support learning

### 6.1 Safeguarding and child protection

|       |   |
|-------|---|
| 6.1.1 | Almost all colleges report positive practice in <b>arrangements for meeting national guidelines and legislation requirements</b> . A few colleges identify an area for development to further enhance these arrangements. |
| 6.1.2 | Almost all colleges report positive practice in <b>ensuring staff understanding of safeguarding and protection</b> . Around a quarter of colleges report an area for development.   |
| 6.1.3 | Almost all colleges report positive practice in <b>ensuring learner and key stakeholder understanding of safeguarding and protection</b> . A third of colleges identify an area for development.                          |
| 6.1.4 | Almost two thirds of colleges report positive practice in <b>arrangements for fulfilling</b>  |

|  |   |
|--|---|
|  | <b>PREVENT</b> obligations. Around a fifth of colleges identify an area for development.  |
| 6.1.5  | Almost two thirds of colleges report positive practice in <b>account of the views and experiences of learners to develop approaches to safeguarding and protection.</b>   |
| 6.1.6  | Almost all colleges report positive practice in relation to <b>arrangements for Corporate Parenting (CP).</b> Around a quarter of colleges identify an area for development.  |
| 6.1.7  | Around a third of colleges report positive practice in <b>engagement with care experienced learners to influence and inform support arrangements.</b>   |
| <p><b>Summary</b><br/>Based on findings of ERs in relation to <b>Safeguarding and child protection</b>, colleges should consider the following challenge question:</p> <ul style="list-style-type: none"> <li>• How well do arrangements ensure learner and key stakeholder understanding of safeguarding and protection?</li> </ul> |   |
| <p><b>6.2. (Planning of the) curriculum</b></p>  |   |
| 6.2.1  | Almost all colleges report positive practice in <b>account of national priorities in curriculum planning, including DYW.</b> A few colleges report an area for development.   |
| 6.2.2  | Two thirds of colleges cite positive practice in <b>account of labour market information (LMI) in curriculum planning.</b> A few colleges report an area for development.   |
| 6.2.3  | Most colleges report positive practice in <b>account of the views of employers and industry stakeholders to improve the curriculum.</b> One third of colleges identify this is an area for development.   |
| 6.2.4  | Most colleges report positive practice in <b>curriculum teams' account of the views of learners to plan and improve the curriculum.</b> Around a quarter colleges report an area for development.   |
| 6.2.5  | Almost all colleges cite positive practice in <b>curriculum teams' account of current and emerging curriculum priorities to plan the curriculum.</b> Around a quarter of colleges report an area for development.   |
| 6.2.6  | Almost half of colleges identify positive practice in <b>curriculum teams' provision of suitable entry and exit points to ease access and transition to further learning and work.</b> One fifth of colleges report this is an area for development.  |
| 6.2.7  | Most colleges report positive practice in <b>curriculum teams' arrangements to ensure learners gain relevant, up-to date knowledge and skills to enter the workplace or progress to further learning.</b> A few colleges report an area for development.  |
| 6.2.8  | Most colleges cite positive practice in <b>curriculum teams' incorporation of activities which enable learners to plan and personalise their own learning.</b> A few colleges report this is an area for development.   |
| 6.2.9  | Most colleges report positive practice in <b>curriculum teams' incorporation of work-based learning activities.</b> A few colleges report this is an area for development.  |
| 6.2.10   | Around half of colleges identify positive practice in <b>curriculum teams' incorporation of employability skills.</b> Around a half of colleges report this is an area for development.   |
| 6.2.11   | Around half of colleges report positive practice in <b>curriculum teams' incorporation of essential skills to support purposeful learning.</b> Around half of colleges report this as an area for development.  |
| 6.2.12   | One third of colleges report positive practice in <b>curriculum teams' incorporation of activities which promote equality and diversity (E and D).</b> A few colleges report this is an area for development. However, some colleges also provide comment under Wellbeing, equality and inclusion (7.1) |
| 6.2.13   | A quarter of colleges cite positive practice in <b>curriculum teams' incorporation of</b>   |



