SFC Guidance

Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18

Introduction

This paper provides updated guidance on college reporting requirements for Outcome Agreements and the college quality arrangements for AY 2017-18.

In introducing new arrangements we committed to a two year development phase and AY 2017-18 is the second year of the new college quality arrangements. This year is an opportunity for colleges and regional strategic bodies to refine and consolidate how they embed ownership of the new arrangements and develop approaches to evaluation and reporting that are suitable for their regional context and operating circumstance. Education Scotland HMIs and SFC Outcome Agreement Managers will continue to support colleges, and will also refine and consolidate their approach taking account of college evaluative feedback.

Education Scotland and SFC carried out a formal evaluation of the first year implementation of the arrangements in January 2018 with colleges. The main themes from this were a need for better alignment between Outcome Agreement reporting and quality; clearer guidance on reporting requirements; consideration of the timescales and cycle; and greater consistency of approach by Education Scotland and SFC.

Due to the timing of the evaluation, and the fact that AY 2017-18 is well underway, it has not been practicable to respond fully to the evaluation feedback, nor to introduce substantial changes to the arrangements this year. As a result Education Scotland is not updating its Arrangements guidance for AY2017-18. The purpose of this guidance, therefore, is mainly to set out the reporting requirements for October 2018.

SFC and Education Scotland will provide updated Outcome Agreement guidance and Arrangements guidance for AY 2019-20 by August 2018, which will respond to the evaluative feedback received and will cover the reporting requirements for AY 2018-19 and beyond.

Evaluation and reporting requirements

For AY 2017-18 each college is required to produce an updated Evaluative Report and Enhancement Plan. Multi College Regions will also provide a summary on the regional position with regard to Regional Outcome Agreements. This year we have included prompt questions, derived from college Evaluative Report submissions in 2017, to assist colleges with their approach to evaluation and to clarify what evaluative evidence is required.

The Evaluative Report and Enhancement Plan is now part of the Outcome Agreement process. Evaluative Reports should provide evidence of trends in performance against Outcome Agreement measures and priorities (see the tables below), and detail the college/college region's response to Scottish Government intensification priorities. They should also reflect on what is working well and what needs to improve with regard to the quality of provision of services for learners.

The AY 2017-18 Enhancement Plan should be a three-year rolling plan – covering AYs 2018-19 to 2020-21 – and should provide:

- An update on areas for development identified in the AY 2016-17 Enhancement Plan and;
- Areas for development (AYs 2018-19 to 2020-21)

High level principles

The AY 2017-18 college quality improvement process should be built on a college's evaluative response to four high level principles:

- **Outcomes and Impact** – How good are we at ensuring the best outcomes for all our learners?

- **Delivery of learning and services to support learning** – How good is the quality of the provision and services we deliver?

- **Leadership and quality culture** – How good is our leadership and approach to improvement?

- **Capacity for improvement** – What is our capacity to improve?

Colleges are also required to provide a grade for the first three principles.

The findings for **Capacity to Improve** should be derived from the college's response to the first three principles and should be presented as a supporting statement that illustrates the college's capacity for improvement.

Outcome Agreement priorities

In responding to these high level principles college/college regions are also asked to consider their Outcome Agreement and provide a qualitative and quantitative assessment of progress with Outcome Agreement priorities achieved in the preceding year using available audited statistical trend data for AY 2015-16, AY2016-17 – and their own data for AY 2017-18. The National Measures that colleges/college regions should report against are in Table 6 of the Outcome Agreement Guidance for AY2018-19:
http://www.sfc.ac.uk/web/FILES/guidance_sfcgd212017/SFCGD212017_College_Outcome_Agreement_Guidance_2018-19.pdf

SFC will provide colleges with tables populated with their own trend data for the required period, if this would be helpful. The contact for this is Keith Coyne kcoyne@sfc.ac.uk

The Outcome Agreement priorities include:

- The Scottish Government requirement for the intensification of Outcome Agreements and measures relating to retention (including reasons for withdrawal), attainment and achievement.

