Reaching new heights with data for employer responsive partner provision

Vision West Nottinghamshire College demonstrate their approach to making a difference to quality assurance and improvement by effective and consistent use of data

Supported by

Contents

- Introduction
- Context
- A journey through our data sources

INTRODUCTION

Vision West Nottinghamshire College has an effective, robust and consistent quality assurance and quality improvement framework that is used across the whole organisation. The framework is used to support the College's overall effectiveness, capacity to improve and essentially ensure that the provision of the College enables students to reach their full potential. The accurate understanding, use and ownership of data are a fundamental element of the framework and are indeed central to the effective implementation and success of the framework.

All too often data is disregarded or indeed used in isolation. This guide will identify how as an organisation we have used data to shape our quality assurance mechanisms, scaffold our quality improvement activities and initiatives and importantly continuously review, develop and improve our actions by embedding data into our evaluation activities.

Our guide will take you on a data journey that will:

- Establish the key milestones of using data to make a difference;
- Explore how as an organisation we enabled and encouraged delivery staff, managers and key stakeholders to understand, use, apply and own data;
- Identify lessons learnt and adaptations applied.

Aim

This guide will encourage you to look at how you can use data to;-

- Identify and evidence performance issues;
- Analyse performance and identify areas for improvement;
- Inform plans for improvement;
- Evaluate actions.

THE CONTEXT

Quality improvement sets in place the process of improving the extent to which students' needs and College objectives are being met. It identifies ways in which the service can be improved.

- Improving retention, achievement, success, progression, participation and satisfaction rates;
- Raising the standard of teaching and learning;
- Ensuring a culture of self-criticism, a desire to improve, professionalism and accountability.

Quality improvement is fundamental to the further development of the College. Only by continuing to raise the standard of learning, by monitoring and raising the standard of the student experience and by setting ambitious targets for success can we be certain of delivering the best service. To maintain and improve our service to our students, we have to continuously review our quality assurance systems and sustain a capacity to improve performance.

Accurate and accessible performance data needs to be a key feature of continuous quality improvement. All staff are expected to make regular use of the data to monitor performance and review targets, including:

- Applications;
- Enrolments;
- Attendance;
- Retention;
- Achievement;
- Success;
- Progression.

Establishing a culture of self-analysis and improvement

The College aims to promote and encourage a culture balance, self-criticism, a desire to eliminate poor practice and the aspiration to improve the learning experience. The quality improvement process should lead to:

- The identification of strengths and areas for improvement through self-assessment;
- The chance to change that which is ineffective through action plans and appropriate targets;
- Team work and support for improving performance;
- Identification and the dissemination of good practice.

Involving Employer Responsive Partner Providers

Each partner provider plays an important role in implementing continuous quality improvement and in ensuring a high quality student experience. Quality procedures include:

- Setting, reviewing and achieving targets;
- Evaluating student and team performance through self- assessment;
- Developing and monitoring agreed quality improvement plans;
- Evaluating and responding to student and employer feedback;
- Reviewing the course offer and developing an appropriate curriculum and progression routes;
- A common process of internal verification;
- Complaints system.

The Head of Quality and Performance is responsible for the:

- Implementation of the Quality Assurance and Quality Improvement Frameworks;
- Reporting on the Quality Assurance and Quality Improvement Frameworks;
- Reviewing the Quality Assurance and Quality Improvement Frameworks.

The Quality, Teaching, Learning and Performance Team is responsible for:

- Providing expert advice and guidance to line managers and employees on policies, procedures and processes used within the frameworks;
- Providing data and reports which analyse the effectiveness of procedures and practices;
- Supporting managers to lead people in ensuring outstanding provision.

Partner Provider Managers have responsibility for:

- The effective implementation of quality assurance and quality improvement procedures within their teams. These procedures provide the framework within which such leadership takes place.

Partner Provider staff:

- All partner provider employees working within the context of the contract with the College are made aware of the Quality Assurance and Quality Improvement Frameworks. Thereafter it is an individual's responsibility to be aware of and comply with Quality Assurance and Quality Improvement Frameworks.

A JOURNEY THROUGH OUR DATA SOURCES

The College Partner Portal

The Partner Portal was developed to provide an accurate, timely and easy-to-use reporting, resource information and guidance system for all partner providers. Working on the premise that all partner providers should always attempt to make decisions using insight and foresight rather than hindsight, the College recognised that the introduction of a one stop portal would make this process more achievable.