|        |   |
|--------|---|
|        | <b>career management skills (CMS)</b> . A third of colleges identify this is an area for development. Most colleges do not comment on the career education standard (CES).                        |
| 6.2.14 | Few colleges report positive practice in <b>curriculum team usage of learner performance data, (including surveys and unit evaluations) to make changes to improve learner performance rates.</b> |
| 6.2.15 | Few colleges comment on <b>curriculum teams' participation in CLPL to ensure currency of team knowledge and skills in relation to industry and professional practice.</b>                         |

### Summary

Based on findings of ERs in relation to **(Planning of the) curriculum**, colleges should provide evaluative comment in relation to the following challenge questions:

- How well do curriculum teams take account of national priorities and DYW to plan the curriculum?
- How well do curriculum teams utilise labour market information (LMI) to plan the curriculum?
- How well do curriculum teams elicit and incorporate the views of employers and industry stakeholders to improve the curriculum?
- How well do curriculum teams incorporate and plan work-based learning activities to develop employability?
- How well do curriculum teams incorporate and plan development of employability skills within the curriculum?
- How well do curriculum teams incorporate and plan essential skills, including CMS, to support employability and progression to further learning?
- How well do curriculum teams plan and participate in CLPL activities to ensure currency knowledge of industry and professional practice?
- How well do curriculum teams use learner performance data at programme and unit levels, (including surveys and evaluations) to improve learner performance rates?

## 6.3 (Delivery of) learning, teaching and assessment

|       |  |
|-------|--|
| 6.3.1 | Almost all colleges report positive practice in <b>learner motivation and engagement in learning.</b>  |
| 6.3.2 | Two thirds of colleges cite positive practice in <b>learner access to, and use of, high quality facilities and resources including digital resources.</b> A quarter of colleges report this is an area for development.  |
| 6.3.3 | Almost all colleges identify positive practice in <b>learner development of skills to achieve, attain and progress within classes.</b> However, this needs to be linked and evidenced to Equity, attainment and achievement for all learners (7.2).                    |
| 6.3.4 | A few colleges report positive practice in <b>teacher application of up-to-date knowledge of industry and workplace practice to support learning.</b> A few colleges report an area for development.   |
| 6.3.5 | Around half of the colleges report positive practice in <b>the ability of teachers to adapt learning and teaching approaches to meet different learner needs, including blended learning approaches.</b> The vast majority of colleges report an area for development. |
| 6.3.6 | Around a third of colleges report positive practice in <b>teacher use of resources and digital technologies to support and enhance purposeful learning.</b> However, more than half of colleges report this is an area for development.                                |
| 6.3.7 | Most colleges cite positive practice in <b>teacher involvement of learners in planning and personalising their own learning.</b> A few colleges report an area for development.  |
| 6.3.8 | Most colleges report positive practice in <b>teacher application and adaptation of</b>   |

|        |  |
|--------|--|
|        | <b>assessment arrangements to meet the needs of individual learners.</b> A few colleges report this is an area for development.  |
| 6.3.9  | Around a fifth of colleges cite positive practice in <b>teacher provision of feedback to learners</b> on progress and performance. A fifth of colleges report an area for development.   |
| 6.3.10 | A few colleges report positive practice in <b>teacher reflection on learning and teaching approaches to continuously improve the learning experience.</b> Half of colleges report this is an area for development.   |
| 6.3.11 | Almost two thirds of colleges report positive practice in <b>teacher usage of learner performance data (including surveys and unit evaluations) to make changes to improve learner performance rates.</b> However, almost half of colleges report an area for development. |

### Summary

Based on findings of ERs in relation to **(Delivery of) learning, teaching and assessment**, colleges should consider the following challenge questions:

- How well do teaching staff maintain and apply up-to-date knowledge of industry and workplace practice to support learning?
- How adept are teachers in adjusting learning and teaching approaches to meet different learner needs?
- How well do teachers use resources and digital technologies to support and enhance purposeful learning?
- How well do teachers reflect on the outcomes of their learning and teaching approaches to continuously improve the learning experience?
- How well do teachers use learner performance data at unit and programme levels (including surveys and evaluations) to improve learner performance rates?

