

EVALUATING INCLUSIVENESS

A GUIDE FOR SCOTLAND'S COLLEGES



Scottish Funding Council
Promoting further and higher education

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INTRODUCTION

About this guide

This guide has been prepared by HM Inspectorate of Education to help colleges evaluate how inclusive they are, with a view to enabling the widest possible range of potential learners to benefit from education and training and to become effective lifelong learners.

The guide recognises the extensive contribution that colleges make to the development of young people and adults as lifelong learners. Successive national policies, legislation and guidance have driven and reinforced colleges' aims to promote access and participation in education and training, and to facilitate economic and social participation. Colleges know that a substantial proportion of potential learners do not find it easy to participate and that this requires them to take action to provide appropriate learning experiences for a diverse range of people. Colleges play a substantial role in workforce development, whether for those preparing for employment or for those already in work and needing to develop new skills and knowledge. Colleges also make a major contribution to language and literacy development, both for learners with poor literacy skills and for those for whom English is not the first language. The widening client base in recent years has demanded that colleges adopt increasingly inclusive and learner-centred practices.

What is inclusiveness in Scotland's colleges?

The concept of inclusiveness in further education is broad and reflects the view that learning should be for all. It draws together a range of themes which have evolved as a result of policies, legislation and responsive practice. These include increasing access, promoting social inclusion, responding to the needs of the 16-24 age group addressed by the Beattie Report (*Implementing Inclusiveness, Realising Potential, Scottish Executive, 1999*) and meeting the requirements of legislation¹ in relation to equality. Inclusiveness refers firstly to enabling access to education and training for the widest range of potential learners; and secondly, and most importantly, to matching the curriculum and the ways it is delivered to the circumstances of individual learners, taking into account both practical issues and emotional or affective responses. It incorporates the recognition that a sense of belonging, being valued and being supported is a prerequisite for sustaining learning in the early stages and a precursor of more independent and autonomous learning. It includes the notion that achievement and attainment in college are not endpoints in themselves. They are the springboards to economic and social inclusion and to the development, for many, of higher aspirations.

Inclusiveness requires colleges to provide accessible and motivating learning experiences for a diverse range of learners. This means responding to the varying circumstances and attributes of individuals, and it means developing infrastructures, at all levels of the organisation, that make it straightforward to respond to individual needs. Colleges in which the requirements of current legislation are met in spirit as well as in basic compliance enable learners to have individually relevant and productive experiences regardless of their backgrounds and circumstances, including race, culture, disability, gender, age and other attributes. A learner-centred ethos ensures that personal and affective matters are taken into

¹ See Appendix 1.

account in planning learning, including ill-health, negative perceptions of the self as a learner, negative prior experiences of learning and social or peer pressures against participation. Interest in individuals helps to resolve issues relating to attendance, for example for those with commitments as carers, or those who are geographically remote from a college. Some learners are very able and confident, and may need, for example, swifter progress through programmes and assessments, and certification for already acquired skills and knowledge. Others learn better at a slower pace and with additional support. People who are employed may be restricted in the extent to which they can study, but productive partnerships between colleges and the employment sector can provide continuing access to education and training which meets both employer and employee needs.

SECTION 1: THE INCLUSIVE COLLEGE

The key components of an inclusive college are its:

- ethos, values, and relationships,
- professional activity undertaken to match curriculum content and delivery arrangements to the requirements of individuals, and
- infrastructures and partnerships which enable it to respond to need flexibly and imaginatively.

In the inclusive college these components are established both through internal leadership and direction and also through the influence of the Board of Management, which can provide a powerful steer, drawing on the relevant experience of its members. Senior managers and the Board see inclusiveness as a continuing, dynamic process of identifying learners' diverse needs and responding imaginatively.

An inclusive college

- welcomes all potential learners, within the framework of its mission and vision....
- listens and responds to all learners in a way which is respectful and which recognises their starting points...
- designs programmes and learning activities which give all learners the best possible opportunities for success...
- takes a supportive interest in all learners' progress and outcomes and encourages them to take a purposeful approach to their learning...
- enables learners to experience challenge and success...
- promotes attainment of formal qualifications, and, equally, promotes achievements in personal growth and development, learning skills and skills for employability and citizenship...
- helps all learners prepare for future challenges in their further learning and employment...
- forms a learning community in which all members share values of respect for individuals and promotion of wellbeing of others.

Features of an inclusive college

We have found, through our programme of college reviews and through discussion with colleges and other key players in the sector, that the following features characterise inclusive colleges.

The inclusive college:

- **anticipates and welcomes diversity** in the characteristics and the needs of potential learners and responds to all learners in a way which is respectful and which recognises their starting points. It is well informed about legislation and associated guidance relating to equalities. The Board, senior managers and all staff promote a positive approach to diversity across college and embed inclusiveness in all activities. Through development, training and support for staff at all levels, and for the student body as appropriate, it promotes a consistent, college-wide approach that ensures parity of the quality of the college experience for learners.
- **values individuals** and makes arrangements which meet individual needs. Learners are confident that staff understand their circumstances and needs and are genuinely interested in their progress and success. All members of the college community share values of respect for individuals and promotion of wellbeing of others.
- **identifies and addresses barriers to participation.** It is well informed about possible barriers to participation among current or potential learners. It understands that barriers can be located in the individual, in the college or in the interaction between them; and that the barriers can include physical, emotional, geographical, socio-economic, and other factors.
- **identifies and responds to under-represented groups** or groups with unrecognised need. It does this through its detailed knowledge of social issues in the local and wider community, and it is creative in devising provision which attracts and meets the needs of learners.
- **works in partnership with other agencies.** It has strategic alliances with local authorities, regeneration agencies, and other key organisations working to a social inclusion agenda, and with public and private sector employers and employer bodies. It uses these partnerships to develop or contribute to education and training provision which enables learners to develop further confidence and competence in employment-related and other skills. In providing a skill mix and access to a range of funding sources, partnership working ensures a good match between the provision and what learners need.
- demonstrates an **ethos which focuses on learner development, progress and outcomes** with a view to sustaining attendance, achievement and attainment and developing effective lifelong learners. It promotes attainment of formal qualifications, and, equally, promotes achievements in terms of personal growth and development, skills for employability and citizenship and learning skills.
- takes a **proactive, supportive interest in the progress and outcomes** of all learners and encourages them to take a purposeful approach to learning. It provides guidance

and support to inform their choice of a programme which matches their abilities and aspirations, helps them sustain successful participation in the programme and helps them develop further aspirations and plan next steps.

- designs programmes and learning activities which give learners the best possible opportunities for success. It provides an **appropriate curriculum and appropriate delivery arrangements** to meet the diverse needs of learners, where possible consulting learners on design and delivery. It recognises that standard, conventional programmes may not match the requirements of all learners and is ready to develop or adapt programmes and delivery methods that best match learner needs. It provides learning environments which are appropriate for the individuals using them.
- **uses information and feedback from learners**, from external organisations and from in-house and external research, including action research, to effect improvements in inclusive practice.

SECTION 2: SELF-EVALUATION AND IMPROVEMENT IN PRACTICE

Colleges routinely carry out self-evaluation using the *Quality Framework* which is used by HMIE in conducting college reviews on behalf of the Scottish Funding Council. Nine *quality elements* are used to look at subject areas, and seven *quality elements* to look at cross-college activity. Each element contains two or more *quality indicators* and a set of *key prompts* that suggest areas to look at when evaluating against that indicator.

In Section 3 we take each *quality element* along with its associated *quality indicators* and *key prompts*. We provide an overall statement about what inclusiveness means in each *quality element*. Then, for each *quality indicator* (QI) we provide statements, in the central column, of what an inclusive college will be doing against a group of *key prompts*. These statements show how the QI might be applied inclusively.

Self-evaluation for inclusiveness is the process of looking at these statements and seeking evidence that shows to what extent the college is acting in accordance with them. Some examples are provided of evidence that could be used to support the statements. In practice colleges should be able to supply a wide range of evidence.

Inclusiveness involves constant exploration of the needs and circumstances of potential learners in each college's area of operation, so the sets of statements in this guide are not definitive. Colleges should treat them as indicative, and be prepared to write and use additional statements which they find helpful.

Examples of how this guide might be used

Colleges are accustomed to using the *Quality Framework* to evaluate their work at college level and at programme team level. Sometimes they use it comprehensively, to cover all areas of their work. Sometimes they use parts of the framework selectively, to target specific areas of work. In either case, they identify strengths and weaknesses and set action points and targets to address them. This guide can be used in a similarly flexible way.

Example 1

College A is undertaking a review of curriculum in preparation for moving to a new building. Senior managers want to ensure that the curriculum portfolio in each section is inclusive. The Director of Curriculum asks each programme team to evaluate programmes against Quality Element A1 of the *Framework* and in doing so to use the A1 part of this guide to identify strengths and weaknesses in terms of inclusiveness. He asks the teams to identify action points for action.

Taking it further, senior managers ask department heads to identify any further support needed by staff in using inclusive approaches in programme design, and refer this to the college's coordinator for continuous professional development for action. This provides evidence for addressing inclusiveness under Quality Element B5: Staff.

Also, senior managers ask the quality manager to build some of the evidence statements into the college's course approval process in the form of criteria to ensure that any new programmes meet the standards the college wants to set for inclusive practice. This provides evidence for addressing inclusiveness under Quality Element B6: Quality Assurance.

