



Preparing learners for learning in Scotland's colleges: a toolkit for self-evaluation and quality enhancement



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improving Scottish education

**Preparing learners for learning
in Scotland's colleges:**

a toolkit for self-evaluation and
quality enhancement

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Preparing learners for learning in Scotland's colleges: a toolkit for self-evaluation and quality enhancement

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Preparing learners for learning in Scotland's colleges: a toolkit for self-evaluation and quality enhancement

Introduction

In colleges we don't always know the skills or abilities of our learners until they arrive, yet we have only a set amount of time to try and get them from where they are to where they aspire to be. We therefore need to help them prepare for learning in order to enable them to achieve their potential.¹

Learners undertake college programmes for a wide range of reasons. For most, it offers a new opportunity or second chance to gain a formal qualification that will help them to access employment, obtain promotion or undertake further studies. For a considerable number of older learners, the learning and teaching environment in colleges is significantly different from their previous encounters with formal learning. Many learners have had a negative experience of previous formal learning situations and as a result are under-confident about their skills and abilities. This was explored in the HM Inspectorate of Education (HMIE) report *Overcoming Barriers; Enabling Learners* (October 2006). It is therefore important that the learning process does not reinforce any previous negative experiences, but rather removes as many barriers as possible. To achieve this, colleges need to assist people to overcome challenges and anxieties which may constrain their confidence and ability to take part in learning situations. By providing people with experiences which help them approach learning more positively and by equipping them with new skills that enable them to engage more fully, colleges play an important role in helping learners maximise their potential.

The project, *Preparing Learners for Learning*, formed part of the Scottish Further and Higher Education Funding Council's (SFC) quality enhancement agenda. It focused on exploring the arrangements made by Scotland's colleges to prepare learners for learning, prior to and at the start of their programme. As a result of this work, HMIE developed key principles derived from the findings of the fieldwork in the form of a toolkit and sent it out to all colleges in November of 2005. The toolkit was designed to assist colleges to evaluate their services and activities in addition to, or along with, existing self-evaluation processes. Since then, many colleges have reported they have found the toolkit useful in:

- stimulating wider dialogue between teaching and support departments on how their roles and activities impact on the initial engagement and retention of learners;
- providing a basis for discussion with partner agencies on transition to college programmes; and
- assisting with quality assurance and enhancement activities.

¹ Quote from *Overcoming Barriers; Enabling Learners* report, SFC/HMIE, October 2006

In response to this feedback, HMIE has updated the toolkit and incorporated links to the SFC/HMIE *Quality Framework for Scottish FE Colleges (2004)*. Many of the aspects of the four capacities identified in *Curriculum for Excellence (CfE)* are integrated within the key prompts and staff may wish to identify and chart where their activities contribute to this agenda.

The toolkit can be used in different ways. For example, it could be used:

to look at provision for specific groups of learners such as:

- part-time
- full-time
- long-term unemployed
- adult returners

across specific levels or modes of learning such as:

- further education (FE) programmes
- higher education (HE) programmes
- distance learning
- online learning
- community outreach provision

at macro and micro levels including:

- whole-college
- subject area
- individual programme area.

A specific example would be using the toolkit in conjunction with community learning and development (CLD) colleagues in the planning and monitoring of transition from informal learning to college programmes.

The lists of key prompts, key staff who could be involved, and links to the SFC/HMIE Quality Framework are not exhaustive or prescriptive and represent suggestions to help shape discussion and self-evaluation and quality enhancement activities.

HMIE hopes that colleges will find the toolkit helpful and looks forward to hearing about ways you have used it to help shape and enhance services which benefit learners.

The key principles for effective practice fall into three main sections, as follows:

1. Management, leadership and organisation in preparing learners for learning

- 1.1 Managers understand the needs of their learners prior to and at the start of their programmes. They use this knowledge to develop and provide services which help learners to prepare for and sustain their learning, and communicate an ethos of assisting learners across the college.
- 1.2 All teaching and support staff work together effectively to identify issues and develop systems and procedures to enhance the early experience of learners. They have a collegiate approach to helping learners maintain and succeed in their programme of learning.
- 1.3 College staff monitor and analyse early indicators of learner attendance, retention, achievement and attainment across programme areas and make good use of this information to make amendments and/or provide planned interventions.
- 1.4 Staff development programmes inform and update teaching and support staff on measures and approaches to support learners prior to and at the start of their programmes. Staff make good use of this information to identify and provide effective support and referral.
- 1.5 College arrangements for the management and coordination of pre-entry and induction processes are clear and understood by staff.