WHAT IS THE PARTNER PORTAL?

The dashboard in a car instantly helps you to monitor mechanical performance and critical information, such as speed and engine temperature. The dials, sounds and warning lights help you to make informed decisions as to whether any intervention is needed to maintain performance, safety or efficiency.
Similarly, the partner portal can provide you with quick graphic references to your critical business processes, procedures and guidance. “Active” meaning that you are being shown real-time or near-real-time results.

You can use any information that you have at your disposal but the trick is to keep the amount of key information to a minimum and as relevant as possible, and present it so that it is visually obvious what is happening.

The College Quality, Teaching and Learning Performance team were responsible for developing the partner portal. The team used their experience of working with partner providers to create a bespoke one stop portal that enables and encourages partners to access the information, tools, resources and guidance to embed quality assurance and quality improvement into their working practices.

Due to the location of some of our partner providers it is vital that partners can readily and easily access and use valuable information, data sets and resources. The team took an agile approach to the development process of the portal by testing, piloting, revising and then moving on to the next function. The deadlines for one or two sections were imposed for a September roll-out but, but on the whole, the functions were just released when ready.

The partner portal needed to be:

- Easy to access;
- Easy to view;
- Easy to use;
- Able to be built upon.

It was recognised that some of our partner providers had limited experience of IT and as such time had to be built into the development and ‘roll out’ of the portal to up skill and encourage our partners to use the portal and indeed ‘trust’ the information available to them via the portal. This development and support work included:

- Involving partners in the actual development of the portal;
- Listening to their views;
- Piloting the portal with partners.

WHAT DOES THE PARTNER PORTAL LOOK LIKE?

The partner portal is very simply a toolkit of information. There is a generic home page and then each partner has access to their ‘own’ information on their partner page. Partner providers are issued a unique log in that enables them to access their ‘own information’ in addition to generic information and resources.

The following information is available via the partner portal:

Figure 1:
Contents of the portal

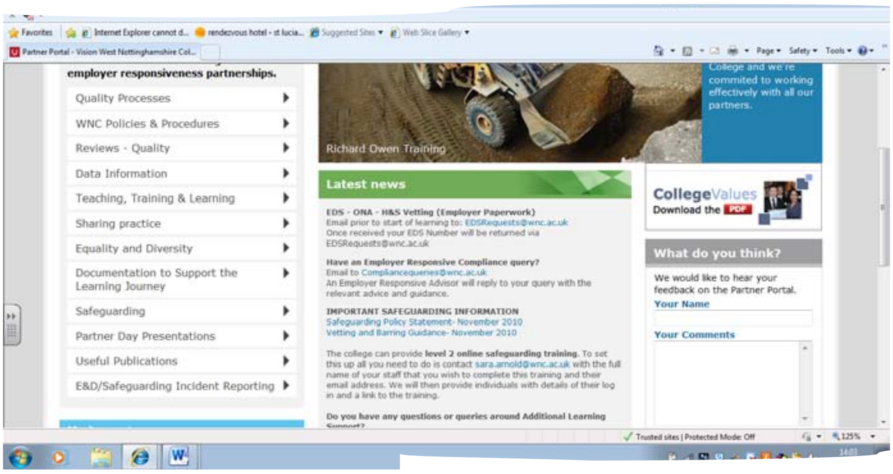
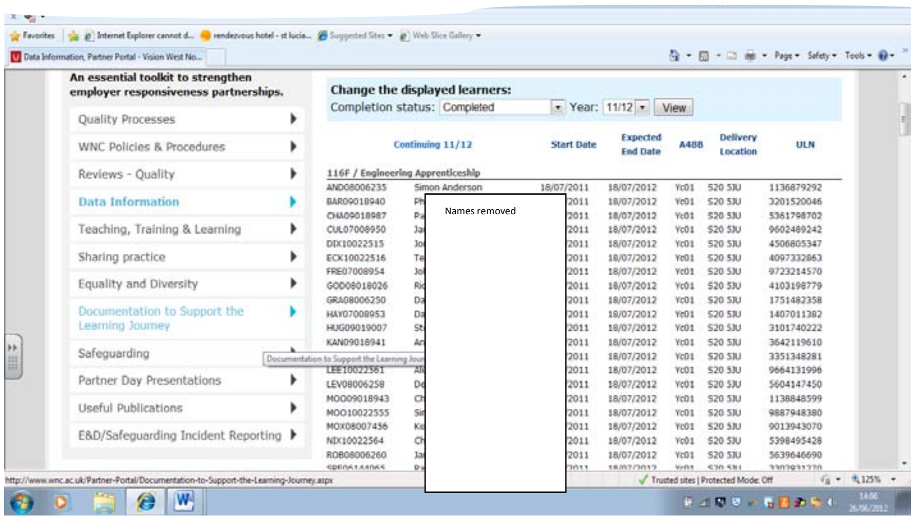


