

QIs and Challenge Questions

HGIOC QI	Challenge Questions	Strengths	Areas for Development
<p>1.2 Leadership of learning and teaching</p>	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? • How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching? 		<ul style="list-style-type: none"> • Communication with staff regarding curriculum priorities and improving the outcomes for learners is not yet fully effective. • Curriculum teams do not yet take full responsibility for the performance of programmes. • Learning and teaching approaches are often out-dated and require development to ensure that staff fully engage and involve learners in lessons. • CLPL arrangements are not fully supporting the development of staff skills in learning and teaching. • Learners and other stakeholders are not sufficiently involved in shaping approaches to learning and teaching.

1.4 Evaluation leading to improvement

- How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement?
- How well do managers lead the evaluation of provision and services?
- To what extent do evaluative activities improve outcomes for learners?
- How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement?

- Self-evaluation arrangements are not yet leading to required improvements. Staff do not feel fully engaged or involved.
- Learners are not sufficiently involved in evaluation or planning for improvement.
- Teaching staff do not yet demonstrate ownership of programme performance and are not focussed sufficiently on improving outcomes for learners.

2.2 Curriculum

- To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum?
- How well do curriculum teams implement curriculum priorities?
- How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum?
- How well do curriculum teams provide learners with opportunities to plan and personalise their own learning?
- How well do curriculum teams incorporate activities which promote equality and diversity?
- How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills?

- In a few areas, recent improvements to programme design area beginning to impact positively on the learner experience.
- Overall, curriculum teams are ensuring that learners develop relevant knowledge and skills
- Most curriculum areas provide pathways for learners within the curriculum which allow for entry and exit at various levels

- In some curriculum areas, programme design requires review and refresh to ensure relevance to current industry requirements.
- On some programmes learners are over-assessed and are not consolidating knowledge and skills
- In some cases, an over-reliance on traditional group awards is a barrier to attainment and achievement for learners

	<ul style="list-style-type: none"> • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs? • How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? • To what extent do curriculum teams promote and embed career management skills within the curriculum? 		<ul style="list-style-type: none"> • Overall, staff are not sufficiently aware of LMI or how programmes link to the needs of industry or employment opportunities. • Inconsistency in the LDT role is leading to lack of opportunity to develop relevant skills for employability • Work placement and work experience opportunities are not consistent across the curriculum. Too many learners do not benefit from relevant work-related experience.
<h3>2.3 Learning, teaching and assessment</h3>	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination? • How well do learners influence their own learning and set goals to improve? • How well do staff use teaching approaches which meet individual learning needs? • How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? • How effectively do staff use of a range of appropriate resources including digital 	<ul style="list-style-type: none"> • In most areas, learners benefit from high quality resources and learning environments. • Overall, learners develop skills, acquire knowledge during lessons • Most learners are aware of their progress and what they need to do to achieve 	<ul style="list-style-type: none"> • In some areas, resources require updating upgrading. Some learning environments require to be upgraded. • Overall, learners are not making sufficient use of ICT resources during lessons. Most teaching staff miss opportunities to engage learners in lesson activates through digital technologies • Most teaching staff do not differentiate their teaching sufficiently to

	<p>technologies to support and enhance learning and teaching?</p> <ul style="list-style-type: none"> • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 		<p>meet the needs of all learners. Lessons are overly lecturer led and include and over-reliance on exposition.</p> <ul style="list-style-type: none"> • In a few areas, learners do not receive detailed feedback on their performance and are often unaware of what need to do to achieve. • Overall, learners are not sufficiently involved in evaluating the learning experience. Staff do not routinely seek the views of learners regarding teaching approaches.
<p>2.5 Transitions</p>	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	<ul style="list-style-type: none"> • Most learners are aware of routes available to them and are clear on next steps in their learning 	<ul style="list-style-type: none"> • In some areas, learner advice is overly dominated by routes to university. There is a lack of information regarding possible routes to relevant employment on completion of their programme.
<p>2.6 Partnerships</p>	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? 	<ul style="list-style-type: none"> • In some areas, partners are involved with course teams and are engaged regularly in discussions regarding the curriculum 	<ul style="list-style-type: none"> • Too many staff are not sufficiently aware of local LMI and key employment sectors. Staff do not always work effectively

	<ul style="list-style-type: none">• How well do staff engage with employers to meet industry needs?		with partners to plan for appropriate curriculum or delivery methods to meet industry need.
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QIs and Challenge Questions

