

National Peer Review and Development Conference

Our Future Together

19th May 2009

Our conference aims

Celebrate

Share experiences

***Our
Future Together***

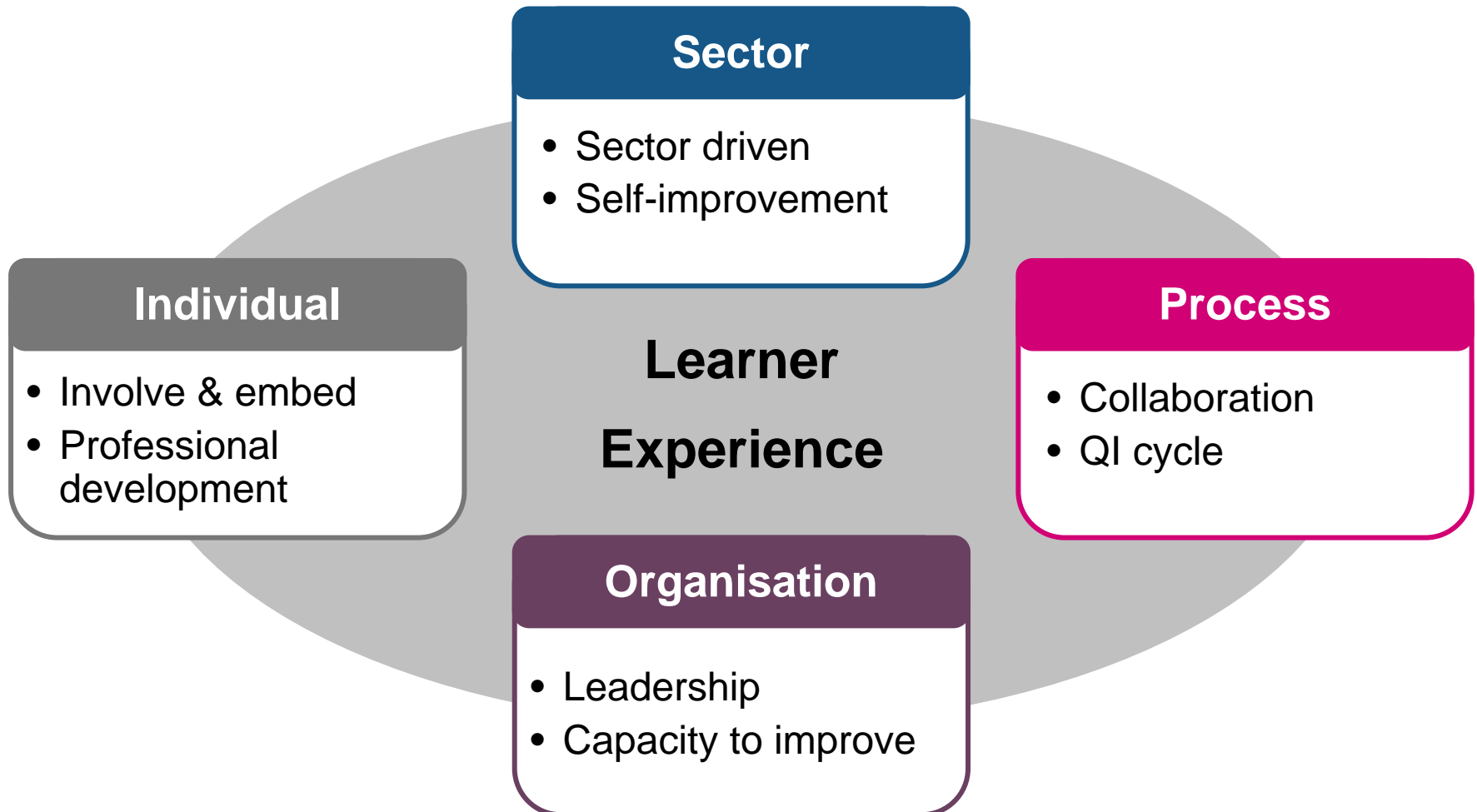
**Make new
connections**

Shape the future

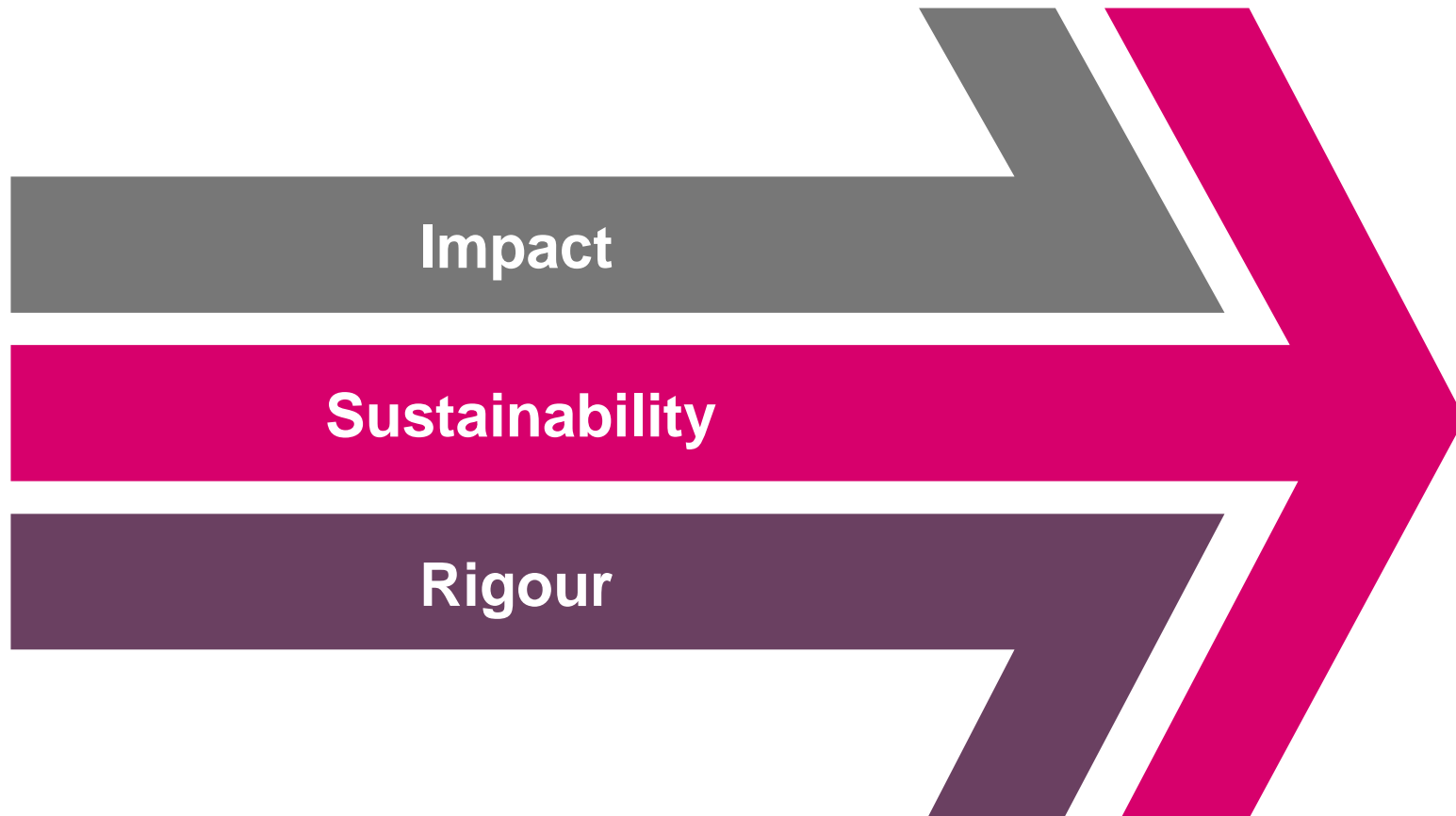
Agenda

- | | |
|--------------|---|
| 10.00 | Welcome |