Figure 2:
Sample Partner Portal home page

Figure 3:
Sample Data report



THE OUTCOMES

The creation of the partner portal has importantly brought together into one place:

An essential toolkit to strengthen employer responsiveness partnerships.

- Quality Processes
- WNC Policies & Procedures
- Reviews - Quality
- Data Information
- Teaching, Training & Learning
- Sharing practice
- Equality and Diversity
- Documentation to Support the Learning Journey
- Safeguarding
- Partner Day Presentations
- Useful Publications
- E&D/Safeguarding Incident Reporting

The two main objectives, ease of access and transparency of information and importantly data**,** have both been met.

As the data is now more available, staff have taken greater responsibility for ensuring that it is accurate and up-to-date, and so the quality of data within systems has improved.

THE IMPACT

The development, implementation and actual full usage of the partner portal by all users have ensured that:

- managers see issues coming in advance – there are no nasty surprises! They have time to take action and rectify the situation rather than it being too late;
- staff have real-time data;
- staff have real-time information and support;
- teaching staff have access to operational data, resources and guidance.

Tips for creating a portal and using it to manage your data:

- Gather a little more data than you're currently asked for, as this gives flexibility for the future. Include the source of the data onscreen to reduce queries.
- Include a mechanism to send by email, as this helps cascade the information so that any issues can be looked into.
- Creating a discussion forum of your top/active users is a great way of engaging with staff and finding improvements.
- Use the portal as a key source of communication and reporting, if partners understand that detailed information will be accessed there – then they will use it!

Introduction

The organisation makes extensive use, of the data reports produced by external bodies about a provider's learner performance include:

- Employer Responsive Qualification Success Rates Report for Apprenticeships
- Employer Responsive Qualification Success Rates Report for NVQs in the Workplace
- Employer Responsive Minimum Level of Performance Report for Apprenticeships
- Employer Responsive Minimum Level of Performance Report for NVQs in the Workplace
- FE Choices website

When produced each document is reconciled with the college internal data sources and any discrepancies investigated and reported to the report provider or software supplier as appropriate.

Each report is analysed and distributed to senior management with supporting commentary.

Employer Responsive Qualification Success Rates Report ('QSR') for Apprenticeships

Employer Responsive Qualification Success Rates Report ('QSR') for Apprenticeships

- Produced by: The Data Service
- When: January for the preceding academic year
- Location: Provider Gateway (document list, QSR, QSR-APP)

An employer responsive qualification report pack is produced by the Data Service each year for every provider delivering apprenticeships. It is made available to providers through the provider gateway.

The pack contains:

- Summary Report
- Detail Report – all Regions
- Detail Report - for each SFA region where the provider has learners
- Detail Report - for each Local Authority area where the provider has learners

- **Summary report**

The first section of the summary report is top-level apprenticeships overall and timely success rates for the most recent and previous three academic years. National success rates for the current year are shown. The information is split by age band (16-18, 19-24 and 25+) and level (intermediate and advanced).
This is followed by the overall and timely success rates for each SFA region and local authority where the provider has at least 20 learners.

The third, fourth and fifth sections of the summary report show the success rates by gender, ethnicity and with/without learning difficulty or disability.

- **Detail report – all regions**

The first page of the detail report shows in a table and chart the apprenticeship overall and timely success for the most recent and previous three academic years. National success rates for the current year are given.

The second section shows the success rates for each age band (18-18, 19-24, 25+) and all ages. Each age band is then split by level (intermediate and advanced).

The report then goes on to give the success rates for each sector subject area (both tier 1 and tier 2) and the success rates of the individual frameworks within each SSA. Again, the information is split by age group and level.

The final section of the report shows the number of apprentices at the provider (the provider's cohort) for each academic year split by actual and expected end dates.