[Redacted]

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<p>1.2 Leadership of learning and teaching</p>	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? • How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching? 		<ul style="list-style-type: none"> • Better engagement of curriculum staff, learners, employers and other stakeholders is required in order to inform curriculum design strategies. • Planning for delivery is inconsistent. Some lecturers were highly organised whilst others appeared under-prepared for lesson delivery. • Communication of strategies for improving learning and teaching has not been successful in facilitating buy-in from curriculum staff. • Individual staff appear to be unaware of any CLPL that is available to help them to develop and modernise their approaches to learning and teaching • Communication from management to learners is

			<p>not effective. As a result learners feel undervalued</p> <ul style="list-style-type: none"> • Issues with late bursary processing have negatively impacted on retention and achievement. • The curriculum area does not yet have a culture of participation and ownership of the enhancement of learning and teaching.
<p>1.4 Evaluation leading to improvement</p>	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement? 		<ul style="list-style-type: none"> • There is little evidence that managers in this area are taking into account the student voice in the evaluation process • Evaluation of learning and teaching in this area does not facilitate adequate reflection of the learning and teaching process • There was limited evidence that the evaluation process is leading to improved outcomes for learners

2.2 Curriculum

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| <h2>2.2 Curriculum</h2> | <ul style="list-style-type: none">• To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum?• How well do curriculum teams implement curriculum priorities?• How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum?• How well do curriculum teams provide learners with opportunities to plan and personalise their own learning?• How well do curriculum teams incorporate activities which promote equality and diversity?• How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills?• How well do curriculum teams incorporate the views of learners to plan and improve the curriculum?• How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely?• How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression?• How well do curriculum teams provide suitable entry/exit points to meet learner needs?• How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability?• To what extent do curriculum teams promote and embed career management skills within the curriculum? | <ul style="list-style-type: none">• The curriculum offer has an excellent depth and breadth of [redacted] courses ranging from an introductory course at level SCQF 4 to HNCs at SCQF level 7. Learners benefit from pathways that meet their needs, abilities and aspirations with suitable entry and exit points. This comprehensive pathway of courses enables learners to achieve relevant and appropriate skills• There is a wide range of specialised [redacted] provision in [redacted] at SCQF level 5/6 which allows adult returners who wish to follow a particular career path (for example in [redacted]) to gain on successful completion of these courses entry to these subjects at University• The [redacted] team have an excellent blend of qualifications, experience and expertise. There is scope to establish ways of sharing and transferring knowledge and experience across the team enhance the experience of learners. | <ul style="list-style-type: none">• Employer engagement in this curriculum area is at an embryonic stage so work placements and work experience opportunities not yet available for all learners• The curriculum team considers that curriculum planning is something that is done to them by their senior management team rather than something they collectively participate in or have ownership off. |
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2.3 Learning, teaching and assessment

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| <h2>2.3 Learning, teaching and assessment</h2> | <ul style="list-style-type: none">• How well are learners motivated and engaged in enhancing their own learning?• How well do all learners make use of, high-quality resources and equipment, including digital technologies?• How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination?• How well do learners influence their own learning and set goals to improve?• How well do staff use teaching approaches which meet individual learning needs?• How effectively do staff use questioning strategies to enhance the learning experience and promote further learning?• How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching?• How well do assessment approaches meet the needs of all learners?• How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement?• How effectively do staff use learner performance information to support learner improvement?• How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement?• How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? | <ul style="list-style-type: none">• All teaching [redacted] had access to data projectors/smart boards. In some lessons, learners used of digital technologies in their learning (access to laptops).• Most staff are using the VLE well. However this is consistent across the team• In a few lessons there was clear evidence of staff tailoring their teaching approach to meet individual learner need and to enhance the learning experience• Most lecturers used active questioning well which enabled them to make the lesson more interactive and allowed them to determine whether the learners were understanding the lessons or not.• In a few lessons there were some really good examples of a students centred teaching [redacted] which developed the student's skills of problem solving and working with other• There was good evidence that most students were being given good support in assessments when additional support was | <ul style="list-style-type: none">• Whilst a few lecturers delivered some very innovative lessons there is no formal method for teaching staff to share knowledge or best practice• Staff use mostly indirect methods of evaluating the effectiveness of learning and teaching (such as analysis of PIs and student feedback). There is no systematic approach to gathering direct/observed evidence to facilitate professional reflection of learning and teaching.• Most lessons would benefit from more innovative and up to date pedagogical methodologies and techniques• Most lecturers were not fully utilising digital technologies (e.g. using the smart boards as a screen to project on to) and could have made the lessons more interactive by using more of the functionality of the smart boards. |
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		<p>required resulting in a fair and equitable assessment experience for these students</p>	<ul style="list-style-type: none"> • More than a few learners are at risk of disengaging and not achieving due to being unaware of what they need to achieve for success or due to late or inadequate feedback from assessments
<h2>2.5 Transitions</h2>	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	<ul style="list-style-type: none"> • In some areas of the [redacted] curriculum support to enable learners to make informed choices about the next phase of their learning or employment is very good 	
<h2>2.6 Partnerships</h2>	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs? 	<ul style="list-style-type: none"> • Good working with [redacted] facilitates easier progression into University for some learners • There is good partnership working with local Universities which results in good articulation arrangements 	<ul style="list-style-type: none"> • Curriculum staff need to develop links with employers in order to ensure that courses meet their skills needs and form an effective skills pipeline for them.