## 6.4 Delivery of services to support learning

|       |  |
|-------|--|
| 6.4.1 | Around three quarter of colleges report positive practice in <b>arrangements to provide potential and current learners with information, advice and support to enter sustain and succeed in learning.</b> Over a third of colleges report an area for development. |
| 6.4.2 | Most colleges report positive practice in <b>early identification of support needs and delivery of services to meet the needs of individuals and groups of learners.</b> However, over a third of colleges report this is an area for development.                 |
| 6.4.3 | The majority of colleges report positive practice in <b>arrangements for disbursement of funds to facilitate engagement and success in learning.</b> A third of colleges identify this is an area for development.   |
| 6.4.4 | Three quarters of colleges report positive practice in <b>arrangements for learners to reflect on their performance and plan actions for improvement with a member of staff.</b> A fifth of colleges identify an area for development.                             |
| 6.4.5 | Almost all colleges cite positive practice in <b>arrangements to refer learners to specialist external agencies to ease access to, and engagement in, learning.</b> A few colleges report an area for development.   |
| 6.4.6 | A few colleges report positive practice in <b>adapting approaches to take account of different learner needs and circumstances.</b> Most colleges do not comment.  |
| 6.4.7 | Few colleges report positive practice in relation to <b>usage of resources and digital technologies to deliver services which support learning.</b> A few colleges report an area for development.   |

|        |   |
|--------|---|
| 6.4.8  | A few colleges report positive practice in relation to <b>staff reflection on approaches to continuously improve the learning experience</b> . A few colleges report an area for development.   |
| 6.4.9  | Around a third of colleges report an area for development in <b>staff usage of learner performance data (recruitment, attendance, retention and attainment) to make changes to improve learner performance rates</b> . The majority of colleges do not comment.                       |
| 6.4.10 | Around two thirds of colleges cite positive practice in relation to <b>involvement of learners and use of learner feedback (including surveys and evaluations) to evaluate services and plan for improvement</b> . Around a fifth of colleges report this is an area for development. |
| 6.4.11 | A few colleges report an area for development in <b>participation in CLPL to ensure currency of staff knowledge and skills in relation to professional practice</b> .   |

### Summary

Based on findings of ERs in relation to **Delivery of services to support learning**, colleges should consider the following challenge questions:

- How quickly are support needs identified and acted on by staff, to provide individuals and groups of learners with swift access to support facilities?
- How adept are staff at adjusting approaches to take account of different learner needs and circumstances?
- How well do staff reflect on the outcomes of their approaches to continuously improve the learning experience?
- How well do staff use learner performance data (recruitment, attendance, retention and attainment) to make changes to improve learner performance rates?

## 6.5 Transitions

|       |   |
|-------|---|
| 6.5.1 | Two thirds of colleges report positive practice in relation to <b>collaboration with schools and local authorities to plan support and ease transition for pupils entering college programmes</b> . Almost half of colleges identify an area for development. |
| 6.5.2 | Few colleges comment on <b>collaboration with universities to support transition to further learning</b> . A few report an area for development.  |
| 6.5.3 | Most colleges report positive practice in relation to <b>arrangements for providing learners with current information about progression routes to work or further learning</b> . A few colleges report an area for development.                               |
| 6.5.4 | A few colleges report an area for development in the <b>arrangements for tracking destinations of learners of progressing learners to inform improvements</b> .   |

### Summary

Based on findings of ERs in relation to **Transitions**, colleges should consider the following challenge question:

- How well is collaboration with schools and local authorities facilitating effective planning of support and easing transition for pupils entering college programmes?