2. Arrangements for preparing learners prior to entering college programmes

- 2.1 Arrangements for potential learners to access information on programmes and support services are clear, effective and well understood by staff and learners across all relevant college departments.
- 2.2 Admission and selection arrangements take good account of the previous experience of learners, their existing skills and individual needs. Staff provide good opportunity for learners to discuss these needs prior to entry and arrange effective support and referral when required.
- 2.3 Staff proactively and systematically assess preparatory learning requirements. Core, literacy and vocational skills are assessed and gaps identified. Methods of profiling existing skills are learner friendly and appropriate to needs, and encourage learner interaction and participation.

2.4 Staff provide effective and accessible preparatory programmes which assist learners to gain appropriate skills prior to progressing onto mainstream programmes. These programmes take good account of the variety of learner needs and are effective in easing transition to mainstream programmes.

2.5 Staff actively encourage learners to plan their learning, and engage learners in discussion about their curricular programme and options prior to entry. They take good account of learner aspirations and expectations when assisting them to plan their programme.

3. Arrangements for preparing learners on entry to college programmes

3.1 The content of induction programmes is well planned and well paced. It provides an appropriate level of challenge and takes good account of what learners need to know and when they need to know it. Staff take good account of specific programme requirements and the development of transferable skills, and incorporate them into induction activities.

3.2 Guidance arrangements provide effective support for learners at the early stages of their programme. Guidance tutors are accessible and responsive and engage regularly with learners to discuss progress and any issues arising. They actively involve learners in their own learning.

3.3 Staff engage learners in exploring and discussing their specific learning styles and response to different learning approaches. They encourage learners to use this information to identify strategies to maximise their potential and develop learning skills.

3.4 Staff encourage learners to take responsibility for their own learning through assisting them to identify individual goals, plan their learning and reflect on their progress.

3.5 College support and teaching departments monitor closely the early progress and 'settling in' of learners. Staff make good use of this information to identify any emerging areas of concern and provide appropriate intervention.

3.6 Access to additional support and resources (including learning support, assistive technologies and alternative formats) is readily available to learners at commencement of their programme and as needs are identified.

3.7 A range of support schemes actively encourage and support under-confident and fragile learners.

1 Management, leadership and organisation in preparing learners for learning

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
1.1	<p>Managers understand the needs of their learners prior to and at the start of their programmes. They use this knowledge to develop and provide services which help learners to prepare for and sustain their learning, and communicate an ethos of assisting learners across the college.</p>	<ul style="list-style-type: none"> • College systems for reporting and communicating issues and trends • College policies and procedures • College communication of ethos of supporting learners • College forums • Learner focus groups <p>Key staff involved Senior and operational managers and staff responsible for:</p> <ul style="list-style-type: none"> Learning and teaching Quality Guidance and support services Admissions Finance Community outreach Schools liaison Learner resources <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement</p> <p>B1 Educational leadership, direction and management</p> <p>B1.1 Educational aims, objectives and targets</p> <p>B1.2 Leadership for learning</p> <p>B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B1.4 Achievement of educational aims, objectives and targets</p> <p>B2 Access and inclusion</p> <p>B2.1 Leadership for access and inclusion</p> <p>B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support</p> <p>B3.1 Leadership for guidance and support</p> <p>B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner</p> <p>B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance</p> <p>B6.1 Policies and procedures</p>

1 Management, leadership and organisation in preparing learners for learning – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
1.2	<p><i>All teaching and support staff work together effectively to identify issues and develop systems and procedures to enhance the early experience of learners. They have a collegiate approach to helping learners maintain and succeed in their programme of learning.</i></p>	<ul style="list-style-type: none"> Relationship between teaching and support functions College forums Referral and support arrangements across and between teaching and support areas Working groups to explore and resolve issues Feedback from learners and self-evaluation processes <p>Key staff involved</p> <p>Senior and operational managers and staff responsible for:</p> <ul style="list-style-type: none"> Learning and teaching Quality Guidance and support services Admissions Finance Community outreach Schools liaison Learner resources <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement</p> <p>B1 Educational leadership, direction and management B1.2 Leadership for learning B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