Detail report - for each SFA region where the provider has learners and detail report for each Local Authority area where the provider has learners

A QSR report is produced for each region and local authority where the provider has apprentices. The format is the same as the detail report for all regions described above.

Employer Responsive Qualification Success Rates Report ('QSR') for NVQs in the Workplace

Employer Responsive Qualification Success Rates Report ('QSR') for NVQs in the Workplace

- Produced by: The Data Service
- When: January for the preceding academic year
- Location: Provider Gateway (document list, QSR, QSR-TTG)

An employer responsive qualification report pack is produced by the Data Service each year for every provider delivering NVQs in the Workplace (formerly train to Gain). It is made available to providers through the provider gateway.

The pack contains:

- Summary Report
- Detail Report – all Regions
- Detail Report - for each SFA region where the provider has learners
- Detail Report - for each Local Authority area where the provider has learners

- **Summary report**

The first section of the summary report is top-level NVQs in the Workplace overall and timely success rates for the most recent and previous three academic years. National success rates for the current year are shown. The information is split by the five qualification types (foundation learning, skills for life, full level 2, full level 3 and other)

This is followed by the overall and timely success rates for each SFA region and local authority where the provider has at least 20 learners.

The third, fourth and fifth sections of the summary report show the success rates by gender, ethnicity and with/without learning difficulty or disability.

- **Detail report – all regions**

The first page of the detail report shows in a table and chart the NVQ in the Workplace overall and timely success for the most recent and previous three academic years. National success rates for the current year are given. The table also shows gives success rates of each of the five qualification types.

The report then goes on to give the success rates for each sector subject area (both tier 1 and tier 2). Again, the information is split by qualification type.

The final section of the report shows the number of apprentices at the provider (the provider's cohort) for each academic year split by actual and expected end dates.

Detail report - for each SFA region where the provider has learners and detail report for each Local Authority area where the provider has learners

A QSR report is produced for each region and local authority where the provider has NVQ in the Workplace learners. The format is the same as the detail report for all regions described above.

Employer Responsive Minimum Levels of Performance Report ('MLP') for Apprenticeships

Employer Responsive Minimum Levels of Performance Report ('MLP') for Apprenticeships

- Produced by: The Data Service
- When: January for the preceding academic year
- Location: Provider Gateway (document list, MLP, MLP-APP)

An employer responsive minimum level of performance report for apprenticeships is produced by the Data Service each year for every provider with apprentices. It is made available to providers through the provider gateway. The report is used by the Skills Funding Agency (SFA) to identify underperformance and use this information in the commissioning process. The SFA may refuse further funding where provision falls below the minimum.

The success rate threshold for apprenticeships is currently 53% overall success rate.

A second minimum level of performance report is also produced applying the threshold to timely success. This report is currently for information and is not used in the commissioning process at this time.

Throughout the report cells are colour coded. Cells below the threshold are coloured red and cells above the threshold are coloured green.

The first section of the report is the provider summary. At the top of the first section is an 'all regions' summary of the providers overall success rate by level (intermediate and advanced) and overall.

The 'all regions' summary is followed by the success rates by level and overall for each SFA region and within each region the success rates for each local authority area.

The second section of the report analyses all regions by sector subject area and framework. Each SSA and framework is slit by level and also by age group (16-18, 19-24 and 25+).

This is followed by a section for each region and each local authority within each region, again analysed by sector subject area, framework, level and age.

Employer Responsive Minimum Levels of Performance Report ('MLP') for NVQs WP

Employer Responsive Minimum Levels of Performance Report ('MLP') for NVQs in the Workplace

- Produced by: The Data Service
- When: January for the preceding academic year
- Location: Provider Gateway (document list, MLP, MLP-TTG)

An employer responsive minimum level of performance report for NVQs in the Workplace apprenticeships is produced by the Data Service each year for every provider with this type of delivery. It is made available to providers through the provider gateway.

The report is used by the Skills Funding Agency (SFA) to identify underperformance and use this information in the commissioning process. The SFA may refuse further funding where provision falls below the minimum.

The success rate threshold for NVQs in the Workplace is currently 68% overall success rate.

A second minimum level of performance report is also produced applying the threshold to timely success. This report is currently for information and is not used in the commissioning process at this time.

Throughout the report cells are colour coded. Cells below the threshold are coloured red and cells above the threshold are coloured green.