Example 2

College B has appointed a new section head in Computing and Engineering. She has visited some classes and looked at teaching materials and, while appreciating the high standards of teaching and learning, wants to improve the ways in which her staff respond to less motivated learners and to an increasing proportion of minority ethnic learners. She asks programme teams to evaluate inclusiveness against A3 (Equipment and materials), A5 (Learning and teaching process), A7 (Learner progress and outcomes) and A8 (Guidance and support) with the help of a well-informed member of the student services team. Subsequently, she meets her team leaders to discuss the results of the evaluation. They agree a prioritised set of action points which include targets for reflecting diversity in teaching materials and for working with learners on individual goal setting in the guidance process.

Taking it further, at the same meeting, they discuss what further advice and professional development they need as a section, and agree to request staff seminars from an external race relations organisation and from the college's learner support services.

Example 3

College C has had major changes in its senior management team and has restructured its departments and support functions. The college serves a diverse community. It has extensive outreach provision and a high proportion of learners with additional support needs. It works in partnership with local regeneration agencies to promote employability and enable learners to access employment. The college is well respected in this work, but the new senior management team want to ensure that its good practice in inclusion is maintained and enhanced. The quality manager devises a broad-brush evaluation exercise based on this guide.

Taking it further, the senior managers consider the quality manager's report. They identify a few areas of concern and ask for more detailed evaluation of inclusiveness to be carried out for introductory level programmes (SCQF levels 3 and 4) and for B5 (Staff).

Gathering evidence towards evaluation

The starting point for evaluation is the set of statements shown in the middle column. These are not in themselves evidence. The first task is to identify the activities and outcomes that back up the statements. There are many sources of evidence and it is important to use several. In many cases the most important pieces of evidence are those which show that the diverse range of learners have a positive experience and achieve success in their learning and in their personal development. The presence of procedures is less significant than the actual impact on learners.

The main sources of evidence are as follows.

People, for example:

- asking learners and staff
- using approaches such as individual and group interviews, focus groups, feedback from student representatives and customer survey questionnaires
- consulting external partners and users of the college's services.

Direct observation, for example:

- the physical environment including access routes, publicity material, signage
- behaviours of staff and learners in public space around the college, including libraries and resources centres
- classroom observation in main buildings and in outreach locations.

Measurable outcomes, for example:

- analysis of monitoring data, for example on ethnicity, linked with attainment data
- learner achievement and attainment data for special programmes
- analysis of progression data.

Documents, records and resources, for example:

- policies, procedures and related internal audits
- CPD records and evaluation reports noting impact on staff practices
- content and presentation of paper-based and online learning materials.

Identifying and prioritising areas for action

Once the evidence has been gathered and recorded, the next step is to assess whether it supports the statement. This is often best done through discussion by the team involved, but it is helpful to have one or two people external to the team to provide objectivity. These might include people from external organisations depending on the area being evaluated. Questions to be asked and discussed might include the following.

- Are there any gaps in what we do?
- Has our practice resulted in good learning experiences for all our learners?
- Are we providing a poorer service for some learners than for others?
- Have we let any of our learners down in any way? If so, what lessons have we learned and how have we improved our practice?
- Is there any good practice that we should extend or pass on to others?

The discussion is likely to produce a number of action points. The team involved in the evaluation may be able to take immediate action on some points, while other points may be longer term or heavier on resources. Action points should be prioritised and recorded.

Planning action, setting targets, making improvements

Action points that cannot be dealt with immediately should be built into forward planning, for example in section or college operational plans. Senior managers accountable for the implementation of inclusiveness policy would wish to be aware of action required at all levels of the college. They might, for example, decide that action proposed in one team would be

beneficial across the college as a whole and should be incorporated into the college operational plan, in support of college aims and objectives regarding inclusiveness. Senior managers would also need to approve any proposals that had significant resource requirements, and would wish to be apprised of good practice with a view to disseminating it. Setting targets and recording them in planning documents means that good ideas emanating from evaluation are not lost. It is important that colleges monitor the achievement of targets and that the effect of the action taken is assessed, always with a view to making a positive impact on learners.

Colleges often recognise the need to seek external advice, for example on approaches to and support for particular groups of learners. Two of the key national sources, both funded by the Scottish Funding Council (SFC), are the Scottish Further Education Unit (SFEU) and BRITE (Beattie Resources for Inclusiveness in Technology and Education). SFEU resources are outlined in Appendix 2. SFC is, at the time of publication, establishing an Equalities Unit to support equality in both FE and HE. Colleges often also seek advice from national or local organisations, for example those representing or providing services for particular groups of people.

Example of subject area evaluation. A4.1 Staff: Qualifications and experience

<p>Inclusiveness statements (central column in Section 3)</p>	<ul style="list-style-type: none"> • Skills, qualifications and experience of all staff match the needs of students.’ • Staff teaching groups of learners with additional support needs have appropriate qualifications, training, experience or access to experienced mentor support. • All teaching and non-teaching staff have a thorough understanding of the potential barriers to learning and diverse needs of learners. • All teaching and non-teaching staff have basic training in the range of strategies which might be needed to support learning for learners with additional support needs (including the use of assistive technology in the classroom). • Staff are aware of the support services available in college for learners whose needs cannot be fully met in the classroom.
<p>Evidence: strengths</p>	<p>All staff have attended in-house seminars on race relations awareness, child protection, and college services for learners with additional support needs and all have accessed supplementary information and advice on the college Intranet.</p> <p>Staff teaching classes where one or more learners have additional support needs have a named contact with a support for learning lecturer or appropriate member of the student support team who provides advice and mentoring at the required level.</p> <p>About half the teaching staff attended a session on recognising and addressing support needs in the classroom.</p> <p>ESOL lecturers have given individual staff advice on writing class material to make this as straightforward as possible for speakers of other languages.</p> <p>Two of the teaching staff hold youth work qualifications and have received positive feedback from introductory, community-based programmes for young unemployed males.</p>
<p>Evidence: weaknesses/gaps</p>	<p>Half the staff had no input on recognising and addressing support needs - the session was optional. There was a possible link with low achievement rates in introductory level programmes.</p> <p>Staff needed, and had requested, advice on adapting teaching and learning methods for 13-14 year-olds on school link programmes - some negative feedback.</p> <p>Most staff lack sufficient ICT skills to make professional presentations at a level expected by learners who are employed middle managers on a fast-track HND programme, and to support learners with assistive technology applications.</p>
<p>Action points</p>	<p>Ensure, through the staff development system, that staff receive development and become competent in recognising and addressing support needs, adapting teaching and learning methods for school pupils and using ICT skills appropriate to their deployment.</p>
<p>Targets</p>	<p>Record individual staff members’ CPD needs as above and forward to staff development manager by April (Agent: Head of Department). Staff complete planned CPD in June Quality Week, and commence any longer-term CPD by October. (Agents: Staff, staff development manager).</p>

Example of college area evaluation. B4.4 Resources and services to support the learner: Facilities to support access and inclusion

<p>Inclusiveness statements (central column in Section 3)</p>	<ul style="list-style-type: none"> • The college strategy for developing access and inclusion anticipates and takes account of the wide range of learners who use the learning environments, resources and facilities. • Learners groups or anticipated groups have their needs analysed and adequately resourced. • Effective use is made of the range of learning environments to appropriately accommodate the specific needs of learner groups. • Specialist support facilities are readily accessible in an appropriate, well-designed environment. • Learners in residential accommodation have access to a range of services and support arrangements matched to their individual needs.
<p>Evidence: strengths</p>	<p>The access and inclusion strategy group uses the results of extensive monitoring, evaluation and feedback (learners and externals) to make the facilities as comprehensive as possible.</p> <p>High levels of learner satisfaction with nursery and childcare arrangements and with flexible attendance patterns to suit learners with care responsibilities.</p> <p>A private area for prayer is allocated and available on request.</p> <p>The library and learning resources suite accommodates specialist support facilities, and has areas of various sizes to house individual and group support and quiet study. Staffing is sufficient to provide high levels of support and assistance and staff are appropriately trained and experienced in working with the range of learners.</p> <p>The learning resources area contains material relevant to learners with a range of cultural backgrounds and staff readily contact external organisations for additional information and resources on request.</p> <p>Translations of induction material and other college information are available to learners.</p> <p>Reception and front-of-house areas are attractive, with client-friendly, child-friendly waiting areas. Staff are helpful and well informed.</p>
<p>Evidence: weaknesses/gaps</p>	<p>The food court serving area, counters and adjacent seating areas are difficult for wheelchair users to negotiate without assistance.</p> <p>The two annexes have insufficient learning resources and support facilities. In one, a BRITE workstation is in an unattractive basement.</p> <p>Insufficient arrangements to assist overseas and vulnerable learners in residence to engage in recreational, cultural and social activities.</p>
<p>Action points</p>	<p>Improve access to food court for wheelchair users.</p> <p>Improve learning resources and support facilities in annexes.</p> <p>Support residential learners, where required, to access social activities.</p>
<p>Targets</p>	<p>Redesign food court to accommodate wheelchair users as part of planned refurbishment in July. (Agent: estates manager).</p> <p>Consolidate and improve learning and support resources in the one annexe which will remain open next year. (Agent: estates manager).</p> <p>Work with residents committee to draw up strategy to support learners in accessing social activity by end June. (Agent: residence manager).</p>

