

Evolving approaches to PRD: Does your PRD group need to evolve?

National PRD Conference Workshop

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Key Objectives

Participants will:

1. Have the opportunity to share experiences of their approach to PRD with other providers.
2. Have the opportunity to reflect on approaches of their own group and learn from approaches of others
3. Be briefed on the full range of approaches developed by groups during the programme

Additional Constraint:

Within present financial constraints approaches to Peer **Review** and **Development** will need to be Rigorous, **Efficient** , **Effective** and **Cost Effective**

Participant Introductions

- Who you are
- Why you are attending this Workshop
- What you want and do not want from this session.

- If you are a member of a PRD Group, a little about the group; Membership, types of provider, maturity, review themes...

Six general approaches to PRD

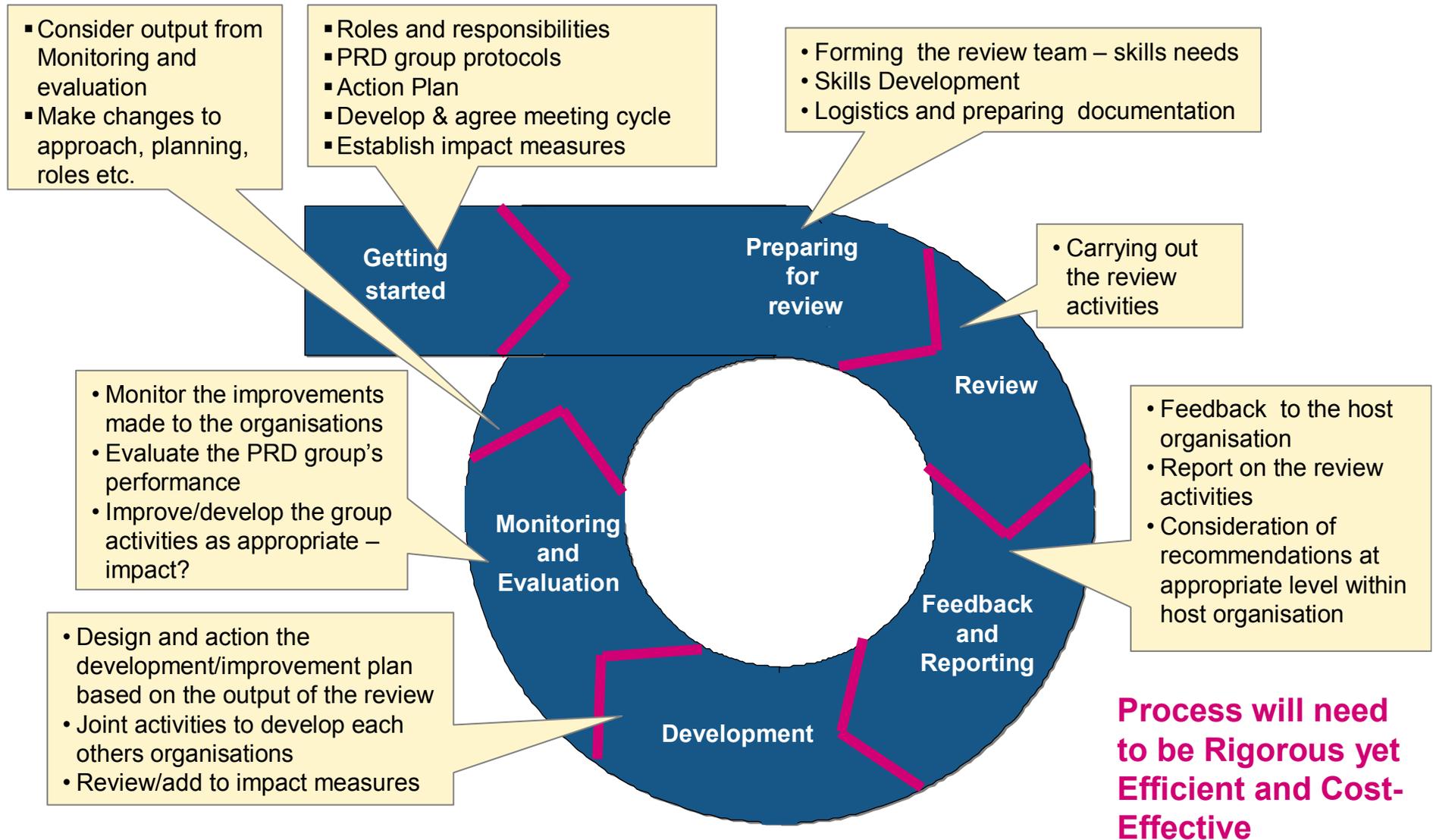


Six general approaches to PRD - icebreaker activity

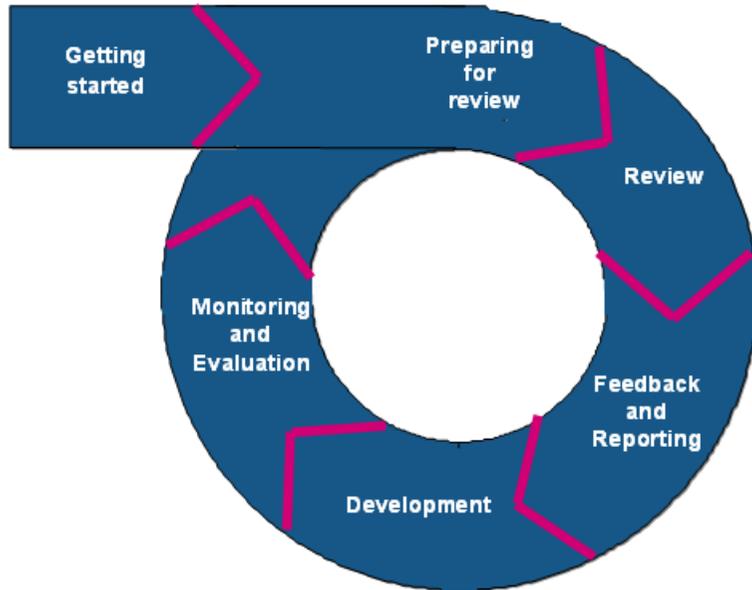
Which descriptions are relevant to you (using the handout illustrated below)?

Key Characteristics	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Defined protocols and procedures	Detailed & broad coverage. Often of considerable length	Focused. Less detailed. Appropriate to group ✓	Detailed & broad coverage. Often of considerable length	Selective. Less detailed. Often quite short in length	Less detailed, generally mission statement or outcome focused	Action Plans designed to validate SAR. R&R, protocols less detailed
Areas of review	Wide ranging (SAR, QIP, national priorities)	More themed focus – areas often reviewed in isolation ✓	Wide ranging (SAR, QIP, national priorities)	More themed focus – areas often reviewed in isolation	Strategic development needs of the providers	Generally SAR validation to prepare for/Improve Ofsted grades
Review planning	Detailed & focused. Objectives & outcomes set	Focused. Less detailed. Appropriate to group	Detailed & focused. Objectives & outcomes set ✓	Focused. Less detailed. Appropriate to group	Agreement made on collaborative areas for development	Processes for review agreed, SAR evidence agreed
Review timescales	Less time bound more determined by area reviewed	Intensive – usually 0.5 – 1 days	Very thorough – often 2/3 days. Often including multiple review teams ✓	Intensive – usually 0.5 – 1 days ✓	Reviews take form of meetings to discuss developments/ share best practice	Intensive – usually 0.5 – 1 days