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

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

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

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

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

Quality Indicators

For AY 2017-18 college/college regions are asked to report on seven QIs, rather than the full range of 12; these are:

1.1 Governance and leadership of change
1.4 Evaluation leading to improvement
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Services to support learning
3.1 Wellbeing, equality and inclusion

3.2 Equity, achievement and attainment for all learners

The AY 2017-18 Evaluative Report should provide an update on the AY 2016-17 Evaluative Report in relation to these seven QIs. Each QI consists of one or more themes which should be evaluated using the prompts included in the tables below which illustrate how the various aspects of these arrangements are interconnected.

Learner engagement

It is a Scottish Government priority that student engagement in colleges should be progressed and that the role of students' associations in all aspects of college life should be further developed. SFC and Education Scotland agree that the work of students' association and learner voice is integral to colleges understanding the needs of diverse student groups and tackling issues that are being progressed through outcome agreements and quality improvement. Colleges/college regions are therefore expected to engage with their student body in the development of their Evaluative Report and Enhancement Plan.

The Evaluative Report - structure and content

Methodology

The Evaluative Report should detail the methodologies used to gather evidence, and describe how evidence is used to support reflection and evaluation. The role and contribution of external stakeholders and partners to evaluation should also be included.

Evaluation approach

Colleges and regional strategic bodies should begin their reports with their evaluation of *Outcomes and Impact* – as this then informs the evaluation of more specific issues covered by the subsequent QIs.

Reporting on the QIs underlying each high level principle should be structured around the QI themes. We have included prompt questions to clarify the expected focus of the evaluation, and the evidence to be used. (Please note that these prompt questions do not replace the Challenge Questions in *How good is our college?[1]*)

We have also provided tables which set out how the QIs, the QI Themes, the prompt questions and Outcome Agreement evidence are connected.

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[1] https://education.gov.scot/improvement/documents/frwk18-how-good-is-our-college151216.pdf

Outcomes and Impact

Requirements for this section of the Evaluative Report are summarised in the table below.

Outcomes and Impact – How good are we at ensuring the best outcomes for all our learners?		
Quality Indicator 3.1 - Wellbeing, equality and inclusion		
QI Themes	Prompts	Outcome Agreement measure and data
Statutory duties Inclusion and equality	· 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?	Include data and commentary related to learner success-focussed measures, e.g.: Measure 4 - Success rates for Care Experienced and other protected characteristic groups
Quality Indicator 3.2 - Equity, attainment and achievement for all learners		
QI Themes	Prompts	Outcome Agreement measure and data
Learner success over time Essential skills including skills for learning, life and work Equity for learners	· How good is learner success over time on FE level programmes, and what are the contributory factors? · How good are retention rates on FE level programmes, and what are the contributory factors? · How good are 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? [2] · How good are attainment rates on HE level programmes, and what are the contributory factors? · How good are attainment rates for essential	Include data and commentary related to retention and achievement for learners including: Measure 1 - Credit delivery to 1-9, 20-24, SIMD10 and Protected Characteristics Measure 4 - Learner success for FT and PT, SIMD10, senior phase, Care-experienced

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[2] Not relevant to UHI colleges

| | 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? | |

Further advice

Within QI 3.1 (Wellbeing, equality and inclusion), college/college regions should provide an evaluation of the performance of specific groups of learners identified within QI 3.2 (Equity, attainment and achievement for all learners). Where the outcomes for learners in the specific groups have improved or declined over time, this should be clearly identified and, where appropriate, linked to other relevant QIs, for example 2.2 (Curriculum), 2.4 (Services to support learning).

Within QI 3.2 (Equity, attainment and achievement for all learners), learner outcome data for all priority groups should be reported (as summarised in Table 1), and reflect:

- how well learners achieve and maintain high levels of retention, attainment and progression
- how well learners achieve essential skills to progress in their learning
- how well the college ensures equity of success and achievement for all learners

Delivery of learning and services to support learning

Requirements for this section of the Evaluative Report are summarised in the table below.

Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?		
Quality Indicator 2.2 - Curriculum		
QI Themes	Prompts	Outcome Agreement measure and data
Appropriateness and effectiveness of the curriculum	· How well do curriculum teams take account of national priorities and DYW to plan the curriculum? · How well do curriculum teams use 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 Career Management Services, to support employability and progression to further learning? · How well do curriculum teams plan and participate in Continuous Lifelong Professional Learning 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?	Include data and commentary relevant to industry-related measures, i.e.: Measure 5 - The numbers of contracted apprenticeship starts Measure 6 - Learners with work-placement or work-experience opportunities

Quality Indicator 2.3 - Learning, teaching and assessment		
QI Themes	Prompts	Outcome Agreement measure and data
Learning and engagement Teaching Assessment Evaluation of the learning experience	· 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?	Include data and commentary related to learner success-focussed measures, e.g.: Measure 4 - Proportion of students successfully achieving a recognised qualification Measure 4 - Success rates for SIMD10, Senior Phase, S3 learners, Care Experienced, FTFE aged 16-19
Quality Indicator 2.4 - Services to support learning		
QI Themes	Prompts	Outcome Agreement measure and data
Services which contribute to attendance retention, attainment, achievement and progression	· 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?	Include data and commentary related to learner success-focussed measures, e.g.: Measure 4 - Success rates for SIMD10, Care Experienced, FTFE aged 16-19 and other protected characteristic groups

Further advice

High level messages derived from learner outcome data presented within QI 3.2 (*Equity, attainment and achievement for learners*) should be covered in relation to the linkage between the above themes and their impact on learner success. For example:

- In relation to QI 2.2 (Curriculum - appropriateness and effectiveness of the curriculum), where learner success over time has improved or declined, colleges should identify how well the curriculum contributed to this.

- With regard to QI 2.3 (Learning, teaching and assessment - learning and engagement; teaching; assessment; and evaluation of the learning experience), colleges should identify how well these activities are supporting learner success.

- With regard to QI 2.4 (Services to support learning - services which contribute to attendance retention, attainment, achievement and progression), colleges should identify how well the delivery of support services are supporting learners to succeed.

Leadership and quality culture

Requirements for this section of the Evaluative Report are summarised in the table below.

Leadership and quality culture – How good is our leadership and approach to improvement?		
Quality Indicator 1.1 - Governance and leadership of change		
QI Themes	Prompts	Outcome Agreement measure and data
Planning for continuous improvement	· How well do managers take account of local, regional and national priorities to develop college strategies? · How well do college strategies take account of the ambitions of DYW? · How realistic and sufficiently stretching are targets at college and curriculum team levels?	Include data and commentary related to National Priorities, e.g.: Measure 1 - Core credits delivered against target Credit delivery for 16-19, 20-24, SIMD10, Protected Characteristics Measure 2 - Credit delivery for Senior Phase, SHEP and S3 Measure 3 - Credit delivery for STEM
Quality Indicator 1.4 - Leadership of evaluation leading to improvement		
QI Themes	Prompts	Outcome Agreement measure and data
Impact on learners' success and achievement	· 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?	Include data and commentary related to improved outcomes, i.e.: Measure 4 - Proportion of students successfully achieving a recognised qualification Measure 4 - Success rates for SIMD10, Senior Phase, S3 learners, Care Experienced, FTFE aged 16-19

Further advice

Both of the required QIs from this section contain themes which require commentary that relates to learner outcomes and trends over time.

High level messages derived from learner outcome data presented within QI 3.2 (*Equity, attainment and achievement for learners*) should be covered in the links between the above themes and their impact on learner success. For example:

- In relation to QI 1.1 (Governance and leadership of change - planning for continuous improvement), where learner success over time has improved or declined, colleges should identify the how well aspects of leadership and governance have contributed to this.

