

## PRD project – case study

Building effective practice in partnership working to support young adults (18- 24) to progress to employment, including apprenticeships



### **Project title – Collaboration for Improvement PRD for Self Assessment**

#### **Worth reading if you are interested in:**

- Developing a model to ensure your PRD group focuses on covering all aspects of the Common Inspection Framework 2012 with a toolkit for continuous quality improvement.

### **Summary**

Within the constraints of Minimum Contract Levels, many smaller providers are no longer subject to Ofsted inspections in their own right and therefore both the lead provider and the sub-contractor need to be fully aware and proactively working together to ensure that SAR and QIP are robust, inclusive and learner-centred.

### **Contact information**

**Main contact:** Lindsay Jardine

**Name of Peer Review and Development (PRD) group:** Kent Association of Training Providers (KATO). Participating organisation(s): IPS International, Set Training, The Hair Academy and Profile Training and Development.

### **What the PRD group set out to do and why**

#### **The project objectives:**

1. Review each organisation's quality improvement processes in relation to the learner journey and curriculum development and ensure fit for purpose.
2. Develop fit for purpose quality frameworks that reflect the needs of organisation and learners and link these to CIF and QIP.
3. Ensure the PRD group are familiar with the revisions to the CIF and inspection methodology and have sufficient capacity to lead and manage change.
4. Develop a toolkit to support the above three points.

### **The review**

#### **The approach used involved:**

- reviewing and sharing their own quality improvement processes and agreeing collectively good practice;
- focusing on the changes in the 2012 Common Inspection Framework;

- reviewing various toolkits used by other providers;
- reviewing a lead provider's good practice for quality assuring sub-contractors' provision;
- developing an improvement toolkit which aligns to the 2012 CIF.

## **What has been achieved so far**

### **Barriers/challenges**

A challenge is getting employers involved in self-assessment. Sub-contractors have a non-standardised approach, and use their own quality assurance and improvement processes.

The group reviewed their own self-assessment processes and agreed for their own SARs and QIPs they would incorporate the following areas of good practice:

### **Self-assessment report (SAR)**

- Include a flowchart of self-assessment process,
- All paragraphs in the SAR to include a judgement word and impact on learners,
- Apply the 'so what?' test to each paragraph,
- Use the 'Good (or whichever judgement applies) however' test to ensure the SAR is a learning tool and helps providers/staff see the way forward to the next grade,
- Ensure the SAR includes strengths, weaknesses and areas 'requiring improvement',
- Use 'live' data as well as three-year historical and trend data, national averages and benchmarks as appropriate,
- Start with the Quality Improvement Plan (QIP),
- The SAR is a summary of key messages from the (QIP),

### **Quality improvement Plan (QIP)**

- QIPs to include a column 'Impact on learners'.
- Group agreed to develop a process to align to the 2012 CIF and the impact on learners.
- Ensure learners/employers are integral to the QIP and self assessment process.

The group also agreed that they would like to develop their own processes to incorporate the quality assurance process used by NOVA but that is outside the focus of this project.

We developed a comprehensive quality assurance process used by NOVA which the group hope to develop in the future to quality assure all aspects of the learner journey.

The process will help lead providers to use a common approach with sub-contractors and stakeholders.

## **What collaborative development work did you undertake?**

We reviewed our existing quality assurance and improvement processes, aligned these to the Common Inspection Framework 2012, and agreed to develop a quality improvement and self-assessment toolkit. The toolkit will be disseminated to all KATO members, stakeholders and partners. It will also be shared through LSIS on

the Excellence Gateway.

### **Day one**

The first meeting was used to review the key messages from the Common Inspection Framework (CIF) for 2012, with contributions from Canterbury College (Canterbury College were inspected in February 2012 as a pilot for the new CIF) to ensure all providers were familiar with the requirements of the new framework.

Various toolkits were reviewed including a CRAG rating for the new CIF and a template for continuous quality improvement. The first tool will be developed by one member of the group and reviewed at the next meeting.

### **Day two**

During the first part of the session, the group reviewed good practice from a lead provider (NOVA Partnership, Southend). NOVA's quality improvement processes focus on all aspects of the learner journey where NOVA sample/moderator sub-contractors' checklists. The checklists include all aspects of the learner journey and are RAG-rated. These checklists are used as part of the sub-contractors' SARs and QIPs. During the afternoon session, the group reviewed the toolkit draft and agreed to develop a toolkit that maps to the 2012 Common Inspection Framework by 17/07/12.

### **Day three**

Day three was used to review and modify the toolkit, write a guide on how to use it so that the toolkit can be disseminated and used by others and to complete the case study. The group discussed their own PRD approaches and agreed from September 2012 they will meet quarterly to review their own quality improvement processes working with critical friends.

### **What were the benefits of working collaboratively?**

Sharing best practice, discussing others' working processes (lead and sub-contractors') and developing a common quality improvement process that can be used by the wider KATO network.

## **Self Assessment and Improvement Planning**

The PRD group will meet quarterly from September 2012 to identify areas of peer review activity and will use the toolkit as appropriate to self assess.