**SECTION 3: APPLYING INCLUSIVENESS IN THE QUALITY FRAMEWORK
FOR SCOTLAND'S COLLEGES**

ELEMENT A1: PROGRAMME DESIGN	Programmes in an inclusive college are designed to give learners the best possible opportunities for success and learners are involved in planning. Under-represented groups are targeted and there are flexible modes of delivery and attendance. Positive attitudes to social and cultural diversity are embedded in programme design. Planning is informed by good partnership working with external agencies. A range of support needs are anticipated and support measures easily put in place.
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A1.1 RELEVANCE TO LEARNER, COMMUNITY, ECONOMY AND EMPLOYER NEEDS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Match of programmes with learner abilities and prior learning • Responsiveness to current and anticipated needs of employers and of the economy • Responsiveness to community needs • Promotion of positive attitudes to social and cultural diversity • Articulation arrangements • Consistency of programme content and learning activities with stated aims • Preparation for employment 	<ul style="list-style-type: none"> • Diversity in the characteristics and needs of potential learners is anticipated and taken into account in programme design. • Programme design takes account of ability levels, prior experience and barriers to learning. • Learners are consulted during the design of programmes where possible and their views taken into account. • Partnership working with other agencies informs planning of programmes and delivery approaches. • Programme design promotes positive attitudes to social and cultural diversity. • There are clear progression routes and related strategies to help all learners move on successfully. 	<ul style="list-style-type: none"> • <i>Fast-tracking arrangements for HN programmes meet needs of employed and more able learners.</i> • <i>An introductory level programme in childcare is planned jointly with learners and staff of a community outreach programme for women from ethnic minorities.</i> • <i>In planning a sociology course, materials are changed to take account of cultural diversity in learner group.</i>

A1.2 ACCESSIBILITY AND FLEXIBILITY		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Range of access modes • Timing and location of programmes; outreach into the community • Identification of basic learning needs; recognition of prior attainment, learning and experience • Opportunities for individual programme planning (to meet specific learner or employer needs) • Promotion, publicity and targeting under-represented groups (eg literature, open days) • Inclusive language and images in promotional materials consistent with the college's provision 	<ul style="list-style-type: none"> • Learner needs and preferences are researched and taken into account by offering a range of access modes and in planning the timing and location of programmes. • Programmes take account of the varying learning needs, prior achievements and learning experience. • Learners have opportunities to negotiate individual programmes or renegotiate existing programmes to meet individual or changing needs. • Under-represented groups are targeted and consulted in a variety of ways including external liaison. • Information in all forms, including verbal, paper-based and web-based, is inclusive and sensitive to the diverse needs of all potential learners. 	<ul style="list-style-type: none"> • <i>The timetabling of a care course aimed at adults returning to education takes into account the child care needs of the learners.</i> • <i>Prior to entry to an NQ Science programme learners with limited prior science experience are able to attend a 3-week introductory course which ensures they understand basic scientific principles.</i> • <i>The web site and other publicity material is field tested regularly with a wide range of learners to confirm accessibility and inclusiveness.</i>

A1.3 PLANNING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Scheduling, sequencing balance of workload and integration ● Time allocations and timing of learning activities and assessments ● Opportunities to consolidate learning ● Planned preparation, including use of work placements, for employment/more advanced programmes ● Inclusion of skills development <ul style="list-style-type: none"> o- personal and learning - core (communication, numeracy, information technology, working with others, problem solving) - vocational o- for employability o- for citizenship ● Planned support for learners with additional support needs ● Planned support for under 16s (where appropriate) ● Planning for social and cultural diversity (including ESOL where appropriate) 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> ● The needs of all learners are taken into account in the overall scheduling of course work and assessments. ● Attendance, work schedules and deadlines are flexible and accommodate individual circumstances. ● Learners are informed in advance of the programme's timelines and have the opportunity to discuss and help resolve any potential difficulties. ● Work placements, field trips and visits match individual learner needs. Learners contribute to making arrangements and receive appropriate preparation and support. ● The needs of all learners for the development of a range of specific skills (personal and learning, core, vocational, employability and citizenship) have been determined and clear targets agreed with learners. ● The college anticipates and plans to meet learners' additional support needs of whatever kind. 	<p>Examples of evidence: strengths</p> <ul style="list-style-type: none"> ● <i>Programme tutors discuss arrangements for timetabling, placement and group visits with learners during induction and ensure that any issues arising (e.g. physical access, cultural festivals, family commitments) can be managed.</i> ● <i>Programme tutors liaise with all subject staff to produce an overall timeline for the course which spreads assessment and project deadlines. This is discussed with the learners and solutions found to issues arising.</i> ● <i>Learners on an art and design programme work with adults with learning difficulties in a joint exhibition. This develops their skills in working with others and citizenship.</i>

**ELEMENT A2:
ACCOMMODATION FOR
LEARNING AND TEACHING**

The accommodation in an inclusive college supports an ethos which welcomes, respects and anticipates the needs of all users of the college.

Key Prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Sufficiency and vocational/subject relevance of teaching accommodation and facilities ● Size, layout, heating, lighting, ventilation and display ● Maintenance and safety ● Access for all learners ● Facilities for independent study 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> ● The teaching accommodation is sufficient to meet the needs of all potential learners. ● The teaching areas are flexible and accommodate a variety of formal and informal teaching approaches. ● The physical environment of all college accommodation is welcoming and straightforward to navigate. ● The access requirements of learners with additional needs have been considered and met wherever possible in teaching accommodation, college services, self-access provision and social areas. ● Accommodation is allocated on an equitable basis so that the needs of all groups are taken into account and met as far as possible. ● Risk assessments take into account the needs of all learners including those with additional support needs. ● Learners are involved in planned changes to accommodation. ● Displays and notices conform to accessible standards and are free from bias or stereotyping. 	<ul style="list-style-type: none"> ● <i>Learner involvement in the refurbishment of some teaching rooms led to one room being designed to also accommodate independent study needs when required.</i> ● <i>Staff readily access information about the availability of specialist furniture (chairs, tables of adjustable height etc) and induction loop availability.</i> ● <i>Direction signage and room labelling is clear to all learners.</i> ● <i>Classrooms equipped for practical work, and work-based learning arrangements, are available to enable learners to develop practical skills and to undertake practical activities where this is a preferred learning style.</i>

ELEMENT A3: EQUIPMENT AND MATERIALS

In an inclusive college the acquisition and development of materials and equipment are planned to meet the needs of all potential learners, including those with specific additional support needs. The resources permit differentiation within groups of varying abilities and promote positive images of diversity.

A3.1 MATERIALS AND EQUIPMENT TO SUPPORT LEARNING AND TEACHING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Sufficiency, quality and range including specialist equipment and materials, and ICT hardware and software • Accessibility for class groups and self study • Accessibility of ICT, online learning resources and AV equipment in learning and teaching environments • Online learning materials • Account taken of social and cultural diversity in learning materials • Match to learners' prior experiences and abilities • Relevance to employment • Safety and standards of maintenance 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> • Materials and equipment meet and support the needs of all potential learners of differing experience and ability both in class and self-study situations. • Differentiated materials are tailored or selected where appropriate to meet learner needs both within programmes (for individuals or small groups) and in programmes for learners with specific needs. • The content and context of teaching materials is appropriate for and sensitive to the needs of all learners. • Teaching materials are tailored or selected wherever possible to promote positive images of diversity. • All learners are able to access equipment provided (including ICT and software) and receive specific instruction or guidance as required. 	<ul style="list-style-type: none"> • <i>The programme team monitors all new teaching materials, ensures that it is sensitive to all possible needs and takes opportunities to promote positive images of diversity.</i> • <i>Learners with limited experience of ICT, work through special 'Introduction to IT' material at the beginning of their programmes and develop basic skills required to use ICT.</i> • <i>Lecturers in carpentry and joinery had successfully adapted resources to help learners with disabilities participate in practical tasks. They had designed jigs and templates to help learners' bench skills development.</i>

A3.2 PROVISION FOR LEARNERS WITH DISABILITIES AND ADDITIONAL SUPPORT NEEDS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Sufficiency and accessibility of equipment and resources for learners with disabilities and additional support needs 	<ul style="list-style-type: none"> • Equipment and resources to support learners are sufficient, accessible and meet the needs of learners requiring them. • Information about equipment and resources to support learners is effectively publicised to staff and learners. • The difficulty some learners may have in accessing equipment (including ICT, AV and specialised equipment) is anticipated. Where possible, learners are involved in planning alternatives in good time and in a sensitive way. • Specialised equipment is available when the learner needs it, in the classroom, in study areas or on loan for home use. • Provision and use of specialist equipment is seen as a normal part of the teaching situation. 	<ul style="list-style-type: none"> • <i>The department allocates a member of staff to act as a named resource for different support needs, such as dyslexia, young learners etc, and for the equipment, materials and strategies that might be needed to support learners.</i> • <i>Staff are able to access a wide range of information about additional support needs on the college intranet and regularly do so.</i>

ELEMENT A4: STAFF	In an inclusive college staff skills, qualifications and experience will match the needs of students. Staff will be expected to work with a wide range of student needs and to develop the skills and knowledge to embed support for learners in the classroom wherever possible.
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A4.1 QUALIFICATIONS AND EXPERIENCE		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> Academic and vocational qualifications of teaching staff relative to content and levels of programmes taught Professional qualifications of teaching staff (eg ITT, PDAs, TQ(FE), assessment and verification units) Qualifications and experience of other staff who impact directly on learner experience Currency of professional qualifications and CPD (teaching and other staff) Extent, currency and relevance of vocational experience relative to teaching responsibilities (in particular, familiarity with current industrial/commercial practices) Awareness of diverse needs of learners Compatibility of relevant ICT skills, with requirements of the post 	<ul style="list-style-type: none"> The skills, qualifications and experience of teaching staff match the needs of students they teach. Staff teaching groups of learners with additional support needs have appropriate qualifications training, experience or access to experienced mentor support. The skills, qualifications and experience of staff in student services and other non-teaching roles enable them to relate effectively to learners and the issues they bring. All teaching and non-teaching staff have a good understanding of the diverse needs of learners. All teaching and non-teaching staff have basic training in the range of strategies which might be needed to support learners with additional support needs (including the use of assistive technology in the classroom). Staff are aware of the support services available in college for learners whose needs cannot be fully met in the classroom. 	<ul style="list-style-type: none"> <i>Staff regularly attend the sessions offered by the learner support team in a range of subjects including alternative teaching strategies and assistive technology for learners with additional support needs.</i> <i>Staff new to teaching learners with additional support needs receive mentoring and learn from observing experienced teachers or team teaching.</i>