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			<p>to develop learning and teaching</p> <ul style="list-style-type: none"> • Managers plan and develop curriculum but don't allow these changes to consolidate before changing direction • Issues with bursaries this session have impacted on early withdrawal • [redacted]
<p>1.4 Evaluation leading to improvement</p>	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement? 		<ul style="list-style-type: none"> • There is no evidence that managers engage learners in evaluating programmes which contribute to improvement. • The self-evaluation process is not leading to rigorous evaluation and planning for improvements • There is no evidence of strategic partnerships leading to improvements • Whilst managers use PI Data to inform planning there is little evidence of improvement to date

			<ul style="list-style-type: none"> • [Redacted] • [Redacted]
<h2>2.2 Curriculum</h2>	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs? • How effectively do curriculum teams ensure 	<ul style="list-style-type: none"> • Managers are aware of the priorities and work with their teams • Staff at [redacted] [redacted] use industry stakeholders to inform the curriculum and are seeing improvements • [Redacted] • Good use of learning assistant [redacted] has helped underpin and reinforce learning as well as provide support for learners with additional support requirements • The LDT process works very well in the [redacted] and learners saw value in the provision • The curriculum provides opportunities for learner progression • Staff [redacted] have fully embraced working with industry and other stakeholders 	<ul style="list-style-type: none"> • Staff, [redacted], should be supported to fully embrace what is required to develop the curriculum on offer • Staff [redacted], require to work more closely with industry partners to develop the curriculum • Staff do not embrace curriculum planning as they feel their voice is not heard • Little evidence of learners being supported to plan and personalise their own learning • Core skills require to be developed further, learners cannot see the value of these at present • No evidence of learners being involved in planning of the curriculum

	<p>work placement and work experience opportunities develop skills for employability?</p> <ul style="list-style-type: none"> • To what extent do curriculum teams promote and embed career management skills within the curriculum? 	<ul style="list-style-type: none"> • Curriculum teams and LDT work very well at [redacted] to embed career management within the curriculum 	<ul style="list-style-type: none"> • Inconsistency in the LDT system is resulting in an inconsistent learner experience • A few staff require to embrace working with industry and other partners
<h2>2.3 Learning, teaching and assessment</h2>	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination. • How well do learners influence their own learning and set goals to improve? • How well do staff use teaching approaches which meet individual learning needs? • How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? • How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching? • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner 	<ul style="list-style-type: none"> • Most learners in practical and theory sessions motivated and engaged in learning. • Some staff were positive and motivated about developing skills with their learners to achieve • Some staff used questioning strategies to enhance learning in both theory and practical sessions • Good use of resources and digital technology to support learning and teaching at [redacted] • [Redacted] for standardisation and stakeholder engagement/input • Staff [redacted] use industry 	<ul style="list-style-type: none"> • Some learners and staff commented on the lack of budget for small equipment and repairs to equipment • There was no evidence of digital technology being used in delivery methods. • There was insufficient opportunity for learners to influence their own learning • Staff do not always use appropriate questioning strategies to enhance learning. • [Redacted] • A few learners felt that there was too much assessment • There is inconsistency in