The NVQs in the Workplace MLP report follows a similar structure to the apprenticeship MLP report. The first section of the report is the provider summary. At the top of the first section is an 'all regions' summary of the providers overall success rate by qualification type (foundation learning, skills for life, full level 2, full level 3 and other) and overall.

The 'all regions' summary is followed by the success rates by qualification type and overall for each SFA region and within each region the success rates for each local authority area.

The second section of the report analyses all regions by sector subject area tier 1, tier 2 and qualification type.

This is followed by a section for each region and each local authority within each region, again analysed by sector subject area tier 1, tier 2 and qualification type.

FE Choices website

- Produced by: The Skills Funding Agency
- When: July for the preceding academic year
- Location: Website http://fechoices.skillsfundingagency.bis.gov.uk

The FE Choices website is a public website enabling comparison of the performance of further education colleges and other post-16 education providers. It contains summary success rate information for both learner responsive and employer responsive provision and information regarding learner destinations (percentage of learners who progressed into further education, found a job or improved their career prospects), learning rate (percentage of learners who went into further or higher education), employment rate (percentage of learners who found work, got a better job or improved their career prospects), learner satisfaction (the scores from a learner satisfaction survey) and employer satisfaction (the scores from an employer satisfaction survey).

- **Success rates summary**

The first screen of the success rates summary gives the success rate apprenticeships, advanced apprenticeships, NVQs in the Workplace and also learner responsive success rates (FE long courses, FE short courses, FE very short courses, A/AS/A2 levels).

The success rate used for apprenticeships and advanced apprenticeships is the overall success rate. For NVQs in the workplace the timely success rate is used, and only full level 2 and full level 3 qualifications are included.

For each of the qualification groups a detail screen can be displayed showing the success rates of that qualification group by subject sector area. The subject sector area information can be filtered by age group (16-18, adult and all ages). The detail screen also gives national success rates enabling comparison of the provider's performance with other general further education colleges and all providers.

Background

The Framework was initially developed in September 2008 and further enhanced annually to reflect the priorities of the organisation, outcomes of the College self-assessment and reflect the requirements of the Common Inspection Framework. There is a formal process to reviewing and developing the Framework, which is scheduled into the College's quality assurance calendar. A working group (consisting of senior managers, middle managers and partner providers) undertake the review and development of the framework in May each year. The findings and recommendations of the working are used to formulate the Framework for the forthcoming year.

All the processes within the Framework are in place to support the strategic objectives of the College and apply equally to all funding streams. All partner providers are subject to these procedures whatever the context of the service provided. A range of activities, processes, procedures and documents have been developed to ensure the effective implementation of the Framework.

Accurate and accessible performance data is a key feature of continuous quality improvement. All partners are expected to make regular use of the data to monitor performance and review targets and effectively implement the quality assurance and quality improvement framework.

The partner provider quality assurance and quality improvement framework consists of:

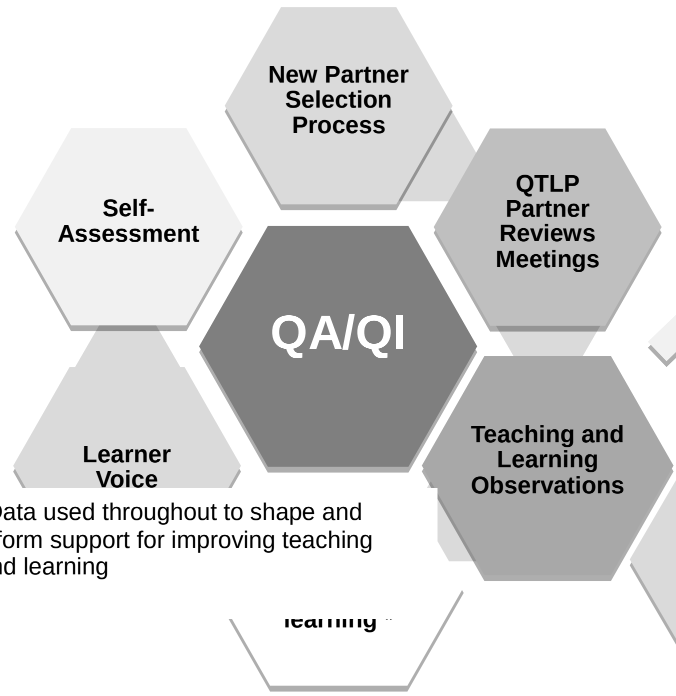


Figure 4:
Quality Assurance and Quality Improvement Framework: Partner Providers

*Data used throughout to shape and inform support for improving teaching and learning