1 Management, leadership and organisation in preparing learners for learning – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
1.3	<p>College staff monitor and analyse early indicators of learner attendance, retention, achievement and attainment across programme areas and make good use of this information to make amendments and/or provide planned intervention.</p>	<ul style="list-style-type: none"> Reporting and monitoring systems Examples of amendments and/or interventions Planning and targeting of resources <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Admissions Finance Community outreach Schools liaison Learner resources College management information systems</p> <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.4 Achievement of educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support development</p> <p>B6 Quality assurance B6.1 Policies and procedures</p> <p>B7 Quality improvement B7.1 Quality culture B7.2 Planning for and managing improvement</p>

1 Management, leadership and organisation in preparing learners for learning – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
1.4	<i>Staff development programmes inform and update teaching and support staff on measures and approaches to support learners prior to and at the start of their programmes. Staff make good use of this information to identify and provide effective support and referral.</i>	<ul style="list-style-type: none"> • Range of staff development programmes, for example, core skills and literacy issues, barriers to learning • Induction and CPD arrangements for teaching and support staff • Induction programme for new teaching and support staff • Awareness raising activities for staff on topics such as learning development • Examples and evaluations of the impact of development programmes on staff practices and procedures <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Staff development</p>			<p>A5 Learning and teaching process</p> <p>A5.1 The learning process</p> <p>A5.2 The teaching process</p> <p>A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes</p> <p>A7.1 Learner progress and achievement</p> <p>A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management</p> <p>B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion</p> <p>B2.1 Leadership for access and inclusion</p> <p>B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support</p> <p>B3.1 Leadership for guidance and support</p> <p>B3.2 Arrangements for guidance and support</p> <p>B5 Staff</p> <p>B5.1 Staffing</p> <p>B5.2 Staff development and career review process</p> <p>B5.3 Continuing professional development</p>

1 Management, leadership and organisation in preparing learners for learning – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
1.5	<p>College arrangements for the management and coordination of pre-entry and induction processes are clear and understood by staff.</p>	<ul style="list-style-type: none"> Staff roles and responsibilities Communication between and across teaching and support services College guidelines for staff <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Admissions Finance Learner resources</p>			<p>A5 Learning and teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement</p> <p>B1 Educational leadership, direction and management B1.2 Leadership for learning. Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B5 Staff B5.1 Staffing</p> <p>B6 Quality assurance B6.1 Arrangements for assuring quality</p>

2 Arrangements for preparing learners prior to entering college programmes

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
2.1	<i>Arrangements for potential learners to access information on programmes and support services are clear, effective and well understood by staff and learners across all relevant college departments.</i>	<ul style="list-style-type: none"> College arrangements for referral between and across teaching and support functions Linkages between marketing, admissions, finance and guidance/learning support departments Type of information available to inquirers and range of formats available College activities and events, such as taster programmes Arrangements to assist learners make informed choices Learner response to accessing information on programmes and support services <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Marketing Admissions Finance Community outreach Schools liaison Learner resources Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement</p> <p>B1 Educational leadership, direction and management B1.2 Leadership for learning</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B5 Staff B5.1 Staffing</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p>

2 Arrangements for preparing learners prior to entering college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
2.2	<p>Admission and selection arrangements take good account of the previous experience of learners, their existing skills and individual needs. Staff provide good opportunity for learners to discuss these needs prior to entry and arrange effective support and referral when required.</p>	<ul style="list-style-type: none"> • Arrangements for learners to highlight specific issues, such as dyslexia, funding, health, childcare • Arrangements for learners to identify and discuss previous learning experience including existing skills and levels of motivation • Interview processes and staff involved in the processes • Referral to internal and external support services • Learner response to admission and selection processes <p>Key staff involved</p> <p>Senior and operational managers and staff responsible for:</p> <ul style="list-style-type: none"> Learning and teaching Quality Guidance and support services Admissions Finance Learner resources <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process</p> <p>A5.1 The learning process</p> <p>A5.2 The teaching process</p> <p>A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes</p> <p>A7.1 Learner progress and achievement</p> <p>B1 Educational leadership, direction and management</p> <p>B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion</p> <p>B2.1 Leadership for access and inclusion</p> <p>B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support</p> <p>B3.1 Leadership for guidance and support</p> <p>B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner</p> <p>B4.3 Centrally available learning materials and equipment</p> <p>B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance</p> <p>B6.1 Policies and procedures</p> <p>B6.2 Arrangements for assuring quality</p>