	<p>representatives and stakeholders in evaluating the learning experience and planning for improvement?</p> <ul style="list-style-type: none"> • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 	<p>and other stakeholders to improve learning</p>	<p>the involvement of learners, stakeholders and industry to evaluate the learning experience</p> <ul style="list-style-type: none"> • Insufficient standardisation meetings take place to reflect on learning and teaching approaches to improve the learning experience
2.5 Transitions	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	<ul style="list-style-type: none"> • Learners are fully supported to make informed choices about their next course of study or employment 	<ul style="list-style-type: none"> •
2.6 Partnerships	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs? 	<ul style="list-style-type: none"> • Staff are beginning to work with partners to improve outcomes and this is evidenced by improvements in attainment on more than a few cases • [redacted] staff work extremely well with industry and other stakeholders by visiting their learners in the workplace. • Learners gain work valuable experience in the industry which is planned and evaluated 	<ul style="list-style-type: none"> • Inconsistency in approaches to staff working with the industry

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			<ul style="list-style-type: none"> • Staffing issues and a cultural reliance on legacy practices are leading to an inconsistent learning experience.
1.4 Evaluation leading to improvement	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement? 		<ul style="list-style-type: none"> • Self-evaluation is not yet leading to improvement. Staff feel disengaged from improvement planning. • [redacted] staff have been so focused on trying to continue with the learning and teaching that they have had very few opportunities to consider any strategic or long term strategies for improvement • Staff are not yet working collectively to identify the causes of poor performance at programme level and are not planning for improvement at course team level. This is seen as the responsibility of managers.
2.2 Curriculum	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? 	<ul style="list-style-type: none"> • The [redacted] curriculum has a broad range of provision at both FE and HE level 	<ul style="list-style-type: none"> • The curriculum at FE level requires to be refreshed and linked more clearly to available routes to employment or further

	<ul style="list-style-type: none"> • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs? • How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? • To what extent do curriculum teams promote and embed career management skills within the curriculum? 	<ul style="list-style-type: none"> • Learners have opportunities to progress within college curriculum or to university places • Some useful reference to job roles that are possible as a result of the qualifications learners are undertaking at HE level. 	<p>study.</p> <ul style="list-style-type: none"> • Opportunities are missed to highlight students' own experiences in the workplace and make learning to the world of work. • Learning resources are not being kept up to date and are often very out dated [redacted]. • There is an over-reliance on progression to university in some curriculum areas. Learners are not being provided with sufficient information about or exposure to opportunities to enter employment as an alternative to university. • The [redacted] curriculum requires to be linked more clearly to LMI and the needs of local industry and employers. Staff should be more familiar with this information in order to better support learner journeys.
<p>2.3 Learning,</p>	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? 	<ul style="list-style-type: none"> • Overall, learners were engaged and interested in 	<ul style="list-style-type: none"> • Almost all lessons were lecturer led. Learners

teaching and assessment

- How well do all learners make use of, high-quality resources and equipment, including digital technologies?
- How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination.
- How well do learners influence their own learning and set goals to improve?
- How well do staff use teaching approaches which meet individual learning needs?
- How effectively do staff use questioning strategies to enhance the learning experience and promote further learning?
- How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching?
- How well do assessment approaches meet the needs of all learners?
- How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement?
- How effectively do staff use learner performance information to support learner improvement?
- How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement?
- How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience?

their learning.

- All teachers make reference to Moodle and the areas where teaching resources etc can be found.

were overly passive and often disengaged in their learning. Staff often missed opportunities to engage learners in practical tasks and learner-led delivery. Overall, teaching is very traditional and in some cases, old fashioned.

- SMARTBOARDS and plasma screens in most classes were simply being used as whiteboard/blackboard.
- There is an over reliance on PowerPoint presentations. These are often uninspiring.
- In the majority of classes, lecturers were lecturing for too long. Learners became passive and there was very little interaction or active learning.
- Some poor questioning techniques generally where staff were answering their own questions, accepting “chorus answers” and not using students’ names to ensure they were engaged

			<p>in the learning process.</p> <ul style="list-style-type: none"> • When asked to rate their college experience overall, some learners scored as low as 2 out of 10. • There was very little evidence of staff engaging with learner views to help develop their teaching.
<h2>2.5 Transitions</h2>	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	<ul style="list-style-type: none"> • [redacted] • The school-college partnership provision allows learners to experience aspects of the business curriculum before deciding on a full time course. 	<ul style="list-style-type: none"> • Day release students did not know that the [redacted] No one in the college was able to advise in advance and not clear from the prospectus. • As a result of their bad experience this year, many learners have decided not to return to the college next year.
<h2>2.6 Partnerships</h2>	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs? 		<ul style="list-style-type: none"> • Few opportunities to really address this as a curriculum team due to the staffing difficulties in the curriculum area over several years, but particularly this year. This is an area that requires focussed attention to improve the curriculum offer.