A4.2 TEACHING AND SUPPORT STAFF	
Key prompts	An inclusive college will have evidence to show that:
<ul style="list-style-type: none"> • Sufficiency of teaching staff for programmes taught • Sufficiency of other staff who impact directly on learners 	<ul style="list-style-type: none"> • Teaching and support staff are sufficient and are deployed according to need of learner groups. • Specific support from staff in external organisations is accessed when needed.
	Examples of evidence: strengths
	<ul style="list-style-type: none"> • <i>The social work department provides support in college and in class for a learner with Autistic Spectrum Disorder.</i> • <i>A student adviser is specifically designated to work with overseas learners, refugees and asylum seekers.</i>
A4.3 EFFECTIVENESS OF TEAMWORK	
Key prompts	An inclusive college will have evidence to show that:
<ul style="list-style-type: none"> • Staff commitment to college aims, policies and procedures • Teamwork and deployment of staff • Sharing and adoption of good practice to develop staff and improve the learner experience 	<ul style="list-style-type: none"> • Staff are aware of college policies related to inclusiveness, equality and diversity and their responsibility to promote an inclusive culture. • All teaching and support staff work collaboratively and effectively to promote full participation of all learners in the learning process and in college life. • There is active sharing of good practice in the promotion of inclusiveness.
	Examples of evidence: strengths
	<ul style="list-style-type: none"> • <i>A departmental staff development session is devoted to all staff contributing a case study which demonstrates 'inclusiveness in practice'.</i>
A4.4 STAFF DEVELOPMENT AND CAREER REVIEW PROCESS	
Key prompts	An inclusive college will have evidence to show that:
<ul style="list-style-type: none"> • Induction arrangements for new staff • Introduction to learning, teaching and assessment for staff new to teaching • Use of individual review to identify CPD needs, including needs related to new roles 	<ul style="list-style-type: none"> • The induction process ensures that new staff are aware of the range of learner needs and of their responsibilities in terms of legislation and policy. • All new teaching staff are aware of the implications of diverse learner needs for teaching, learning and assessment practices. • Each career review prompts staff to identify their development needs in practices that promote inclusiveness and inclusive learning.
	Examples of evidence: strengths
	<ul style="list-style-type: none"> • <i>All new staff complete a specific online programme which covers legislative responsibilities, diverse learner needs and support available in college. This is supported and monitored by a senior member of departmental staff.</i>

A4.5 CONTINUING PROFESSIONAL DEVELOPMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Quality and sufficiency of staff CPD • Staff engagement with college strategies and plans for CPD • Professional development (including teaching/learning and use of ICT) • Vocational updating • Relevance of CPD to college targets and to sector and national priorities • CPD for staff undertaking new roles 	<ul style="list-style-type: none"> • All staff have the opportunity to update their skills and acquire new knowledge to support the development of inclusive practices. • Teaching staff and programme tutors have opportunities to develop skills in recognising learner support needs and making arrangements to address them. • Staff development in working with the whole range of additional support needs is seen as essential to all staff and not just those working with special programmes. 	<ul style="list-style-type: none"> • <i>Following specific identified difficulties with school pupils in college, targeted training is organised on lesson planning, teaching approaches and ways of handling behavioural problems.</i> • <i>Staff jointly analyse training needs related to the development of inclusiveness and agree a proposal to be put to the Staff Development Officer.</i>

ELEMENT A5: LEARNING AND TEACHING PROCESS

In an inclusive college the needs of individual learners are at the core of the teaching process. Learners are respected and diversity welcomed. The learning and teaching process is developed imaginatively and innovatively to match learners' needs arising from their experiences, interests, abilities and any barriers to learning. Achievement is promoted and recognised.

A5.1 THE LEARNING PROCESS

Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Learner motivation and engagement ● Use of resources by learners ● Reflection on learning ● Independence in learning ● Progress and outcomes of learning 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> ● Learners become motivated, confident and engaged as a result of being valued and respected in class. ● All learners make effective use of the resources they need (assistive technology, adapted equipment, etc), as a result of resources being accessible, inclusive and appropriate. ● Learners can recognise their individuality, build on their strengths and work on areas of challenge. ● Learners can work at their own pace. ● Learners receiving significant support also exhibit independence in learning as far as is possible. ● More dependent or vulnerable learners recognise and value their progress in overcoming barriers to learning and developing personal skills and attributes. 	<p>Examples of evidence: strengths</p> <ul style="list-style-type: none"> ● <i>The ongoing learner review proformas record good individual development for almost all learners in a wide range of areas including personal confidence, independence in learning and use of resources as well as academic progress.</i> ● <i>A number of initially reserved learners were able to fast-track to a higher level of certification as a result of recognising their abilities and undertaking additional independent study.</i>

A5.2 THE TEACHING PROCESS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Application of professional and subject knowledge • Application of good practice in teaching • Focus on learners • Contextualising learning • Use of resources (including ICT) • Promotion of achievement 	<ul style="list-style-type: none"> • Teaching staff view the needs of individual learners as central to the teaching process. • Staff are well informed about the cultural, social and educational backgrounds of learners and use this to inform the teaching process. • Equality of opportunity is promoted and prejudice and discrimination challenged. • A variety of activities and delivery methods supported by appropriate resources are used to accommodate different learner needs. • Innovative and imaginative teaching approaches are used to meet the needs of less confident or motivated learners or those unlikely to flourish in traditional learning environments. • Teaching is contextualised to reflect the diversity and individual needs of the learners. • The value added learning involved in activities such as group work, role play, and field trips is recognised and promoted. • Achievement is promoted in all areas and, in particular, the incremental and personal achievements of more vulnerable learners are recognised and acknowledged. 	<ul style="list-style-type: none"> • <i>Staff on an introductory course complete a short reflective teaching checklist after each lesson. In it, they review the range of activities, involvement of all learners and promotion of achievement and use the notes to plan subsequent teaching.</i> • <i>In an introduction to construction skills programme, school pupils undertake a project to hard and soft landscape a care home.</i> • <i>Tasks for communication class make particular use of the diverse cultural background of the class to make the content relevant to all and to challenge stereotypes and discrimination.</i>

A5.3 CONTEXT AND PLANNING FOR LEARNING AND TEACHING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Staff-learner relationships • Planning of learning activities • Physical environment • Standards set by staff 	<ul style="list-style-type: none"> • A culture of respect for the individual is promoted in all relationships (student-staff, student-student and staff-staff). • Staff value all learners, and are committed to their progress and well-being. • Learners contribute to planning learning activities that best meet their needs. • Learning activities are specifically planned to respond to the needs of particular groups and the individual needs within groups. • Learner activities are planned to involve minority group learners positively and to promote cultural and social diversity. • The environment is accessible and congenial for all students. 	<ul style="list-style-type: none"> • <i>In an introductory programme, initial induction is followed by an extended induction period. Tutors then assess individual need, obtain learner feedback and involve learners in decisions about the programme.</i> • <i>The difficulties associated with the unavoidable periodic absences of a learner with health problems are anticipated and reduced through the use of flexible learning materials and additional tutor support.</i> • <i>Following a class discussion, learners whose literacy skills were at a basic level successfully proposed a series of site visits and practical activities which they believed would help their understanding better than the worksheets currently used.</i>

ELEMENT A6: ASSESSMENT	In an inclusive college, learners are well informed about assessment criteria and timing and receive high quality relevant feedback. Assessment instruments and practices take into account the diverse needs of learners. Instruments are accessible and free of bias. Permitted alternative arrangements are available to learners who require them.
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A6.1 ASSESSMENT INSTRUMENTS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Consistency with awarding body standards • Clarity of marking schemes 	<ul style="list-style-type: none"> • Assessment instruments take into account social and cultural diversity and are free from bias. 	

A6.2 ASSESSMENT PLANNING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Volume/sequencing and timing of learner workload • Consistency of process with awarding body conditions and arrangements • Special arrangements for learners with particular needs (including additional support needs) • Application of assessment policy including reassessment and appeals 	<ul style="list-style-type: none"> • The timing and sequencing of assessments takes into account individual need as far as possible. • Staff understand and address the barriers which exist in some assessment modes for some learners. • Staff understand and implement the opportunities and associated conditions for alternative assessments allowed by examining bodies. • Learners are involved in planning any alternative assessment arrangements. • The need for alternative arrangements in both internal and external assessments is anticipated and arrangements are made in good time. • Learners needing alternative arrangements are used to using the arrangements (technology, scribe etc). 	<ul style="list-style-type: none"> • <i>Clear strategies are set out to accommodate learners with anticipated difficulties with assessment.</i> • <i>Summative assessments for less confident groups are timetabled later into the programme to allow time for confidence to be built and needs to be assessed.</i> • <i>Staff, working closely with the learner and learning support staff, ensure that alternative arrangements for internal and external assessments are planned well ahead and meet examining body guidelines.</i>