- With regard to QI 1.4 (Evaluation leading to improvement - impact on learners success and achievement), colleges should identify how evaluation activities are supporting learner success.

Capacity for Improvement

College/college regions reports should provide a supporting statement on *What is our capacity to improve?*

Grading

Colleges should grade *Outcomes and Impact; Leadership and Quality Culture; and Delivery of learning and services to support learning* using the six-point scale as follows:

Excellent
Very good
Good
Satisfactory
Weak
Unsatisfactory

The three high level principles should not be graded in isolation of each other. There must be clear linkage between outputs (Outcomes and impact) and inputs (Delivery of learning and services to support learning and Leadership and quality culture). The prompts provided should be used to focus discussions when determining grades.

When determining the grade for outcomes and impact, colleges should ensure that it reflects the scale and balance of the range of provision. Three year trends should be taken into account to report whether the college's performance is improving, declining or flat-lining.

Summary of grading requirements

Key Principle	Grade
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	Grade
Leadership and quality culture: How good is our leadership and approach to improvement? · 1.1 Governance and leadership of change · 1.4 Evaluation leading to improvement	Grade
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? · 2.2 Curriculum · 2.3 Learning, teaching and assessment · 2.4 Services to support learning	Grade

Education Scotland will issue separate advice and guidance on grading, including grade descriptions.

The Enhancement Plan

The AY 2017-18 Enhancement Plan should be a three-year rolling plan – covering AYs 2018-19 to 2020-21 – and should provide:

- An update on areas for development identified in the AY 2016-17 Enhancement Plan and;
- Areas for development (AYs 2018 to 2020-21)

It should include SMART actions and identify the intended impact of actions taken on college performance.

The Plan should be informed by the college/region's thoughts on progress in the current year (for example, towards recruitment targets, any internal evidence on retention) and may also identify the rationale for proposed changes to targets in the draft outcome agreement.

Multi college region reports

Of the 13 regions in Scotland, three are multi-college regions. Each of the multi-college regions differ, with varying numbers of colleges in each region and different governance arrangements. We have established that the reporting processes developed will be unique to each region.

All colleges within a multi-college region are required to produce their own individual Evaluative Reports and Enhancement Plans (and grades). Multi college regional bodies should produce regional statements on regional intensification priorities and progress on outcome agreement measures and targets, and identify the contribution of individual partners to past and planned improvement. The process should also factor in time for regional governance and oversight as part of their process of finalising reports.

In AY 2017-18, Education Scotland HMIs and SFC Regional Outcome Agreement Managers will support ongoing development with the multi-college regions. Education Scotland has assigned regional lead-HMIs to support a strategic regional approach and to coordinate its work at individual establishment and regional level.

Submission

Evaluative Reports and Enhancement Plans should be submitted to the SFC and Education Scotland via the following email address – EREP@sfc.ac.uk by 31 October 2018.

The overall length of the individual college Evaluative Reports and Enhancement Plans should be no more than 20 pages, and may be supported by relevant appendices if required.

Evaluative Reports and Enhancement Plans will be published in January 2019 on both the Education Scotland and the SFC websites.

On-going Engagement

During AY 2017-18, all colleges will continue to receive on-going engagement from Education Scotland and SFC Outcome Agreement Teams to support and review the progress being made on specific actions identified within the AY 2016-17 college-devised Enhancement Plans. Engagement activity will involve the assigned college HMI accompanied by other HMIs/AAs where appropriate. Colleges will receive written feedback from the college HMI, discussed with the college and presented to the college Board of Management as appropriate.

As noted above Education Scotland and SFC will continue to refine and develop such engagements, aiming to provide greater clarity and consistency. In multi college regions Education Scotland has assigned regional lead-HMIs to support a strategic regional approach and to coordinate its work with individual establishments in each region.

Further information:

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