PRD process	All providers participate in review	Not all providers participate in review	All providers participate in review ✓	Not all providers participate in review	All providers participate in development	Not all providers participate in review
Review team	Cross section of staff inc SMs, practitioners and learners	Smaller teams usually Quality Managers or SMs	Cross section of staff inc SMs, practitioners and learners ✓	Smaller teams usually Quality Managers or SMs	Senior Managers dialogue	Smaller teams usually Quality Managers or SMs
Feedback and reporting	Reports produced. This could be verbal or written feedback	Feedback given. Format agreed locally ✓	Immediate verbal feedback and detailed reports produced. Follow up visits planned ✓	Feedback given. Format agreed locally	Needs of providers addressed through professional dialogue	Feedback given. Format agreed locally
Development aspect of PRD	Development needs addressed collaboratively/ independently based on need	Development aspects monitored by group delivered by provider	Development needs of providers addressed collaboratively ✓	Development addressed through best practice/ dialogue	Development initiated by group dialogue & collaboration. Delivered by provider	Development aspects monitored by group delivered by provider
Ongoing evaluation of PRD process	Detailed evaluation processes in place	Evaluation based on changing needs of providers	Detailed evaluation processes in place ✓	Evaluation based on changing needs of providers	Evaluation based on changing needs of providers	Evaluation based on changing needs of providers
Lead / Sector reviewer	Lead appointed to organise reviews – non reliant on lead	Lead often appointed to coordinate group. Often reliant on lead	Lead appointed to organise reviews – non reliant on lead ✓	Lead often appointed to coordinate group. Sometimes reliant on lead	Less reliant on a lead more organisation led	Lead often appointed to coordinate group. Often reliant on lead
Importance of funding & support	Self-sufficient and sustainable	More reliant on funding &/or support. Sustainability uncertain	Self-sufficient and sustainable ✓	Would probably continue without funding but in more flexible way	Self-sufficient and sustainable	More reliant on funding &/or support. Sustainability uncertain