A6.3 ASSESSMENT PRACTICE		
Key prompts	<ul style="list-style-type: none"> • Quality, consistency and frequency of feedback to learners on progress • Quality of oral and written feedback on formal assessments and advice on next steps • Recording and processing information on assessment • Arrangements to ensure authenticity of learners' work 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> • All learners understand how their work is assessed and what criteria will be used. • All learners receive frequent relevant feedback which relates to their individual performance as well as to the required standard. • Advice on next steps takes into account individual learner needs and circumstances.
		<p>Examples of evidence: strengths</p> <ul style="list-style-type: none"> • <i>In an HNC Care programme staff use a pro forma for initial and significant feedback. In it, they highlight strengths and weaknesses, make positive suggestions, recognise wider development and promote confidence and motivation</i>
A6.4 ASSESSMENT MONITORING		
Key prompts	<ul style="list-style-type: none"> • Application and robustness of internal moderation (NQ/HN) • Application and robustness of internal verification procedures (SVQ) • Application and robustness of quality assurance procedures (other awards), as appropriate 	<p>An inclusive college will have evidence to show that:</p> <ul style="list-style-type: none"> • Internal moderation and verification of assessment includes consideration of opportunities for alternative assessment arrangements. • Internal moderation and verification monitor the context and content of assessment materials in regard to appropriateness and freedom from bias.
		<p>Examples of evidence: strengths</p> <ul style="list-style-type: none"> • <i>The internal verifier regularly checks assessment instruments used internally and checks appropriateness and accessibility in relation to the learner group.</i>

ELEMENT A7: LEARNER PROGRESS AND OUTCOMES	An inclusive college values and acknowledges the attainment and achievement of learners in a wide variety of ways. The holistic development of an individual is valued and seen as contributing to success in future learning and achievement.
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A7.1 LEARNER PROGRESS AND ACHIEVEMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Progress from prior attainment, achievement, learning and experience ● Skills: <ul style="list-style-type: none"> - personal and learning - core (communication, numeracy, information technology, working with others and problem solving) - vocational - for employability - for citizenship 	<ul style="list-style-type: none"> ● Achievement is high when measured against an individual's prior attainment and experience. ● A high proportion of learners are successful in overcoming any difficulties and developing in confidence and independence. ● Learner achieve agreed targets, for a range of skills that match their individual situations. ● Learners achieve successes in non-traditional areas (community service, college events, etc) that reflect their individual circumstances and abilities. 	<ul style="list-style-type: none"> ● <i>Learner records measure assessed progress in a variety of areas and learners receive a written report which includes reference to all achievements.</i>

A7.2 LEARNER ATTAINMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Attainment of formal qualifications ● Attainment in industry-related awards and tests ● Retention ● Post-course success including progression to HE, relevant area and level of employment ● Success in award schemes, competitions, etc 	<ul style="list-style-type: none"> ● Attainment of formal qualifications is high as a result of learners enrolling on programmes that match individual goals, requirements and abilities and/or as a result of individually targeted support. ● Learner retention is high as a result of the college ethos and responsiveness to learner motivation and the support needs of individuals. ● Learners attain external awards which reflect their individual circumstances and abilities. 	<ul style="list-style-type: none"> ● <i>Improved retention and attainment figures after programme tutors adapt programme design to better match learner abilities and learning styles.</i> ● <i>Learners in photography and hairdressing achieve in national competitions to add value to their programme and provide additional experience. Their practical work reflects their individual cultural backgrounds.</i>

ELEMENT A8: GUIDANCE AND LEARNER SUPPORT	In an inclusive college guidance is fundamental to the ethos of the college and as a function of all staff. Staff sensitively and thoroughly help learners to identify learning and support needs before, at entry and throughout programmes and intervene effectively when they are at risk of leaving or failing. Progression routes are planned and learner confidence, self-esteem and wellbeing are promoted at all times.
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A8.1 CONTEXT FOR GUIDANCE AND SUPPORT	
Key prompts	An inclusive college will have evidence to show that:
<ul style="list-style-type: none"> • Ethos and relationships • Range of academic and personal support provided by subject staff • Referral to specialist advice and support 	<ul style="list-style-type: none"> • The college culture respects individuals, values positive relationships and welcomes and supports learners according to their need. • Learners are encouraged to negotiate and manage their own learning and evaluate their progress. • All staff accept a responsibility for guidance and support and the wellbeing of learners. • Staff are clear about their guidance function and its links to central provision and external resources. • There is a positive and active relationship between subject staff and learning support staff. • Where possible, the need for support is minimised by making adjustments to the learning process. • Where possible, support is integrated into the learning process.
	<p>Examples of evidence: strengths</p> <ul style="list-style-type: none"> • <i>Materials developed jointly by hairdressing and learning support staff ensure that learners with dyslexia do not need additional support. The new materials benefit a range of 'at-risk' learners.</i> • <i>A support checklist defines the responsibilities of all staff including subject staff, programme tutors, learning support staff, classroom assistants.</i>

A8.2 PRE-PROGRAMME GUIDANCE AND SUPPORT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Pre-enrolment and admissions procedures • Introductory level programmes (eg summer schools, bridging courses) • Match between learner needs, prior learning and placement on programme • Identification of and planning for additional support needs • Induction procedures 	<ul style="list-style-type: none"> • Literature related to programmes is accessible and free from assumptions regarding student profiles. • Special arrangements are available for interviewing applicants who are likely to experience problems in communicating at interview. • Induction programmes are sufficiently flexible to meet individual requirements and are used to establish positive relations and identify need. • Individual induction for learners with specific needs is arranged as appropriate. • Individual needs and prior experience and achievement are identified and used positively to determine programmes of study and any additional support requirements. • Additional support is planned as a partnership between the learner, subject-based staff and support staff. • Learners at risk of failing are identified early and strategies put in place to support them in very early days of programmes. 	<ul style="list-style-type: none"> • <i>A music programme attracts a large number of young learners who are living away from home for the first time. The tutor organises a bowling evening during induction to establish the group more quickly and make induction more effective</i> • <i>Staff routinely ensure that unsuccessful applications are checked to ensure that reasons for refusal are valid and that, wherever possible the applicant is referred to a more appropriate programme or additional advice</i> • <i>An individualised student recovery strategy is drawn up and implemented with learners having difficulty sustaining attendance and progress for whatever reason</i>

A8.3 ON-PROGRAMME GUIDANCE AND SUPPORT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Learner access to and support by a named tutor ● Access to information about college policies, procedures and services ● Agreeing individual goals with learners ● Progress monitoring and recording ● Meeting learning and learner support needs 	<ul style="list-style-type: none"> ● Named tutors know their learners and their circumstances well and provide individually-tailored guidance that learners value. ● The college communicates information about relevant policies, services, support and resources effectively to learners, using materials and methods accessible to all. ● Learner profiles are used creatively to: <ul style="list-style-type: none"> - assess and plan individual core skills targets - assess and plan the development of any personal skills - use strengths positively in the teaching situation - identify support needs. ● Guidance staff are effective in ensuring that learner needs are met and that learners progress as a result. ● Learners agree realistic and relevant targets based on assessed need through individual planning. The targets are monitored and achievements recorded. 	<ul style="list-style-type: none"> ● <i>All learners are given a written 'contract' with their named tutor stating responsibilities, availability, etc.</i> ● <i>A comprehensive learner services pack is customised to each programme. It gives details of college-wide services and policies and programme-specific information and support.</i>

A8.4 PROGRESSION GUIDANCE

Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Learner access to relevant information on progression to further study and/or employment • Progression planning support • Interview and job-seeking skills development 	<ul style="list-style-type: none"> • All learner groups have relevant information on progression and employment and where appropriate have contact with representatives from possible progression routes. • Learners with additional support needs receive particular support in transferring to another programme, institution or employment. • In working with employers, staff attempt to break down any barriers or counteract any discriminatory views. • Learners have opportunities to identify and work towards any skills they need to progress to the next stage of education, training or employment. 	<ul style="list-style-type: none"> • <i>A short programme on communication, self-presentation and assertiveness helps less confident learners to prepare for job interviews.</i> • <i>Learners with additional support needs develop a transition plan with their tutors and learning support staff. This involves, as required, external agencies such as Careers Scotland and staff at other colleges or universities.</i>

ELEMENT A9: QUALITY ASSURANCE AND IMPROVEMENT

In an inclusive college the development of inclusive practices is a major aspect of quality development. Learner retention and success are acknowledged to be dependent on learner experiences which are welcoming, relevant, motivating and supportive. Review and evaluation of programmes addresses inclusiveness.

A9.1 PROGRAMME REVIEW AND EVALUATION		
Key prompts	An inclusive college will have evidence to show that:	Some examples of possible evidence
<ul style="list-style-type: none"> ● Involvement of: <ul style="list-style-type: none"> - learners - teaching staff and other staff at all levels - other stakeholders as appropriate ● Analysis and evaluation of: <ul style="list-style-type: none"> - PI data at programme and unit levels - feedback from stakeholders - learning and teaching ● Quality assurance activity: <ul style="list-style-type: none"> - monitoring of targets in previous plans - annual programme reporting - self-evaluation - ongoing monitoring of programmes 	<ul style="list-style-type: none"> ● The views of all learners including those with additional support needs are sought, and learners provide comment from an individual perspective. ● Methods used to obtain feedback are inclusive. ● Parents, carers, and partner agencies are involved in evaluation where appropriate. ● Analysis of PIs and other data are used to identify disparities in the achievement of different groups with a view to targeting this for action. ● The genuine reasons for learners withdrawing from programmes are sought and factors relating to the programme are discussed and analysed. ● Staff discuss and evaluate the effectiveness of learning and teaching approaches for different groups or individuals with differing learning needs. ● Staff discuss and evaluate the effectiveness of guidance and support in respect of different groups or individuals with differing learning needs. ● Information on attainment, retention, progression and post course success is analysed to identify and act on issues relating to learner diversity. 	<ul style="list-style-type: none"> ● <i>A department uses focus groups instead of questionnaires for groups where basic skills may present difficulty. Staff who do not teach the learners run the groups.</i> ● <i>Inclusiveness is reviewed as a separate element and targets set for development.</i>

A9.2 PROGRAMME IMPROVEMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Quality management within the subject area ● Use of self-evaluation to inform action planning ● Use of PIs, trends, benchmarks and existing good practice to inform action ● Sharing and adoption of good practice ● Planning for improvement: <ul style="list-style-type: none"> - target setting - timescales - allocation of tasks and responsibilities ● Achievement of targets for improvement ● Evidence of real improvement for learners 	<ul style="list-style-type: none"> ● Good practice in working inclusively is identified and disseminated. ● Action planning and target setting includes the further development of inclusive practices leading to full compliance with the letter and the spirit of associated legislation and guidance. ● Previous targets relating to inclusiveness have been achieved and there are demonstrable improvements in the college's capacity to serve a diverse range of learners. 	<ul style="list-style-type: none"> ● <i>Evaluation in the previous year had identified that retention and success among young learners on a Sport and Recreation programme was poor. A number of strategies have now been put in place including clearer information about programme content, increasing the practical elements at the start of the course, and improvements to the teaching of the more theoretical elements. This has resulted in a significant increase in success.</i>

**ELEMENT B1:
EDUCATIONAL
LEADERSHIP, DIRECTION
AND MANAGEMENT**

An inclusive college has a well-articulated vision for continuing improvement towards a culture and ethos of inclusiveness, demonstrated through strategies, people, policies and practice. Managers strongly promote a positive response to diversity and this is reflected in strategic and operational planning.