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<p>1.2 Leadership of learning and teaching</p>	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? • How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching? 	<ul style="list-style-type: none"> • Some improvement interventions have and are being implemented but it is too early to measure the impact. Staff are confident they are seeing positive signs. • A strong awareness of the issues contributing to poor performance and a number of different actions plans in place to address them. 	<ul style="list-style-type: none"> • L&T approaches are not consistently supporting learners to maximise their potential for achieving assessment criteria. A few classes demonstrated very limited and out of date practices [redacted] and the issue of large workbooks and worksheets. • The implementation of the LDT system is inconsistent a move towards a consistent proactive and early intervention would help support learners and improve retention. • Communication between staff and communication between staff and learners is not always effective or timely, leading to some learners missing out on further learning opportunities.

			A few learners were unaware of feedback processes and who and where to raise issues/concerns that were not resolved by their LDT. This led to issues being more prolonged than necessary.
1.4 Evaluation leading to improvement	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement? 	New application process implemented for non-advanced programmes which helps level learners prior to starting the programme. No evidence to support impact yet.	<ul style="list-style-type: none"> • There is no formal process to a focus on PI analysis that gives an informed cause and effect approach to identify appropriate actions for improvement. • Self-evaluation is not sufficiently focused on HGIOC at course level with effective input from all stakeholders. • A few learners had experience of involvement in influencing the learning experience and course design. •
2.2 Curriculum	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? • How well do curriculum teams implement 	<ul style="list-style-type: none"> • There is a wide portfolio of qualifications on offer including FT, PT and School link courses. 	<ul style="list-style-type: none"> • Structured week by week work schedules and assessment plans are not shared with all learners leading to more

	<p>curriculum priorities?</p> <ul style="list-style-type: none"> • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs? • How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? • To what extent do curriculum teams promote and embed career management skills within the curriculum? 		<p>than a few learners being unaware of planned delivery.</p> <ul style="list-style-type: none"> • More than a few learners raised concerns of lessons/topics being repeated by different lecturers and repetition of assessments covering the same skills and knowledge. • Curriculum design is overly dependent on large SQA group awards. Some review has taken place with the replacement of some SQA units, however the college should consider this further, particularly at the lower FE levels to support progression.
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? 	<ul style="list-style-type: none"> • Moodle is being utilised by almost all staff. However, resources should be shared more widely to support new and existing staff to further 	<ul style="list-style-type: none"> • More than a few lessons are not fully utilising a sufficient range of L&T approaches to support learners to personalise

	<ul style="list-style-type: none"> • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination. • How well do learners influence their own learning and set goals to improve? • How well do staff use teaching approaches which meet individual learning needs? • How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? • How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching? • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 	<p>enhance the consistency of learner experience.</p> <ul style="list-style-type: none"> • In a few classes innovative practice is present with examples of cross curriculum activity and engaging student centred practice eg [redacted] 	<p>their own learning.</p> <ul style="list-style-type: none"> • In a few lessons, opportunities to use [redacted] resources would have improved learner engagement and understanding.
<p>2.5 Transitions</p>	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	<ul style="list-style-type: none"> • Almost all FE SCQF level 6 students had received presentations and held discussions with HN learners on their progression 	<ul style="list-style-type: none"> • Curriculum planning should include preparing learners for the next level of study and the world of work.

		<p>opportunities.</p> <ul style="list-style-type: none"> • A few classes are receiving [redacted] as a core part of their course, however it is early days to see if this is making a positive impact on current and future studies. 	
<p>2.6 Partnerships</p>	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs? 		<ul style="list-style-type: none"> • Limited evidence of industry involvement in planning and design of curriculum

QIs and Challenge Questions

[Redacted]

HGIOC QI	Challenge Questions	Strengths	Areas for Development
<p>1.2 Leadership of learning and teaching</p>	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching? How well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? • How well do managers involve staff, learners and stakeholders, including learner representatives and employers to influence strategies for the development of learning and teaching? 	<ul style="list-style-type: none"> • Some staff were keen to work with their colleagues in other campuses but this was not universal. 	<ul style="list-style-type: none"> • Staff did not appear aware of the strategies and were consistently unclear about what they could/couldn't do in relation to improving learning and teaching. • The quality of self-evaluation was poor. Staff did not appear to engage with the process and the targets set were not SMART and where there were actions there was no follow up to check action had been implemented. • [Redacted]. • Staff did not appear to understand the college's policy for accessing professional teaching qualifications. • Staff felt disengaged from policies and procedures and this is preventing them from