The PRD Cycle – What Are We Attempting To Do? Areas of Evolution



Overall function of PRD group

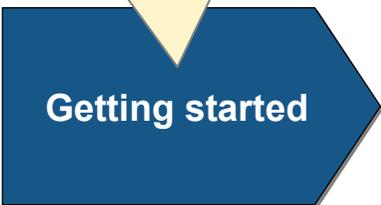


Efficiently and Cost-Effectively

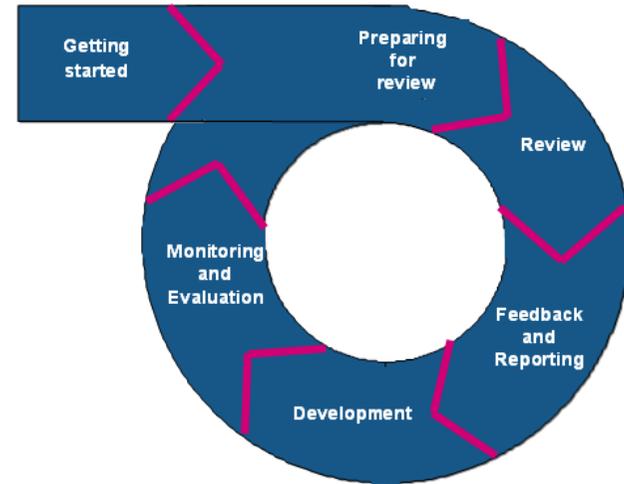
Overall approach			
ROLE	My Existing Group	Need to Evolve?	How?
Involvement of Senior Management			
Focus For PRD – Assessment/Development/Balance			
Central to Organisation Quality Review and Quality Improvement Planning Processes			
Are Impact Measures defined and monitored?			

Getting started

- Roles and responsibilities
- PRD group protocols
- Action Plan
- Develop & agree meeting cycle
- Establish impact measures