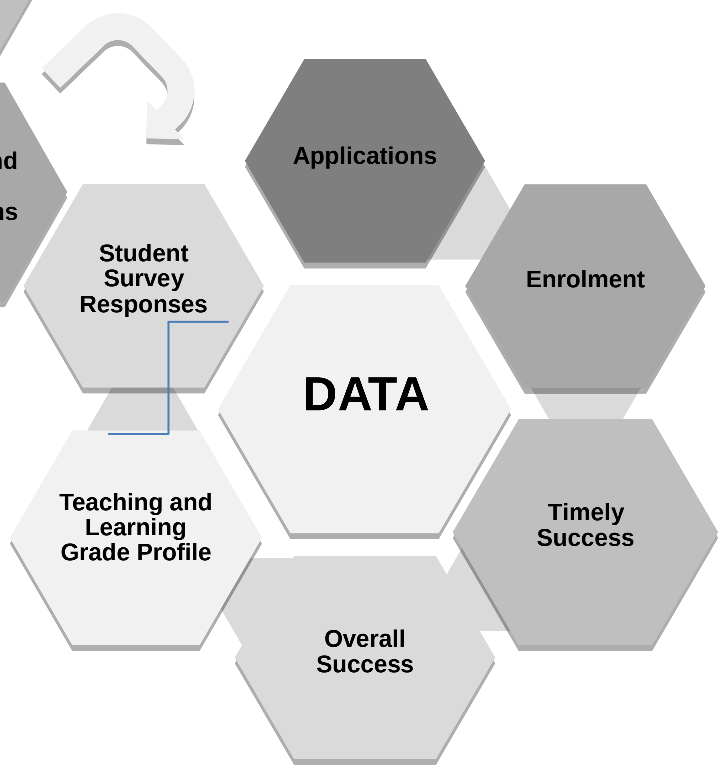


Figure 5:
Data used to underpin the effective implementation of the framework

Glossary-what's what..!

QTLP Department

The Quality, Teaching, Learning and Performance Department is a Business Support Area at the College. The team are responsible for the management and implementation of the College quality assurance processes and procedures, quality improvement including the improvement of teaching and learning and the reporting and analysis of learner performance data.

Members of the QTLP Department will lead and implement the Employer Responsive Quality Assurance and Quality Improvement Framework and as such will work closely with all partner providers.

Partner QTLP Support Team

Each Partner will be supported by their 'own' QTLP support team. The team will consist of two Learning Consultants and a Learner Performance Data Co-ordinator. The Partner QTLP Support Team will be responsible for all the quality assurance and quality improvement processes and procedures for the partner.

Partner QTLP Support Team Introductory Visit/Meeting

Each Partner will receive an introductory Partner QTLP Support Team visit. The visit will be used to outline the role of the QTLP team, introduce the QA/QI Framework and provide an opportunity for partners to ask any queries they may have.

All introductory visits will take place prior to any QA/QI activity commencing with the Partner.

QTLP Employer Responsive Partner Portal

The portal will enable partner providers to access (password protected) a quality assurance and quality improvement hints and tips toolkit, quality assurance procedures and quality improvement activities and initiatives and learner performance data and performance reports (specific to individual partner providers).

Employer Responsive QA/QI Framework

The purpose of this framework is to clarify the processes that contribute to a continual process of Quality Improvement. To maintain its commitment to "Learners at the Heart of Excellence" the College requires rigorous and reliable procedures for the maintenance and improvement of the services we provide. All Employer Responsive provision is subject to the support of the framework whatever the context of the service they provide. The framework is reviewed each year.

Self-Assessment

Rigorous self -assessment is at the heart of the process of improvement. All partners carry out self -assessment and plan to achieve improvement. The QTLP Department will provide guidance for all partners to enable them to carry out effective self-assessment.

The heart of self- assessment for Employer Responsive Partner providers will be:

- Achievement rates;
- Quality of Teaching and Learning;
- Learning Experience;
- Evidence of annual improvement.

Self-assessment at every level will result in a quality improvement plan.