| 10.15 | Roger McClure |
| 10.30 | PRD Showcase |
| 11.10 | 'Making Connections' and Workshops |
| 12.40 | Lunch |
| 13.30 | Shaping The Future Discussion Panel |
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| 15.20 | Self-assessment Practitioners' Guide Update |
| 15.30 | Closing Remarks |

Key messages from the PRD journey so far

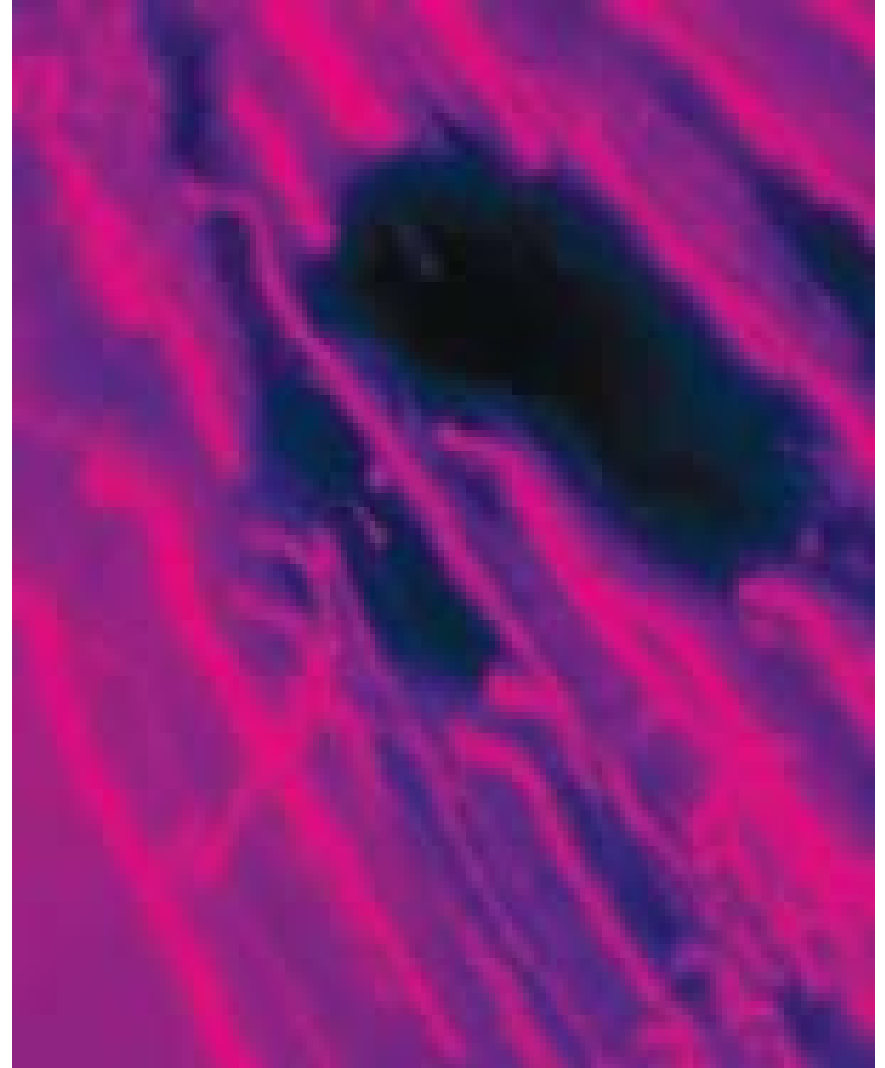


The next stage of the journey



Roger McClure

Chief Executive, LSIS





Putting the 'self' in self-improvement

Roger McClure

SfE National PRD Conference, May 2009

Outline



- about LSIS
- our journey and approach so far
- SfE achievements
- current position
- the future
- questions?