2 Arrangements for preparing learners prior to entering college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
2.3	<p><i>Staff proactively and systematically assess preparatory learning requirements. Core, literacy and vocational skills are assessed and gaps identified. Methods of profiling existing skills are learner friendly and appropriate to needs, and encourage learner interaction and participation.</i></p>	<ul style="list-style-type: none"> • Core, literacy and vocational skills profiling • Personal and learning skills profiling • Methods of profiling • Scheduling of profiling • Linkages between profiling and referral to other college services • Learner response to profiling <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Admissions Learner resources</p> <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.1 The learning process The teaching process Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.1 Educational aims, objectives and targets</p> <p>B2 Access and inclusion A2.1 Leadership for access and inclusion A2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

2 Arrangements for preparing learners prior to entering college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
2.4	<p>Staff provide effective and accessible preparatory programmes which assist learners to gain appropriate skills prior to progressing onto mainstream programmes. These programmes take good account of the variety of learner needs and are effective in easing transition to mainstream programmes.</p>	<ul style="list-style-type: none"> Curriculum design and level of programmes Range of modes of delivery, such as part-time and distance learning, and accessibility, for example, summer workshops Range of additional support available, such as childcare, travel Partnership arrangements, for example, with CLD/local secondary schools Arrangements to ease transition to mainstream programmes Learner response to preparatory programmes <p>Key staff involved</p> <p>Senior and operational managers and staff responsible for:</p> <ul style="list-style-type: none"> Learning and teaching Quality Guidance and support services Admissions Finance Community outreach Schools liaison Learner resources <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process</p> <p>A5.1 The learning process</p> <p>A5.2 The teaching process</p> <p>A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes</p> <p>A7.1 Learner progress and achievement</p> <p>A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management</p> <p>B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion</p> <p>B2.1 Leadership for access and inclusion</p> <p>B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support</p> <p>B3.1 Leadership for guidance and support</p> <p>B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner</p> <p>B4.3 Centrally available learning materials and equipment</p> <p>B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance</p> <p>B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement</p> <p>B7.2 Planning for and managing improvement</p>