B1.1 EDUCATIONAL AIMS, OBJECTIVES AND TARGETS

Key Prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Clarity and comprehensiveness of the college's educational aims, objectives and targets (all levels) ● Inclusion and appropriateness of aims, objectives and targets relating to current legislative and wider policy imperatives ● Staff awareness and understanding of the college's aims, objectives and targets ● Staff responsiveness to educational aims, objectives and targets (all levels) ● Consistency of all operational plans and targets with college strategies, plans and targets 	<ul style="list-style-type: none"> ● Aims, objectives and targets take account of legislation and associated guidance relating to equality. ● Aims, objectives and targets take account of the local community and its needs, and convey clearly the college's approach to inclusiveness. ● Objectives and targets take account of the requirements and potential achievements of learners with additional needs. ● All staff clearly understand these aims and objectives and an ethos of inclusiveness is evident throughout the college. ● There are specific policies and processes that promote inclusiveness and inform practice. Other college policies incorporate an inclusive approach within their scope. 	<ul style="list-style-type: none"> ● <i>A well-articulated and comprehensive diagram, with guidance notes, explains to all staff and stakeholders the roles, responsibilities and remits for developing an ethos of inclusiveness in the college.</i> ● <i>Information for communities and external partners illustrates how they might engage with the college. Information for college staff tells them how the college plans to predict and respond to the needs of its community, and what their own approaches should be.</i>

B1.2 LEADERSHIP FOR LEARNING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Vision and direction of the curriculum: <ul style="list-style-type: none"> - portfolio planning - responsiveness to actual and anticipated stakeholders' needs - learning, teaching and assessment - curriculum-related estate planning and development - strategies for on-site and off-site delivery - skills; personal and learning; core; vocational; for employability; for citizenship ● Strategies for improving retention, achievement and attainment ● Team leadership ● Strategies for staff development/CPD ● Staff involvement in decision making ● Motivation of staff ● Promotion of good practice 	<ul style="list-style-type: none"> ● Learning needs in the community are researched and taken into account in strategic and operational planning. ● Portfolio planning, curriculum design and course approval processes take account of a diversity of learning needs. ● The physical environment is conducive to learning for the diversity of learners. ● Community-based and flexible learning opportunities are available and accommodate the learning needs of a wide spectrum of learners. ● Strategies to improve retention and achievement are applied imaginatively to learner groups experiencing particular barriers to success. ● Staff development, CPD activities and sharing of practice all promote the development of inclusive practice. ● Curriculum development, delivery and assessment is planned with a diverse range of learners in mind and with a view to reflecting a diverse society. 	<ul style="list-style-type: none"> ● <i>The curriculum portfolio matches the expressed vision to meet diverse needs in the local community, and the college policies promote flexibility to accommodate specific individual and group needs in respect of content and delivery.</i> ● <i>Minutes of meetings demonstrate leadership in 'joined-up' approaches to inclusiveness, involving staff development, curriculum development, marketing and support structures for retention and achievement.</i>

B1.3 IMPLEMENTATION OF ACTION TOWARDS EDUCATIONAL AIMS, OBJECTIVES AND TARGETS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Curricular response to: • local socio-economic context • need to promote equality and fairness in the curriculum • national and local government policies, priorities and stakeholders • need to develop learners' skills: personal and learning; core; vocational; for employability; for citizenship • articulation and progression • collaboration and partnership • Managing the implementation process by programme and support/functional teams, committees and/or managers • Coordination of action across the college 	<ul style="list-style-type: none"> • The curriculum takes account of national policies and the local context in relation to inclusiveness. • The curriculum integrates personal, core, citizenship and employability skills which promote inclusion in and beyond college life. • Partnership working with other agencies addressing inclusion results in positive experiences for a wide range of learners. • College structures, committees, staff remits and deployment promote a holistic and effective cross-college approach to diversity and equality. • Planning groups and committees align operational priorities with strategic priorities for widening access. • Designated managers are responsible and accountable for implementing inclusiveness in the college's strategy, policies and practices. 	<ul style="list-style-type: none"> • <i>Course approval documentation shows that provision meets the requirements and the spirit of equalities legislation</i> • <i>Monitoring data including PIs, postcode analysis, disability indicators and ethnic minority monitoring reflect progress toward aims in relation to inclusiveness. Analysis of the community and its demography informs curriculum planning, marketing and support</i> • <i>Innovative, evaluated, partnering models with external agencies, improve transitions from exclusion to active engagement in learning. Joint programmes and projects are run for vulnerable groups including the NEET group and incapacity benefit clients</i>

B1.4 ACHIEVEMENT OF EDUCATIONAL AIMS, OBJECTIVES AND TARGETS		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Progress in key aims and objectives • Achievement of targets and key performance indicators • Trends • Promotion of good practice 	<ul style="list-style-type: none"> • Strategic and operational objectives for inclusiveness are being met. • Good practice is being shared across the organisation. 	<ul style="list-style-type: none"> • <i>Trend analysis shows increasing inclusiveness and helps understanding of factors which promote or inhibit it</i> • <i>Staff are invited to learning events to share good practice in inclusiveness</i>

ELEMENT B2: ACCESS AND INCLUSION

An inclusive college is one in which planning takes place in the context of the work and interests of other stakeholders and good use is made of partner organisations and other sources of expertise to inform inclusiveness strategy and associated developments.

B2.1 LEADERSHIP FOR ACCESS AND INCLUSION

Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Vision and strategy to promote access and inclusion • Arrangements to promote access and inclusion • Actions in response to legislation and policy related to inclusion and equality (eg DDA, RRAA, Sex Discrimination Act, Child Protection) • Co-ordination, management and evaluation of arrangements for access and inclusion • Operational planning to promote and improve access and inclusion • Development, deployment, teamwork and motivation of staff to promote access and inclusion • Strategic links with external agencies to improve and sustain access and inclusion (e.g. community planning, development, learning partnerships) • Strategic links with other providers to promote access and progression 	<ul style="list-style-type: none"> • The college clearly states its intent to be an inclusive organisation through vision, mission and values. • The college has policies that convey its commitment to inclusiveness and reinforce the requirements of equalities legislation. • The college respects the starting points of the wide range of learners who seek to learn with it. • Staff and learners understand and implement the policies and any related procedures and guidelines. • Staff and students accept responsibility for making sure that the spirit of the policies are followed. • Roles and responsibilities for leadership in access and inclusion are clear and understood by all members of staff. • Roles and responsibilities for ensuring partnerships and linkages with external partners are clearly understood by all members of staff internally, and communicated well to partners. 	<ul style="list-style-type: none"> • <i>Principal and SMT members are visible in success and awards ceremonies and other events of partner organisations with whom they work to implement inclusiveness among local communities.</i> • <i>Minutes of partnership groupings and of meetings with key stakeholders demonstrate positive and influential contributions of the principal and senior managers in promoting inclusiveness.</i> • <i>Minutes of teaching and non-teaching teams across the college show that all planning activity takes into account the diverse range of learner needs.</i>

B2.2 ARRANGEMENTS FOR ACCESS AND INCLUSION		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Collaborative arrangements to provide and improve access and inclusion • Range of marketing and publicity strategies to encourage and widen participation • Targeting of under-represented groups (for example, workplace and rural/distant/minority ethnic/disengaged learners) • Promotion of equality of opportunity • Arrangements for the care, welfare and support of children and young people • Communication with groups of potential learners • Range of introductory and preparatory programmes and arrangements for progression • Provision of literacies programmes to support language and numeracy development (including core skills and ESOL programmes) • Flexible delivery and assessment modes • Monitoring recruitment, retention and attainment for equality 	<ul style="list-style-type: none"> • Partnerships with key stakeholders ensure ongoing development of access and inclusion. • Strategies are being implemented to target excluded and disadvantaged groups. • The college, with its partners, has procedures to remove barriers to access as far as possible. • The range of learner services is effective in enabling a wide range of learners to access programmes. • Marketing methods take into account the varying needs of potential learners. • There are clear routes for learners to progress from basic stages to vocational and higher education. • Flexibility in programme content and delivery modes and locations enables learners to select a course of study that matches their needs. • Arrangements for access and inclusion are informed by the analysis of data on recruitment and retention of learner groups, postcodes, ethnicity, etc. 	<ul style="list-style-type: none"> • <i>The language and presentation of marketing and publicity material reflects the literacy levels of the intended audiences.</i> • <i>Clear guidelines, agreed with schools, ensure the safety, welfare and progress of school pupils attending college.</i> • <i>Arrangements for handling enquiries, interviews, recruitment and selection are non-threatening and designed to support less confident applicants.</i>