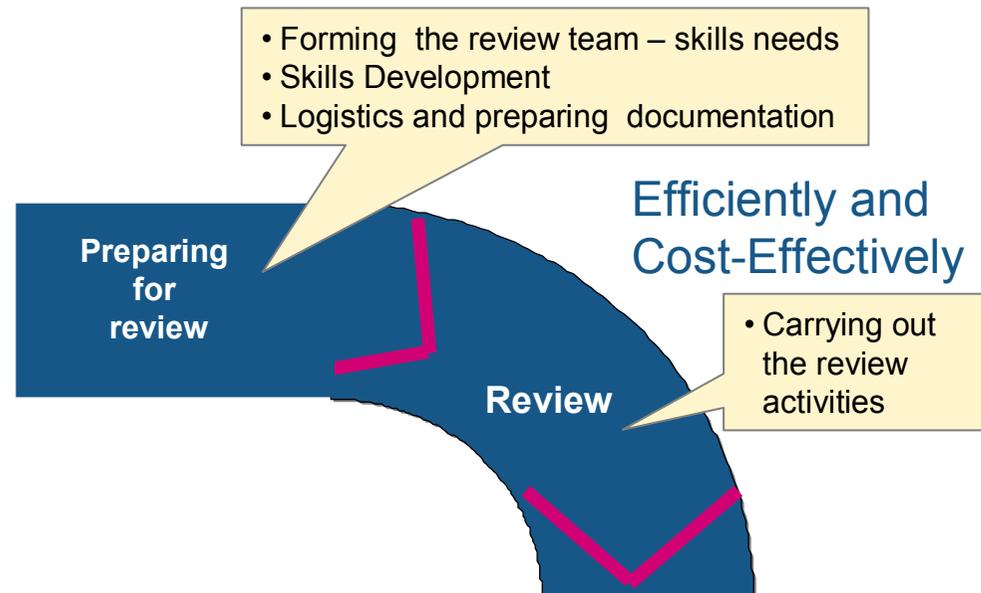
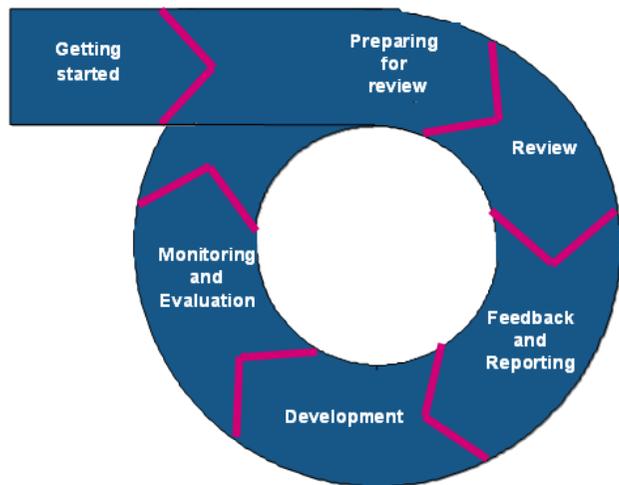


Efficiently and Cost-Effectively



Overall approach – Getting Started			
ROLE	My Existing Group	Need to Evolve?	How?
Do we have a process within which Roles and Responsibilities are clearly defined and recorded?			
Are the group protocols defined, understood and recorded?			
Is the Action Plan shared between all group members and 'signed up to' by senior management of all participating organisations?			

Preparing for review & review

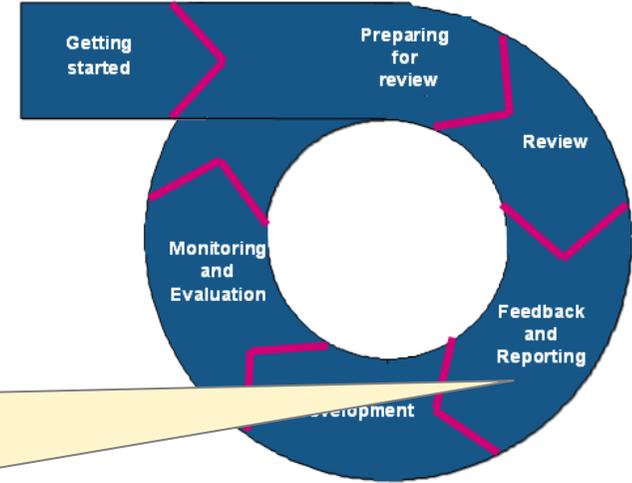


Overall approach – Preparing the Review Team and Carrying Out the Review			
ROLE	My Existing Group	Need to Evolve?	How?
Are all members of Review Teams appropriately skilled?			
Do we all receive appropriate documentation in advance of any review?			
Is there an agreed schedule for Review activities agreed before the Review?			