Partner QTLP Reviews

The partner quality, teaching, learning and performance review process will enhance the Colleges drive for excellence and act as a key vehicle for improvement. The review will focus on all aspects of the partner provision applicable to the College and consist of three mandatory foci as listed below:

1. Leadership and Management (including data management, effect of policies, quality improvement arrangements, promotion of equality of opportunity, and strategies to identify and meet learners' numeracy and language support needs);
2. Quality of Teaching, Training and Learning (graded observation, review of learners work, assessment planning and tracking);
3. The Learning Experience (discussions with learners and employer were applicable).

The reviews will provide a coherent and effective use of the range of quality processes and procedures currently used in the College. Each partner will receive two reviews during the year, one main review and an impact review to measure improvements. A schedule of reviews will be organised with the relevant managers and published at the beginning of the term. The review process will be led by the Quality, Teaching, Learning and Performance Team.

Support for Improving Teaching and Learning

The observation process will support self- evaluation of teaching and learning and action planning for improvement. Support from the Teaching and Learning Improvement Team will be available to all who require it.

All delivery staff who receive a grade 3/4 observation will be offered support by the Improving Teaching and Learning Coaching Programme'.

The Teaching and Learning Framework is available to guide and support all deliverers in the delivery of outstanding teaching and learning.

Learner/Employer Voice

Learner and employer surveys are carried out via reviews throughout the year and analysed termly. The results of the surveys will be disseminated to partners. Partners will be required to action areas for improvement and report upon this with the self-assessment report. The results of the surveys will be used within partner reviews, teaching and learning observations and partner review meetings.

Introduction

Self-assessment is the means by which the quality of partner provision is assured and improved. It is an on-going systematic process that encourages all partners to evaluate their performance and measure progress against targets for achievement and improvement.

Partner providers produce annual self-assessment reports (SARs) which establish strengths, areas to improve and formulate quality improvement plans. The main components of the self-assessment process are rigorous analysis of progress towards targets, as well as timely success and overall success against benchmarked data for the sector. To evaluate the quality of provision, each partner provider uses outcomes for students, teaching and learning observation reports, learner feedback benchmarked against internal and external standards, external verification reports and the results of internal and external reviews.

Judgements are subjected to two internal validations to check:

- The previous year's improvement plan has been achieved
- Progress, strengths and areas for improvement identified are appropri-ate
- Evidence is available to support the identified progress and strengths
- Risks to maintaining the quality of provision are identified and managed
- Grades awarded are accurate

Validation and monitoring

The QTLP department undertake verification and monitoring activity of all partner provider SARs using the above checklist.

The use of data within the self-assessment process

The college and partner provider's makes extensive use of data throughout the self-assessment process.

Partner providers have access to a range of development workshops, resources, guidance and support to help them both understand the self –assessment process and to strengthen and improve their skills of completing the self-assessment process accurately.

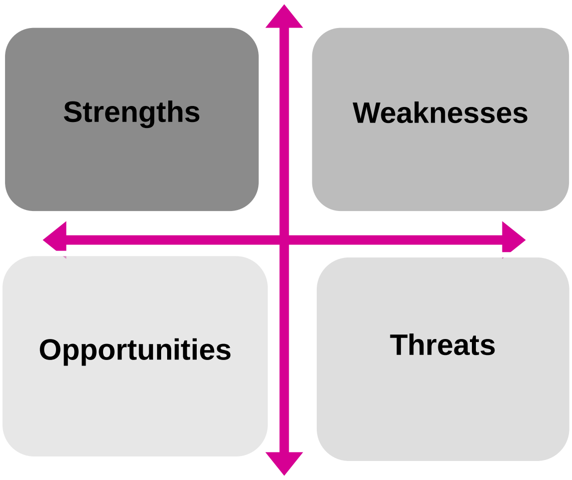
The support for understanding and improving the self-assessment process is underpinned by the importance of using data to make accurate judgements and to plan for improvement. Partner providers are encouraged and enabled to make continuous and effective use of data throughout the year to inform their final self-assessment report rather than using data in isolation when completing the actual report.

TIPS

- Data should be used as a key driver for the self-assessment process.
- Ensure that all judgements are supported by 'hard' data facts.
- Use a range of data sources… do not just use the traditional learner performance data.
- Ensure that there is a central source for the data… delivery staff should not be using their own version or interpretation of data.
- Do not fall into the trap of considering your performance is strong if you are above the national benchmark.
- Remember the national benchmark is the average.