## 6.6 Partnerships

|       |  |
|-------|--|
| 6.6.1 | Almost all colleges cite positive practice in <b>partnership working with external partners including SDS and CLD, to meet community, regional and national priorities and improve outcomes for learners</b> . A third of colleges report an area for development. |
| 6.6.2 | Almost all colleges report positive practice in <b>partnership working with employers and</b>  |

|       |  |
|-------|--|
|       | <b>industry bodies to meet current and projected industry needs.</b> Almost half of colleges report an area for development.   |
| 6.6.3 | Almost all colleges cite positive practice in <b>partnership working with schools and LAs.</b> A few colleges identify an area for development.  |
| 6.6.4 | Two thirds of colleges report positive practice in <b>partnership working with universities to meet current and projected needs of learners.</b> A few colleges identify an area for development in relation to further extending articulation and advanced standing arrangements. |

### Summary

Based on findings of ERs in relation to **Partnerships**, colleges should consider the following challenge questions:

- How well is partnership working with SDS and community partners facilitating actions to meet regional and national priorities and improving outcomes for learners?
- How well is partnership working with employers and industry bodies facilitating actions which improve outcomes for learners?
- How well is partnership working with schools and LAs facilitating actions which ease transition and improve outcomes for young people?

## 7 Outcomes and impact

### 7.1 Wellbeing, equality and inclusion

|       |   |
|-------|---|
| 7.1.1 | Two thirds of colleges report positive practice in <b>account of, and actions to, meet equalities legislation.</b> Around a fifth of colleges identify an area for development.   |
| 7.1.2 | Around half of colleges cite positive practice in <b>inclusion and equality arrangements to improve attainment for individuals and groups experiencing barriers to learning.</b> Over half of colleges report an area for development.  |
| 7.1.3 | Around two thirds of colleges report positive practice in <b>arrangements for engaging staff and learners in promoting and celebrating diversity and creating a culture of inclusion.</b> Almost half of colleges identify an area for development.                                     |
| 7.1.4 | Over half of colleges cite positive practice in <b>identification and account of the changing needs of specific groups of learners e.g. ESOL learners, learners with mental health issues, care experienced young people.</b> Over a third of colleges identify an area for development |

### Summary

Based on findings of ERs in relation to **Wellbeing, equality and inclusion**, colleges should consider the following challenge questions:

- How well are inclusion and equality arrangements improving attainment for individuals and groups experiencing barriers to learning?
- How well do arrangements for promoting and celebrating diversity facilitate a culture of inclusion?
- How well does planning of provision and services take account of the changing needs of specific groups of learners e.g. ESOL learners, learners with mental health issues, care experienced young people?

### 7.2 Equity, attainment and achievement for all learners

|       |  |
|-------|--|
| 7.2.1 | Around half of colleges report positive practice in <b>FE learner success over time.</b> A third of colleges identify an area for development. |
|-------|--|

|        |  |
|--------|--|
| 7.2.2  | Around a quarter of colleges cite positive practice in <b>FE retention levels</b> . Most colleges report this is an area for development.  |
| 7.2.3  | Around a fifth of colleges cite positive practice in <b>FE attainment levels</b> . Most colleges identify this is an area for development.   |
| 7.2.4  | A third of colleges cite positive practice in <b>FE progression levels</b> . Some colleges report an area for development.   |
| 7.2.5  | Over a third of colleges report positive practice in <b>HE learner success</b> over time. (UHI colleges are not included).   |
| 7.2.6  | A few colleges report positive practice in <b>HE retention levels</b> . Around a third of colleges report an area for development. (UHI colleges are not included).                |
| 7.2.7  | A few colleges cite positive practice in <b>HE attainment</b> . Over half of colleges report an area for development. (UHI colleges are not included).                             |
| 7.2.8  | A few colleges report positive practice in <b>HE progression levels</b> . Most colleges do not comment. (UHI colleges are not included)  |
| 7.2.9  | Almost half of colleges cite positive practice in <b>levels of achievement of essential skills</b> . Around half of colleges report this is an area for development.               |
| 7.2.10 | A fifth of colleges report positive practice in <b>arrangements for achieving equity of success for all learners</b> . Almost all colleges report this is an area for development. |