The Director of Operations of KATO will co-ordinate meetings with the PRD group (and other networks) and agree areas to review. She will develop and support the peer review process with other emerging networks (eg across the South East).

Time to disseminate the key learning points, eg Ofsted changes, the toolkit and how to get other networks to 'buy-in and develop' our process. In order to do this, as part of our guidance notes, we welcome suggestions and improvements from KATO members and other networks and will work with the Director of KATO to achieve this.

The model aligns to the new CIF 2012 process and can be adapted as needed. It is a continuous quality improvement model which focuses on learner-centred outcomes.

## **What has the project achieved so far?**

We have developed guidance notes and a toolkit as previously mentioned.

## **What still needs to be done**

The toolkit and guidance need to be disseminated by KATO.

## **Resources to be shared with the sector**

Development of a self-assessment toolkit using a RAG rating process which aligns to the CIF together with guidance notes and the LSIS case study.

## **Key learning points**

### **Lessons learned from the project:**

- Processes are different but need to be fit for purpose and appropriate for all sectors.
- The focus needs to be on working together as critical friends to review quality improvement actions and share best practice across the sector.
- Quality improvement actions need to focus on learner-centred outcomes, to drive up standards in teaching and learning, and ensure learners and other stakeholders are involved in improvements.

Has the activity enhanced the capacity of the PRD group and its members to undertake self-assessment and improvement planning Please give examples?

The toolkit will be used by the PRD group, within their own organisations and with sub-contractors to self assess and quality improve. The PRD group have developed a new quality improvement support network.

## **Recommendations**

The group would like to develop their own quality assurance process similar to a model used by NOVA and would welcome support to develop this further within the network. The group also welcomes further support on observations of teaching, learning and assessment as well developing the learner voice.

## **Contacts for further development of this project**

Please give details of your organisation and the names and titles of relevant personnel and their contact details.

Lindsay Jardine, Director of Operations, Kent Association of Training Organisations, [lindsay@kato-training.com](mailto:lindsay@kato-training.com), 07500 966565

Denise Clements, IPS International, Business Development Manager, [denisecllements@ips-international.com](mailto:denisecllements@ips-international.com), 01634 298800

Wendy Neill, Set Training, Quality Manager, 01322 423358 and/or Carol Bolden, Set Training, Teaching and Learning Manager, [carol.bolden@settraining.co.uk](mailto:carol.bolden@settraining.co.uk), 01322

423358

Jayne Robinson, The Hair Academy, Training Manager,  
[jayne@thehairacademy.co.uk](mailto:jayne@thehairacademy.co.uk), 01233 660990

Andrea Webb, Profile Development and Training, Director,  
[andrea.webb@profiledt.co.uk](mailto:andrea.webb@profiledt.co.uk), 01843 609300

# Appendix 1

## Self assessment and improvement planning toolkit

### Introduction

The peer review group established by KATO have developed this toolkit supported by LSIS. It will meet quarterly to review their self assessment and improvement planning processes. It welcomes your contributions and suggestions on this toolkit as part of its continuous quality improvement process.

### The purpose of the toolkit

The toolkit should be used in conjunction with the 2012 [Handbook for Inspection of FE and Skills](#), the latest [Common Inspection Framework](#) and the policy statement '[A Good Education for All](#)'.

Note: this toolkit is to be used as a **guide only** and should not be used simply **as a checklist when identifying grades**. The column headings can be used in a manner that best works for your organisation and fits with your existing quality improvement processes.

The benefit of using this toolkit is that it links to the current 2012 CIF criterion used by Ofsted; it will help your organisation to make judgements and guide you through the quality improvement planning and self assessment process.

It can be used across departments, programme areas and sub-contractors.

### Process and quality improvement cycle

It is recommended that the toolkit is used as a working document which is regularly reviewed to drive improvements and review progress within your organisation.

It is recommended, as a minimum, that providers review their quality improvement practices and the impact on learners at least quarterly and the SAR is updated at least annually. These processes should include stakeholders and partners to continuously improve provision for learners.

### How it works

Each sheet tab relates to the main headings of the CIF for your quality improvement plan and the self assessment report to ensure a cohesive approach to SAR writing.

Drop down boxes are located on the Quality Improvement tab (columns C, D and E) and in the SAR tab (column c) to make judgements about your provision. Again, please adapt and use as appropriate. To select a grade, click the drop down box arrow and confirm the grade: Outstanding, Good, Requires improvement or Inadequate.

We have also included a risk banding section for each improvement tab (columns J and K). The progress risk banding works as follows:

- **Red 0% to 49%**
- **Amber 50% to 80%**
- **Green 81% to 100%**

A bar chart which be generated automatically at the end of each QIP tab to provide a visual overview of progress to date.

### Further information

Please contact Lindsay Jardine, Director Operations, Kent Association of Training Organisations, (e) [lindsay@kato-training.com](mailto:lindsay@kato-training.com), (t) 07500 966565.