Five messages for today



- LSIS is new and different
- sector-owned, sector-led
- new corporate plan, new approaches
- PRD very successful – under evaluation
- use of sector-expertise is core to LSIS approach

How LSIS is different



- sector-owned body
- registered charity and limited company
- LSIS Board
- LSIS Council
- unique accountability
- sector-directed grant vs. specific grants

Our journey and approach so far



- Board and LSIS Council in place
- New National Improvement Strategy
- continuity in programme delivery
- first review of performance by LSIS Council
- co-creating LSIS's strategic direction
- reviewing existing activities for 2009-10
- merging and re-organising

Support for Excellence achievements



- 169 PRD groups, 794 providers
- all parts of the sector, all provider types
- adaptable core model
- collaborative development is the key
- sharing effective practice, improving performance
- building lasting relationships

Support for Excellence - current



- scaling up PRD activity
- increasing penetration across the whole sector
- providing support and resources
- analysing different approaches & evaluating
- what is the impact & how does it compare?
- fit within self-improving sector & shared regulation

Support for Excellence – the future



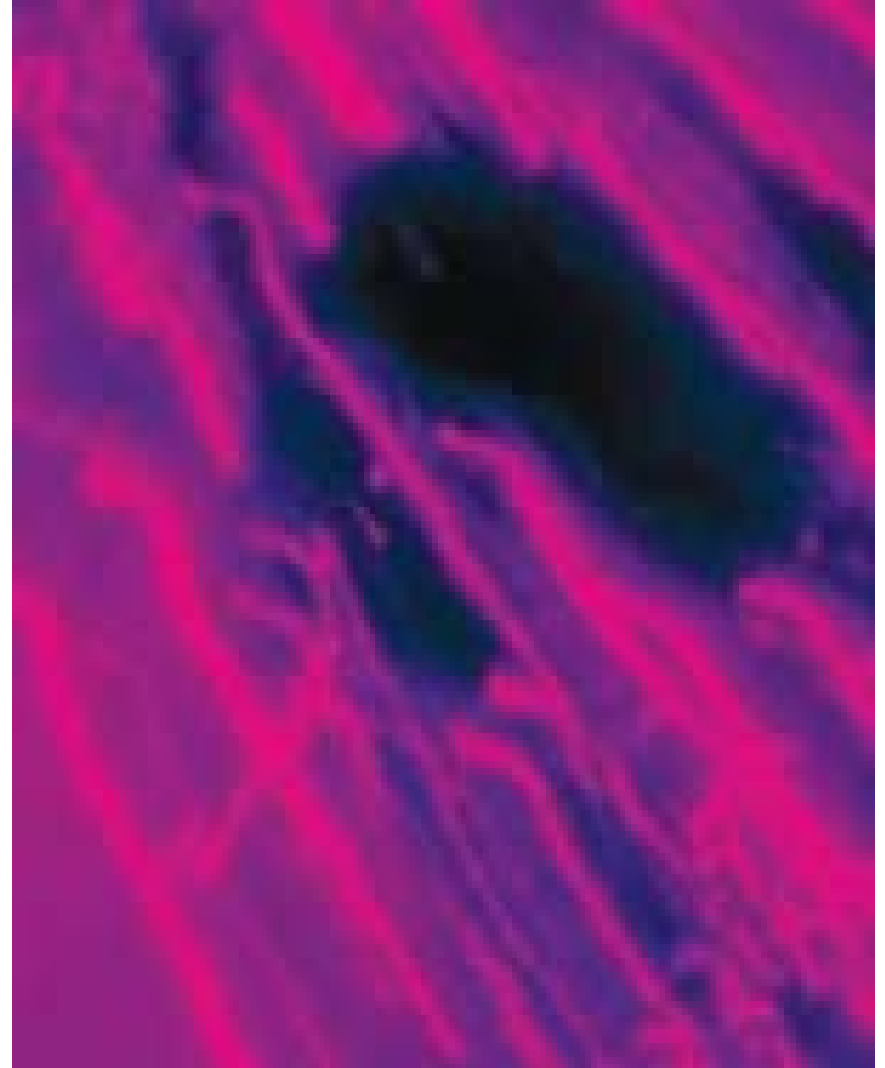
- consistent with New National Improvement Strategy
- core to new LSIS corporate plan
- maintain momentum , build resources together
- PRD is core behaviour of high quality provider
- understand impact and develop accordingly
- continued support for new and existing groups but..
- you must own PRD
- develop your partnerships, build on your success