ELEMENT B3: GUIDANCE AND SUPPORT	An inclusive college has guidance and support policies and practice which enable and support a wide range of learners. The college works with key partners to understand and anticipate the guidance and support needs of current and future learners and to establish ways of meeting these needs in order to help all learners achieve their potential.
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B3.1 LEADERSHIP FOR GUIDANCE AND SUPPORT		
Key Prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Vision and strategy to shape guidance and support, and underpin development of skills: <ul style="list-style-type: none"> - personal and learning - core - vocational - for employability - for citizenship ● Communication of strategies for delivering guidance and support ● Development, deployment, teamwork and motivation of staff ● Operational planning and evaluation processes ● Management and co-ordination of arrangements for guidance and support ● Strategic links with other organisations 	<ul style="list-style-type: none"> ● The strategy for guidance and support takes account of the varying needs of a diverse range of learners, including the significant needs of vulnerable learners. ● All staff understand the college approach to guidance and support, and how to refer learners appropriately to specialist information or services in the college. ● Operational planning and staff deployment enable the college to meet the guidance and support needs of a diverse range of learners. ● Data derived from the monitoring and evaluation of all programmes, including achievement rates, influences the guidance and support strategy. ● In working with other partners, the guidance and support needs of current and potential learners are identified and planned for. ● There are well-established links with external sources of support and learners are referred appropriately and sensitively. 	<ul style="list-style-type: none"> ● <i>Policies, strategies and procedural documents defining guidance and support reflect a diverse range of learner requirements and show that the college is meeting these requirements.</i> ● <i>The wider community partnership structures are used for staff development, race equality monitoring and reporting. Common standards are adopted by all, and organisational learning takes place among partner agencies.</i>

B3.2 ARRANGEMENTS FOR GUIDANCE AND SUPPORT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Appropriateness and effectiveness of guidance, support and referral systems • Accessibility to all learners at all points of the learning experience • Screening and diagnosis of individual potential for progression in core skills • Arrangements for reviewing progress of learners and effectiveness of support • Preparation for progression, employment and citizenship • Collaboration within and across college departments and external organisations • Avoidance of bias in admissions criteria and diagnostic tests • Arrangements for reporting and addressing complaints including harassment or discrimination 	<ul style="list-style-type: none"> • All learners are easily able to access the levels of guidance and support they require to select appropriate programmes and achieve success. • Learners receive effective support in making the transition into programmes and in planning the next steps after completing them. • Staff are proactive, sensitive and responsive in helping learners identify support needs. • Where support arrangements rely on a third party these arrangements are effective and meet learner needs. • The guidance process takes into account the post-course opportunities available to individual learners, in helping them prepare for progression, employment and citizenship. • The complaints system is accessible and used effectively by learners. Issues relating to diversity and equality are tackled promptly and influence policy and strategy. 	<ul style="list-style-type: none"> • <i>There is a centrally located, attractive and well publicised service, appropriately staffed and proactively seeking out those who may need help. Its records show high degrees of satisfaction in learners, and show how learner feedback, and advice from the student association, has been used to improve the services.</i> • <i>All teaching sections comply with college guidelines on guidance, progress review and identifying support needs; all sections apply their procedures and activities sensitively, and adapt them appropriately to address the specific circumstances of groups or individuals.</i>

ELEMENT B4: RESOURCES AND SERVICES TO SUPPORT THE LEARNER

An inclusive college works toward continually to improve its physical resources and assets to ensure that a growing range of learners, with diverse needs, can readily access learning. This may mean creating access in a range of locations, or sharing the resources of other partners.

B4.1 LEADERSHIP FOR ACCOMMODATION AND LEARNING RESOURCES

Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Curriculum-related accommodation • Curriculum-related facilities • Resource allocation and management in support of curriculum delivery • Policies / strategies / plans to provide, update and make best use of ICT equipment, software and electronic learning resources across the curriculum 	<ul style="list-style-type: none"> • The college strategy takes account of the support needs of learners in configuring the estate and provides adequate support facilities for the learning process. • The estates strategy takes account of the access requirements of a wide range of learners and buildings comply with disability regulations. • The needs of learners, including those with low motivation, inform the development and design of learning environments and public space. • A range of external locations is used for programme delivery where this best meets learner needs. • ICT is used effectively and creatively in promoting access to learning resources, particularly for learners who need remote access or assistive technologies. 	<ul style="list-style-type: none"> • <i>Findings of focus group discussion, feedback from learners and advice from external agencies, all centred on developing an inclusive environment, informed planning for new accommodation.</i> • <i>ICT programmes are located in the premises of a centre for people recovering from addiction, enabling them to learn in a supportive and familiar environment.</i>

B4.2 CENTRAL ACCOMMODATION AND FACILITIES TO SUPPORT LEARNING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Sufficiency, adequacy and accessibility of central accommodation and facilities for learning, guidance and support • Sufficiency, adequacy and accessibility of communal accommodation and facilities (including safety, maintenance, heating, lighting, ventilation and signage) • Sufficiency, adequacy and accessibility of ICT infrastructure, learning resources and support for all learners 	<ul style="list-style-type: none"> • Learners with disabilities can access central facilities and public space with ease. • Health and safety measures are equally effective for the full range of learners and others using the college. • Facilities to support learning are available to learners in outreach or remote locations. • Signage is readily understood by the diverse range of learners. 	<ul style="list-style-type: none"> • <i>A welcoming reception area with good quality signage and welcoming staff quickly make applicants and enquirers at ease.</i> • <i>Signage for minority ethnic groups and Braille signs for those with visual impairments are evident throughout the college campus.</i>

B4.3 CENTRALLY AVAILABLE LEARNING MATERIALS AND EQUIPMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Sufficiency, adequacy and accessibility of: <ul style="list-style-type: none"> - paper-based learning materials - catalogues and indices of materials available from other sources (including the Internet) - ICT hardware and software for open access - electronic learning materials 	<ul style="list-style-type: none"> • Central learning resources reflect the requirements of a diverse learner population. • Central learning materials reflect diversity positively and are free of bias and stereotyping. • The college works with external agencies to make appropriate and effective use of their resources in making access and delivery equitable to all learners. 	<ul style="list-style-type: none"> • <i>A range of learning resources are available to support the specific learning needs of a variety of learners, for example assistive technology, Braille equipment, ergonomic seating and PC stations, foreign language dictionaries and texts.</i>

B4.4 FACILITIES TO SUPPORT ACCESS AND INCLUSION		
Key Prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Access for all learners including people with disabilities • Materials, facilities and equipment to enable learners with disabilities to access learning • Account taken of social and cultural diversity • Arrangements for child care • Residential arrangements 	<ul style="list-style-type: none"> • The college strategy for developing access and inclusion anticipates and takes account of the wide range of learners who use the learning environments, resources and facilities. • Learners groups or anticipated groups have their needs analysed and adequately resourced. • Effective use is made of the range of learning environments to appropriately accommodate the specific needs of learner groups. • Specialist support facilities are readily accessible in an appropriate, well-designed environment. • Learners in residential accommodation have access to a range of services and support arrangements matched to their individual needs. 	<ul style="list-style-type: none"> • <i>A room for prayer is available for those who require it during the college day.</i> • <i>Classrooms, areas for practical work and social space are designed to accommodate learners who use wheelchairs.</i>

ELEMENT B5: STAFF	Staff in an inclusive college have the appropriate experience, qualifications, training and attitudes to support the college's work with a diverse range of learners and to promote an ethos of inclusiveness. Teaching staff are committed to continuing professional development to extend their capacity to work effectively with the range of learners.
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B5.1 STAFFING		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Sufficiency of teaching staff • Academic and vocational qualifications of teaching staff • Professional qualifications of teaching staff (eg ITT PDAs, TQ(FE), assessment and verification) • Sufficiency of other staff who impact directly on the learner experience (including accessibility of staff to provide additional support) • Qualifications and experience of other staff who impact directly on the learner experience • Currency of qualifications and CPD • Extent, currency and relevance of vocational experience of staff • Clarity and currency of staff remit • Compatibility of ICT skills with requirements of the post • Teamwork within functional groups and across the college • Procedures for staff appointment and promotion 	<ul style="list-style-type: none"> • Teaching staff are appropriately qualified and experienced for their roles in supporting inclusiveness in learning. • Staff in learner support roles are appropriately qualified and experienced. • All teaching and non-teaching staff understand their roles and responsibilities in delivering the college mission, vision and values for inclusiveness. • Policy and practice in the recruitment of staff is rigorous in preventing discrimination, in recruitment or career progression. 	<ul style="list-style-type: none"> • <i>Teaching staff use technology in learning and are able to take advantage of assistive technology and the specialist resources available nationally, to ensure that the learning process is inclusive for all class members.</i> • <i>Multi-professional teams work well together in the core skills learning centre to ensure that all learners, including class members with language barriers and sensory impairments, are appropriately supported.</i>

B5.2 STAFF DEVELOPMENT AND CAREER REVIEW PROCESS (FOR ALL STAFF)		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Procedures and records • Staff induction • Use of individual review to identify staff development needs, including needs related to new roles • Introduction to learning, teaching and assessment for staff new to teaching • Identification of staff CPD needs and programme of staff CPD to meet identified needs • Review of the effectiveness of individual staff development - the college staff development programme 	<ul style="list-style-type: none"> • The induction programme effectively conveys the policy on inclusiveness and advice on implementing it. • The staff development and career review process takes account of the inclusiveness strategy and enables staff to reflect on their capacity to work with a diverse range of learners. • The staff development and career review process identifies the further training, support and skills development that staff require to implement inclusive practice. • The effectiveness of inclusiveness-related staff development is evaluated with reference to the impact on staff practice and on the learner. 	<ul style="list-style-type: none"> • <i>Review records illustrate that the teaching teams have all engaged in recent training related to inclusiveness, developing team approaches to ensuring wide expertise for all learner needs.</i>