### Summary

Based on findings of ERs in relation to **Equity, attainment and achievement for all learners**, colleges should consider the following challenge questions:

- How good is learner success over time on FE level programmes and what are the contributory factors?
- How good retention rates on FE level programmes and what are the contributory factors?
- How good attainment rates on FE level programmes and what are the contributory factors?
- How good are retention rates on HE level programmes and what are the contributory factors?
- How good are attainment rates on HE level programmes and what are the contributory factors?
- How good are attainment rates for essential skills on FE and HE level programmes, and what are the contributory factors?
- How good is equity of success for all learners and what are the contributory factors?

## 8 Findings from college EP reports

**8.1** Almost all colleges produced EPs which clearly specify the actions planned to address the Areas for development identified in the ER. Some colleges produced highly detailed EPs and almost all are using their EP with staff and key stakeholders, including Boards, to monitor and report on progress made. An early indication of the value of the EP is the view expressed by a significant number of colleges that the EP should facilitate longer term planning to take account of emerging and projected opportunities. All colleges provided an outline of the processes applied to monitor progress against the actions contained in the EP. EPs are being used by Education Scotland and SFC to plan ongoing engagement activities which will monitor progress on actions identified.

## 9 Outcome of arrangements from the Development year

**9.1** The arrangements for following years **will take account of the findings from the EREPs, evaluation of the Development Year and emerging developments**. These are being incorporated within the guidance for colleges from Education Scotland and SFC. Arrangements will also take account of the wide range of education, training and industry

contexts in which colleges operate. Education Scotland is sharing the outputs of college ERs internally with Education Scotland colleagues who have a locus on the work of other sectors which interface with colleges.

## 10 Cross-agency planning to support improvement

**10.1** This report identifies the aspects of provision and services which are working well across the college sector and areas which require improvement, enhancement or further development. The findings are being shared between Education Scotland, SFC, SG, SDS, Colleges Scotland and CDN to coordinate approaches and support arrangements which will enable the college sector to improve the quality of provision and services. This includes support requirements which are:

- Sector-wide.
- Curriculum specific.
- Services to Support Learning specific.
- Cross-sectorial.

## 10.2 Recommendations

| <b>10.2.1 Sector-wide</b>  |   |
|--|---|
| Education Scotland and SFC should work with partners to support colleges to address Areas for development.   | ES and SFC to ensure sector-wide Areas for development are prioritised and incorporated within future guidance to colleges. This should establish a cycle of continuous improvement.  |
| <b>10.2.2 Curriculum specific</b>  |   |
| Education Scotland and SFC should work with partners to provide support to colleges to address Areas for development pertaining to curriculum planning, and delivery of learning, teaching and assessment. | ES, SFC, SG and CDN to ensure colleges receive support to address Areas for development relating to national curriculum priorities, including DYW, digitalisation, and progression planning.<br><br>ES, SFC, SG and CDN to ensure colleges receive support to address Areas for development relating to the quality of learning and teaching. |
| <b>10.2.3 Services to Support Learning specific</b>  |   |
| Education Scotland and SFC should work with partners to provide support to colleges to address Areas for development pertaining to Services to support learning.   | ES, SFC, SG and CDN to ensure colleges receive support to address Areas for development relating to Services to support learning which impact on learner retention and success rates.   |
| <b>10.2.4 Cross-sectorial</b>  |   |
| Education Scotland and SFC should work with partners to provide support for colleges to address Areas for development pertaining to transitions and partnerships.  | ES, SFC, SG, SDS and CDN to ensure colleges receive support to address Areas for development which impact on transitions, progression and partnership engagement.   |