Support for Excellence – conference



- Questions?

PRD Showcase



Joni Cunningham

Redbridge Institute of Adult Education

East London PRD Group



Peer Review & Development

The East London Quality
Partnership experience...



Partnership of 4 ACL providers

- The Adult College of Barking & Dagenham
- The Adult College of Havering
- Redbridge Institute of Adult Education
- Tower Hamlets Adult & Community Learning

Neighbouring boroughs



What have we got to celebrate....

- ✓ The success of the partnership
- ✓ Celebrating and sharing good practice
- ✓ Impact on the development of individual services
- ✓ Engendering spirit of trust and collaboration
- ✓ Free expert advice
- ✓ Networking
- ✓ Continuous improvement
- ✓ Personal development
- ✓ New friendships



The Peer Review process

- Handbook
- Protocols
- Training

- PRD Strategic Steering Group:
- Heads of Service
 - Quality Managers



The Learner Journey

Team of 7 reviewers

- Lead reviewer
- 6 paired reviewers

Host representative



The Learner Journey.....

- ➔ Marketing & IAG
- ➔ Identification of needs and initial assessment
- ➔ Developing provision to meet needs
- ➔ Delivery of learning
- ➔ Progress & achievement
- ➔ Evaluation of learning programmes

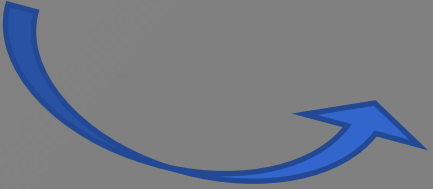
Each pair of reviewers takes responsibility for two parts of the Journey



The Peer Review Team



Partnership looked for.....

- Balance of skills, knowledge and experience
 - Strong Leadership
 - Consistency and reliability
 - Succession planning
 - CPD opportunities for staff
- 



Selecting the Peer Review Team



- Skills & experience survey and peer reviewer database
- Coaching and shadowing scheme for potential lead reviewers
- Mix of experienced reviewers with new peer reviewers
- Each service nominates staff to join the pool and benefit from training



Benefits and impacts

- Service PRD report of strengths/areas for improvements against each part of Learner Journey
- Network Learning groups – 5 in place
- PRD embedded process in all service performance and review cycles
- Validation of service SAR – two Ofsted inspections have confirmed this
- Shared CPD and support for improvement
- Led to measurable quality improvement and Good Capacity to Improve



Essential Peer Reviewer Skill Set

* Self awareness	* How to carry out a structured investigation – understanding of a staged approach
* Ability to interpret data	* Objectivity
* Give positive feedback	* Organised and systematic
* Tact	* Challenging and non-judgemental
* Knowledge of self assessment	* Good listener
* Up to date knowledge	* Questioning skills
* Flexibility	* Reflective practitioner



Top tips...



Prepare to learn

Be supportive

Be positive

Concentrate on your specific theme

Celebrate good practice

Be organised/ prepared

Not inspection/ we need to remain colleagues



Sustainability....



As a partnership we have committed to ensuring..