Feedback and Reporting

Efficiently and Cost-Effectively

- Feedback to the host organisation
- Report on the review activities
- Consideration of recommendations at appropriate level within host organisation

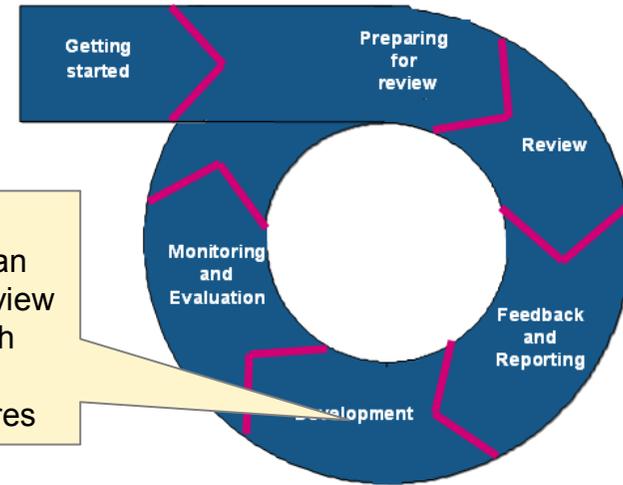


Overall approach – Feedback and Reporting			
ROLE	My Existing Group	Need to Evolve?	How?
Is the Feedback to the host organisation timely and sufficiently recorded?			
Are any recommendations made to the most appropriate level to the host organisation?			
Is central log of recommendations made for monitoring?			

Development

Efficiently and Cost-Effectively

- Design and action the development/improvement plan based on the output of the review
- Joint activities to develop each others organisations
- Review/add to impact measures

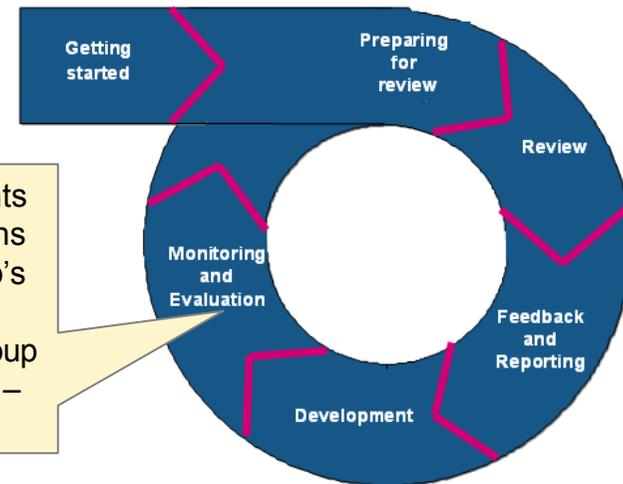


Overall approach – Development			
ROLE	My Existing Group	Need to Evolve?	How?
How does each provider action recommendations which they feel appropriate?			
Does the partnership have a formalised way of supporting each other in developments? e.g. Buddy System?			
Does the partnership have a formalised methodology for monitoring the results of developments e.g. impact?			

Monitoring and Evaluation

Efficiently and Cost-Effectively

- Monitor the improvements made to the organisations
- Evaluate the PRD group’s performance
- Improve/develop the group activities as appropriate – impact?



Overall approach – Monitoring and Evaluation			
ROLE	My Existing Group	Need to Evolve?	How?
Do we monitor the improvements made to each organisation?			
Do we have systems in place to evaluate the performance of each PRD consortium?			
Do we log impacts on individual organisations and on the PRD group itself?			

Group presentation



Provider Details

S7 is the consortium of the Surrey Sixth Form Colleges. They are: Esher College, Godalming College, Strode's College, Reigate College and Woking College. The consortium was founded in 2002 as a network of senior managers and has since grown into a mature and multi-level group. S7 joined the Support for Excellence Programme in 2007.

Group presentation

- Two Groups –
 - Group 1 (Stan)
 - Group 2 (David)

- 1. As a Group using Worksheet provided Identify in each segment at least one area which many feel that their groups need to evolve. Seek possible resolutions from colleagues in Group

- 2. Feedback from David and Stan to collective group

Efficiently and Cost-Effectively