B5.3 CONTINUING PROFESSIONAL DEVELOPMENT (FOR ALL STAFF)		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Operation of college strategies and plans for CPD • Professional development including in teaching/learning and specialist support roles • Vocational updating • Relevance of CPD to college targets and to sector and national priorities • CPD for staff undertaking new roles 	<ul style="list-style-type: none"> • There are clear strategies and plans for CPD which address inclusiveness, equality and diversity, and which support the overall inclusiveness strategy. • Staff participate in CPD for inclusiveness through structured and unstructured activities. The extent and form of staff participation is appropriate to the individual's role and remit in relation to learners. • Staff development supports continuous improvement in the accessibility and quality of programmes and support for all learners. 	<ul style="list-style-type: none"> • <i>Staff development records illustrate that members of staff participate in a range of development opportunities to ensure that each team includes a wide range of skills and experience to promote inclusiveness.</i>

ELEMENT B6: QUALITY ASSURANCE

In an inclusive college the quality policy and procedures support the development of inclusive practice. The quality arrangements seek and take into account the views of a full range of learners and key stakeholders representing potentially excluded groups.

B6.1 POLICIES AND PROCEDURES

Key Prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Quality criteria for all major areas of activity that impact on the learner experience • Policy on self-evaluation • Match between quality frameworks or standards and college policies and procedures for quality assurance • Contributions of staff, learners and other key stakeholders • Document control • Record keeping at all levels 	<ul style="list-style-type: none"> • Quality frameworks and standards take account of inclusiveness issues. • There are procedures for monitoring the implementation of all inclusiveness policies such as those on race equality and disability. • Stakeholders, such as those representing potentially excluded groups, and a diverse range of learners contribute to the self-evaluation process. • A formal process exists for analysing and using the results of data collection related to inclusiveness issues. 	<ul style="list-style-type: none"> • <i>The college quality systems demonstrate a rigorous approach to monitoring, reviewing and updating all inclusiveness policies, and show that wide internal and external consultation has informed the process.</i>

B 6.2 ARRANGEMENTS FOR ASSURING QUALITY		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Staff knowledge and understanding of QA procedures • Allocation of roles and responsibilities for quality assurance to staff • Implementation of QA procedures by staff • Procedures for monitoring QA activity in all areas that impact on the learner experience • Arrangements to acquire feedback from learners and other key stakeholders • Analysis of feedback • Evaluation of learning and teaching • Review, self-evaluation and reporting arrangements for all areas which impact on the learner experience 	<ul style="list-style-type: none"> • Individuals responsible for managing quality have appropriate formal links to those leading on the college's inclusiveness strategy. • Inclusiveness is a key consideration in all self-evaluation processes among teaching and non-teaching teams. • Benchmarks and SMART objectives for measuring progress toward inclusiveness are established and monitored. • The procedures for monitoring learner experience are informed by discussion in equalities groups and ensure that robust information on inclusiveness issues is gathered. • All learners have the opportunity to provide frank comments on their college experience through appropriate data collection methods. • Regular monitoring ensures that all activities comply with inclusiveness policies. 	<ul style="list-style-type: none"> • <i>Good quality data is extracted from the college MIS system and used to inform an effective analysis of the quality assurance of inclusiveness procedures.</i>

ELEMENT B7: QUALITY IMPROVEMENT

An inclusive college is committed to continuous quality improvement in sustaining and developing inclusiveness. It works with internal and external stakeholders to evaluate, plan and develop inclusive provision and services for learners, customers and partners. It identifies and spreads inclusive practices and can demonstrate its progress in improving the experiences, achievements and attainment of learners.

B7.1 QUALITY CULTURE

Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> • Staff commitment to improving the quality of the learner experience, including learning and teaching • Staff commitment to evaluation through review and action planning • Teamwork • Client care • Identifying and sharing good practice 	<ul style="list-style-type: none"> • Staff are aware of priorities in the development of inclusiveness and are committed to working towards the achievement of related targets. • Staff work together and individually to achieve good practice in establishing and sustaining inclusive approaches in their professional roles. • Staff use appropriate performance indicators to measure progress towards inclusiveness. • Staff have a genuine professional interest in the wellbeing and progress of learners as individuals, and promote well-being and progress in a range of appropriate ways. 	<ul style="list-style-type: none"> • <i>An analysis of performance against a balanced scorecard for inclusiveness is produced by each team. The findings inform the actions for future planning.</i> • <i>The college reports back to learners and to external organisations what improvements have been made to address their feedback.</i>

B7.2 PLANNING FOR AND MANAGING IMPROVEMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Use of: <ul style="list-style-type: none"> - evaluation of learning and teaching reports - self-evaluation reports and other evaluations of all areas that impact on the learner experience - annual course reports - identified good practice - external benchmarks ● Identification, at college level, of areas for improvement ● Formulation of action plans for all areas that impact on the learner experience 	<ul style="list-style-type: none"> ● Evaluation of learning and teaching takes account of inclusiveness priorities and the findings are used to plan improvements across the college. ● Evaluation activity such as peer review, class observations and upward appraisal identifies good practice and weaknesses in developing a culture and high quality standards for inclusiveness. ● The outcomes of audits, reviews and evaluations are used effectively to address weaknesses and spread good practice in inclusiveness, particularly curriculum design and delivery. ● The information gathered informs the planning, resourcing and delivery of inclusiveness priorities, through strategic development planning. ● Systems take account of unexpected demands in order to meet learner needs. 	<ul style="list-style-type: none"> ● <i>Skilful peer evaluation is used to evaluate the systems and processes for inclusiveness, leading to sharing of good practice.</i>

B7.3 EVIDENCE OF IMPROVEMENT		
Key prompts	An inclusive college will have evidence to show that:	Examples of evidence: strengths
<ul style="list-style-type: none"> ● Progress on action plans ● Achievement of targets for improvement ● Improvement trends 	<ul style="list-style-type: none"> ● Monitoring systems indicate progress towards inclusiveness. ● It is meeting an increasingly wide range of learner needs effectively. ● It is making its provision and services increasingly appropriate to a diverse range of learners. ● Retention, achievement and attainment are improving as a result of action taken to match programme design and delivery to individuals. 	<ul style="list-style-type: none"> ● <i>The college could identify a large number of improvements arising from its process of self-evaluation and review. It had successfully redeveloped its learning resource centre to provide a very comprehensive range of well-managed, high-quality accommodation and facilities to support learning.</i>

APPENDIX 1

Legislation

Disability Discrimination Act (1995)

Special Educational Needs and Disability Act 2001 (extended the 1995 Act as part IV)

Disability Discrimination Act (2005)

Education (Additional Support for Learning) Act 2004

Mental Health (Care and Treatment) (Scotland) Act 1998

Children (Scotland) Act 1995

Protection of Children (Scotland) Act 2003

Race Relations Act 1976

Race Relations (Amendment) Act 2000

Sex Discrimination Act 1975

APPENDIX 2: Resources available from the Scottish Further Education Unit

Scottish Further Education Unit

The Scottish Further Education Unit provides a range of support to assist the development of inclusiveness in Scotland's colleges. The *Equalities, Diversity and Inclusiveness* section of its website provides extensive advice, links and good practice examples which assist colleges to apply inclusiveness across the Quality Framework. In the year of publication of this document SFEU is undertaking the following activities.

Designing, developing and facilitating a community of practice for access and inclusion

The definition of a *Community of Practice* is *a set of people who share a concern, set of problems or passion about a topic and who are willing to engage with and help each other reach solutions to common problems*. SFEU will use a straightforward and easily accessible technology platform to facilitate the interchange of ideas and the development of resources through online interaction.

Access and inclusion events for subject specialists

A series of events aimed at helping practitioners develop the learning and teaching process imaginatively and innovatively to match learner needs arising from their experiences, interests, abilities and any barriers to learning. Material will be available through the *community of practice* and SFEU will facilitate *action learning sets* to support small groups of staff implement change in their own practice in order to implement inclusive learning.

Promoting positive mental health

A range of support activities to meet staff development needs in relation to promoting positive mental health and wellbeing. This includes a two-day course in *Scotland's Mental First Aid* and the development of an online toolkit, *Supporting Student Mental Health*.

Managing and understanding substance misuse

A range of support activities to meet organisational and staff development needs in relation to education and awareness of substance misuse; managing critical incidents; development of guidelines and draft policies to support students experiencing or recovering from substance misuse.

Young learners

A suite of staff development activities designed to address key issues arising from managing the learning and behaviour of disaffected and disengaged young learners. The suite includes sessions on child protection; managing behaviour – establishing an orderly learning environment; key features of learning process for young learners and responding to classroom crisis situations.

Engage or Enrage?, a toolkit for staff working with disaffected and disengaged has been developed and includes strategies and tactics for promoting the use of technology in learning and teaching activities, including ideas for e-learning and m-learning.

Legislation

Support, information and training days to assist colleges in meeting the requirements of the Protection of Children (Scotland) Act 2003. In addition, when the Protection of Vulnerable Adults (Scotland) Bill becomes law, support, information and training to assist colleges support and protect vulnerable adults.

Workshops

For groups of college staff on topics including designing and delivering for inclusive learning; altering attitudes, promoting equality and diversity, promoting race equality, meeting the needs of students with dyslexia, meeting the needs of learners with autistic spectrum disorders and promoting positive mental health.

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