- ✓ Embedded process in 4 services
- ✓ Value of the overall findings to each service
- ✓ Confidence in feedback from partners
- ✓ Extend partnership working to other providers



Jo North

In Touch Care

Care/Engineering Work Based Learning Group

Our Future Together
National PRD Conference
19th May 2009

Jo North
Executive Director
In Touch Care Ltd

Care/Engineering Peer Review Group



Choosing Partners




In Touch Care

Alliance


Year 1
ALP

Beneast

NETA

A magnifying glass with a grey handle and a light blue lens is positioned over a document. The document has a blue background with a white grid pattern. The text 'SAR – Self Assessment Plan' is centered within the lens.

SAR – Self
Assessment
Plan

A magnifying glass with a grey handle and a light blue lens is positioned over a document. The document has a blue background with a white grid pattern. The text 'QIP – Quality Improvement Plan' is centered within the lens.

QIP – Quality
Improvement
Plan

Year 2



Continuation from
Year 1

Plus:-

FfE

Framework
for
Excellence

TQS

Training
Quality
Standard



EMCETT

East Midlands
Centre for
Excellence in
Teacher
Training



ITEC/ITC

Initial Teacher Education
Cluster/In Touch
Care

ENCOS

Equality Named Co-
ordinators

Key Impacts

Contact Details



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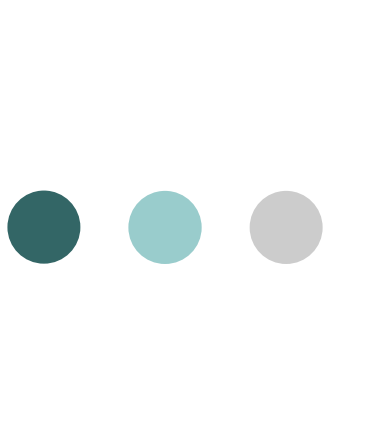
Email:

jo.north@intouchcare.co.uk

Anita Gentry

East Norfolk Sixth Form College

Eastern/Norfolk Partnership



EAST NORFOLK SIXTH FORM COLLEGE PEER REVIEW AND DEVELOPMENT

How to add value to student
performance at subject level



Peer Review & Development

How to add value to student performance at subject level

East Norfolk Sixth Form
Easton College
Great Yarmouth College
Paston College

Anita Gentry
Fiona Mylchreest
Richard Dade
Rob John





Peer Review & Development Overview

The third year of peer review and development undertaken by the 4 colleges using a process developed by the group in 2007



Undertaking the review

First Meeting

- Discussion of value-added measures and the wide-range of ALPs and LAT score in all 4 colleges.
- List of ways of improving value added drawn up