			<p>improving the quality of the learning experience.</p> <ul style="list-style-type: none"> • There is insufficient opportunity for staff on the [redacted] campuses to routinely share good practice but it appeared to take place informally on the [redacted] campus. • There is limited engagement with stakeholders other than universities.
<p>1.4 Evaluation leading to improvement</p>	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? • To what extent do evaluative activities improve outcomes for learners? • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? How well do managers use past, current and projected outcomes for learners to plan for improvement? 		<ul style="list-style-type: none"> • The self-evaluation documentation provided by the area was weak and non-evaluative. • There was no evidence to suggest that any of the evaluation that had taken place brought about improved outcomes. • The [redacted] were familiar with the data relating to outcomes but most of the staff were not. • The [redacted] was keen to bring the teaching staff up to speed with self-

			<p>evaluation, but appeared unclear about what she could and couldn't do with staff.</p> <p>Staff involved some learners in course committee meetings. However the students felt that they weren't being listened to.</p>
<h2>2.2 Curriculum</h2>	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum? • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How well does the curriculum provide 	<ul style="list-style-type: none"> • Staff were aware of the LMI and this had been used to reduce and focus the provision. • Equality and diversity was embedded in almost all lessons. • Most staff challenged learners about their views when appropriate to do so. 	<ul style="list-style-type: none"> • Staff did not appear to fully understand what the curriculum priorities were. • Course design, especially at level 5, was overly burdensome and this impacted on retention. • Staff did not seem to be knowledgeable about what they could/couldn't do in relation to curriculum design. • There was no evidence to suggest that learners could plan and personalize their own learning. • Limited engagement with stakeholders.

	<p>opportunities for learners to incrementally develop skills and prepare for progression?</p> <ul style="list-style-type: none"> • How well do curriculum teams provide suitable entry/exit points to meet learner needs? • How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? • To what extent do curriculum teams promote and embed career management skills within the curriculum? 		<ul style="list-style-type: none"> • [Redacted] • The quality of LDT provision is not consistent over the campuses. • Staff involved some learners in course committee meetings. However the students felt that they weren't being listened to. • All students would value the opportunity to undertake some form of work related activity however this is not routinely offered in this curriculum area.
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination. • How well do learners influence their own learning and set goals to improve? • How well do staff use teaching approaches which meet individual learning needs? • How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? 	<ul style="list-style-type: none"> • Most learners were enjoying their programmes and felt that they had progressed since starting college. • In all classroom observations the learners and lecturer worked together in a relaxed but purposeful manner. Learners asked and answered questions confidently in almost all lessons. 	<ul style="list-style-type: none"> • Some investment is required to bring the classrooms up to standard. Chairs were heavily stained and paintwork and walls scuffed and marked. • Some of the classrooms were very small and overly warm which impacted on learner engagement in the class. • There was no evidence

	<ul style="list-style-type: none"> • How effectively do staff use of a range of appropriate resources including digital technologies to support and enhance learning and teaching? • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 	<ul style="list-style-type: none"> • Almost all the staff employed good questioning techniques to further stretch the learner. • Essential skills were embedded in almost all classes. • Almost all learners were aware of where they were in relation to their achievement 	<p>of technology being used creatively in lessons. The interactive whiteboards were used as projector screens in all observed lessons.</p> <ul style="list-style-type: none"> • The area appeared under resourced with staff and learners raising issues relating to lack of ICT in the classrooms. • Assessment scheduling did not work for the learners that were spoken to. Many reported a ‘bunching’ of assessments which led to them feeling overwhelmed. • There was no evidence to suggest that staff routinely evaluated and reflected on their teaching and learning.
<h2>2.5 Transitions</h2>	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 		<ul style="list-style-type: none"> • Staff and students confirmed that this was the role of the LDT. There appeared to be no consistency in how this role was implemented over different campuses.

			More than a few learners felt that the LDT didn't support them effectively.
2.6 Partnerships	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? • How well do staff engage with employers to meet industry needs? 		<ul style="list-style-type: none"> • Internally there appeared to be issues relating to the relationship staff and learners had with [redacted]. • There was no evidence to suggest that any employer engagement took place.