2 Arrangements for preparing learners prior to entering college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
2.5	<i>Staff actively encourage learners to plan their learning, and engage learners in discussion about their curricular programme and options prior to entry. They take good account of learner aspirations and expectations when assisting them to plan their programme.</i>	<ul style="list-style-type: none"> Information on curricular content, scheduling of learning activities and assessments Information on progression routes and opportunities for further learning and/or employment Individual learning plans Interview documentation Course handbooks Learner response to planning learning <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Community outreach Schools liaison</p> <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.1	<p><i>The content of induction programmes is well planned and well paced. It provides an appropriate level of challenge and takes good account of what learners need to know and when they need to know it. Staff take good account of specific programme requirements and the development of transferable skills, and incorporate them into induction activities.</i></p>	<ul style="list-style-type: none"> • Planning and coordination arrangements • Range of vocational and generic activities • Relevance of programme • Information on standard and format of coursework and assessments • Integration with programme/ learning activities • Arrangements for learners to access supplementary information • Schedule of activities • Learner response to induction arrangements • Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Guidance and support services Finance Learner resources</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.2 Leadership for learning B1.4 Achievement of educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.2	<p>Guidance arrangements provide effective support for learners at the early stages of their programme. Guidance tutors are accessible and responsive with learners regularly with learners to discuss progress and any issues arising. They actively involve learners in their own learning.</p>	<ul style="list-style-type: none"> • Guidance systems, for example, tutor support • Interview schedules and documentation • Formal and informal guidance arrangements • Learning plans • Learner response to guidance arrangements • Tracking of learner progress • Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Finance Schools liaison Community liaison Learner resources</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B5 Staff B5.1 Staffing B5.3 Continuing professional development</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.3	<p><i>Staff engage learners in exploring and discussing their specific learning styles and response to different learning approaches. They encourage learners to use this information to identify strategies to maximise their potential and develop learning skills.</i></p>	<ul style="list-style-type: none"> • Activities relating to learning styles • Methods of engaging learners in assessing their individual styles of learning across different subject areas • Learner response to identifying learning styles • Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Learner resources</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.4	<p>Staff encourage learners to take responsibility for their own learning through assisting them to identify individual goals, plan their learning and reflect on their progress.</p>	<ul style="list-style-type: none"> Individual learning plans Guidance records Learner response to planning for and reflecting on learning Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Finance Learner resources</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.1 Policies and procedures B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.5	<p>College support and teaching departments monitor closely the early progress and 'settling in' of learners. Staff make good use of this information to identify any emerging areas of concern and provide appropriate intervention.</p>	<ul style="list-style-type: none"> • Reporting and monitoring systems • Referral arrangements • Range of interventions • Planning and targeting of resources • College forums • Learner focus groups • Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Admissions Finance Learner resources College management information systems</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management A1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement B7.3 Evidence of improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.6	<p>Access to additional support and resources (including learning support, assistive technologies and alternative formats) is readily available to learners at commencement of their programme and as needs are identified.</p>	<ul style="list-style-type: none"> • Systems and processes for accessing resources/support • Range of support available • Learner feedback on arrangements for accessing additional support and resources • Evaluation of learner progress <p>Key staff involved</p> <p>Senior and operational managers and staff responsible for:</p> <ul style="list-style-type: none"> • Learning and teaching • Quality • Guidance and support services • Admissions • Finance • Community outreach • Schools liaison • Learner resources <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process</p> <p>A5.1 The learning process</p> <p>A5.2 The teaching process</p> <p>A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes</p> <p>A7.1 Learner progress and achievement</p> <p>A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management</p> <p>B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion</p> <p>B2.1 Leadership for access and inclusion</p> <p>B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support</p> <p>B3.1 Leadership for guidance and support</p> <p>B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner</p> <p>B4.3 Centrally available learning materials and equipment</p> <p>B4.4 Facilities to support access and inclusion</p> <p>B5 Staff</p> <p>B5.1 Staffing</p> <p>B5.3 Continuing professional development</p> <p>B6 Quality assurance</p> <p>B6.1 Policies and procedures</p> <p>B6.2 Arrangements for assuring quality</p> <p>B7 Quality improvement</p> <p>B7.2 Planning for and managing improvement</p>

3 Arrangements for preparing learners on entry to college programmes – continued

	Key principles	Key prompts	Strengths	Areas for development	Links to the SFC/HMIE Quality Framework for Scottish Colleges
3.7	<p>A range of support schemes actively encourage and support under-confident and fragile learners.</p>	<ul style="list-style-type: none"> • Buddying/mentoring/peer support • Learner support groups • Learner response to support schemes • Evaluation of learner progress <p>Key staff involved Senior and operational managers and staff responsible for: Learning and teaching Quality Guidance and support services Admissions Finance Community outreach Schools liaison Learner resources</p> <p>Staff of external partners, for example, schools, CLD providers, employers</p>			<p>A5 Learning and teaching process A5.1 The learning process A5.2 The teaching process A5.3 Context and planning for learning and teaching</p> <p>A7 Learner progress and outcomes A7.1 Learner progress and achievement A7.2 Learner attainment</p> <p>B1 Educational leadership, direction and management B1.2 Leadership for learning B1.3 Implementation of action towards educational aims, objectives and targets</p> <p>B2 Access and inclusion B2.1 Leadership for access and inclusion B2.2 Arrangements for access and inclusion</p> <p>B3 Guidance and support B3.1 Leadership for guidance and support B3.2 Arrangements for guidance and support</p> <p>B4 Resources and services to support the learner B4.3 Centrally available learning materials and equipment B4.4 Facilities to support access and inclusion</p> <p>B6 Quality assurance B6.1 Policies and procedures</p> <p>B7 Quality improvement B7.2 Planning for and managing improvement</p>

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