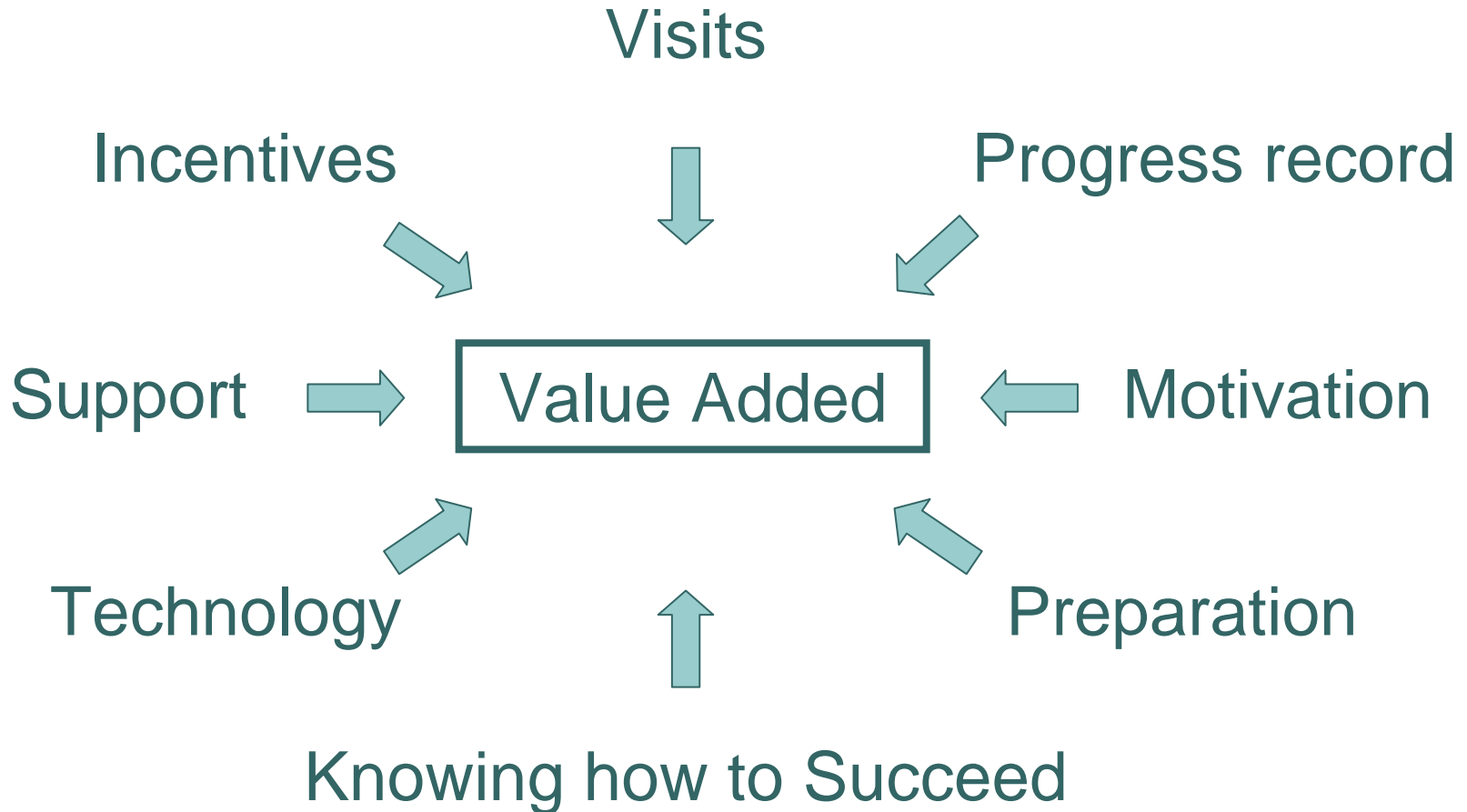
Second Meeting

- Staff discussions with two other college staff, mainly focussed on use of ILPs/subject reviews, as well as differentiated and extension teaching activities

Third Meeting

- Staff discussions with students
- The students chosen are those who didn't find learning easy, but who have made great progress since coming to college

● ● ● | Findings





Actions

- **Summarise key features** which students perceive to bring added value to their performance
- **Feedback** to all four institutions
- Use peer review as a **tool for quality improvement** for next academic year

Extension activity to peer review

- Generate new question model to discover reasons for student under performance
- Select students at risk for under performance
- Staff questioning of students using new question model with observers as note takers
- Summarise key features which students perceive as limiting their DT/VA
- Cascade information to HoDs for their SAR action plan



Monitoring and Evaluation

- Next year actions to include best practice within SAR
- Monitoring the impact of actions through lesson observations, retention, achievement, success rates, assignment grades and DT/VA as available next year
- Evaluation of the impact of actions in two years



Moving on

- Next review to develop issues surrounding the Learner Voice
- Important to maintain flexibility within the PRD Review to respond to individual organisational need
- Benefits to organisation and group
- Being part of a mixed provider group

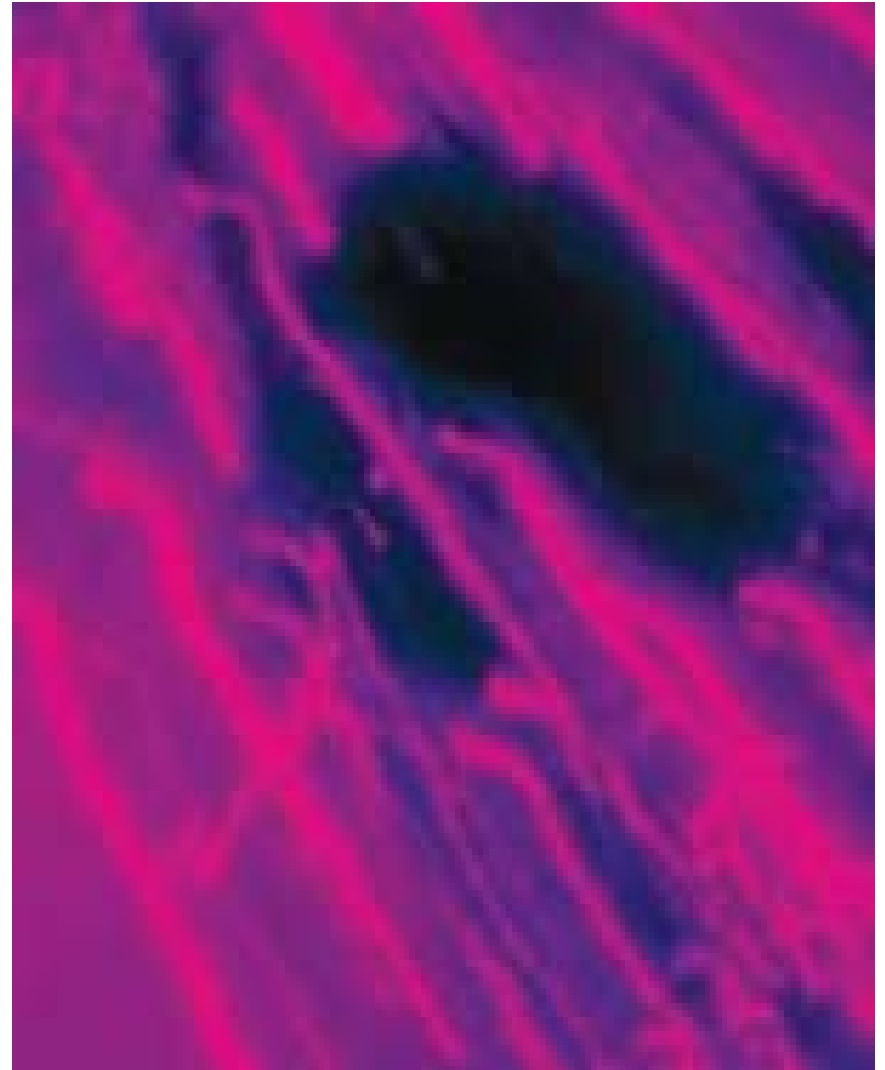
National conference workshops

A. Making Connections – Interactive networking session	Annette Zera	Main Hall
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Workshop topics	Facilitators	Rooms
B. Who needs Rigour ? – A debate about the ‘standards’ applied to PRD activity	Tony Lau Walker	Invision 2
C. Are you making a Difference? Demonstrating the Impact of PRD	Tricia Bell	Congress Suite 2-4
D. How do you ensure the sustainability of your PRD group?	Chris Lambert	Invision 1
E. How is PRD meeting the needs of the smaller provider ?	Chris Payne	Congress Suite 1
F. Evolving approaches to PRD: Does your PRD group need to evolve?	Stan Cowell	Invision 4

Making Connections

Annette Zera



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Shaping the future discussion panel

David Collins



Linda Wilson



Bob Powell



Julie Mercer



Paul Eeles



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A user guide to self-assessment and improvement planning

an update

Michael Gray

Closing remarks

Chris Payne
& Chris Lambert