Resources

- Comprehensive centrally produced data
- A wide source of data
- Pro – observe
- Pro-achieve



SWOT

- You may find it helpful to use a SWOT analysis as a starting point for your SAR.
- You may wish to carry out a SWOT analysis on your whole school.
- It may be useful to carry out a SWOT analysis using the Common inspection framework sections (A,B,C)
  - A- Outcomes for learners
  - B - Quality of Provision
  - C- Leadership and Management

Figure 6:
An example of how partner providers are initially encouraged to consider the self- assessment process

Know your QIP!

The outcomes of your continuous review and improvement processes should be the starting point for your self-assessment report!

Figure 7:
An example of how partner providers are initially encouraged to consider the self- assessment process

MOT We carry out a MOT of cars to ensure that they are:-

- In good working order
- Safe

The MOT also identifies if:-

- If anything needs to be fixed and re-placed

Think of your SAR an annual MOT of your provision

Figure 8:
An example of how partner providers are initially encouraged to consider the self- assessment process

Any judgement made in the partner provider SAR must be backed up by data/evidence. This data/ evidence has to be:-

- Reliable
- Up-to–date
- Relevant to the judgement

The data/evidence they use must relate to the indicators. Some of the data will be annual outcomes for learners, whereas other data/evidence (live data) will be gathered during the year. It is important to use a range of evidence sources to support the completion of the partner provider SAR.

Staff are required to make reference to findings and feedback from:-

- Learner Performance Data available from Learner Performance Team
- Student survey results
- Employer survey results
- Teaching and learning observation grades
- EV reports
- Team meetings

Partner providers should use both historic and current data.

- **Historic Data/Evidence**

Use historic (high level) data in your SAR to report on learner success rates, e.g. as well as analysing outcomes for the year, you should indicate trends, for example in learner success rate and learner and employer satisfaction.

To analyse trends, ask yourself:

- What is improving?
- Which areas are maintain outstanding outcomes
- What is satisfactory, and needs to aim for good and outstanding?
- What is declining, and needs urgent action to improve?

- **Current Data/Evidence**

Use current (low level) data which focuses on learners who are on-programme. Low level data should be used on a regular basis as part of your improvement planning. Low level data is ‘immediate’, and leads you to appropriate action to improve and to mitigate against risk.

- For example:

You can use current data such as attendance to identify learners who are disengaged and may drop out of their course. This potential dropout will reduce the number of learner outcomes, which in turn affect your high level data.

- **Using qualitative and quantitative data/evidence to make judgements**

Your data can be qualitative – for example, learner success rates or numbers of employers engaged, or qualitative – for example feedback from learners throughout their learning journey, from employers, and from other interested people (stakeholders) on their satisfaction with your provision and service. It is important to compare the data against your targets, and to ensure that it is validated. Learner outcomes (including destinations and progression) are key sources of information for you in making judgements and monitoring improvement; so are the results of your observations of teaching, training and learning.

When presenting the evidence to support the judgements, it is important to provide the actual evidence rather than the source. For example a strength could be increasing the number of students who have accessed or received information, advice and guidance. The evidence would be information, advice and guidance records and referrals however this is only the source. The actual evidence needs to be provided.

For example:-

“Increasing the number of students who accessed or **received progression advice and guidance** ***from 54% in 2009/10, 72% in 2010/11 to 93% in 2011/12.”***

Reference should also be made to how the rate compared to external data benchmarks and percentiles.

Data used within the self-assessment process

Figure 9:
Data table used with partner SAR

Qualification Detail – ending 2010/11

Qualification	Level	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved Timely	Timely Success%
NVQ in Business-Improvement Techniques	2	64	62	97	64	62	97
NVQ in Performing Manufacturing Operations	2	77	77	100	77	77	100
Totals		**141**	**139**	**99**	**141**	**139**	**99**

Qualification Detail – ending 2011/12

Qualification	Level	Learners	Continuing	Achieved	Withdrawn
NVQ Diploma in Performing Manufacturing Operations (QCF)	2	127	18	101	8
NVQ in Performing Manufacturing Operations	2	149	24	119	6
Totals		**276**	**42**	**220**	**14**

Summary Performance Information

	Overall Success%	Timely Success%
xxx 2010/11	**99%**	**99%**
All College 2010/11	89%	82%
National 2010/11 (to Period 12)	89%	79%
xxxx 2009/10	**90%**	**88%**
All College 2009/10	87%	79%
National 2009/10	87%	76%

Gender	Leavers	Overall Success%	Planned Leavers	Timely Success%
Male	140	**99**	140	**99**
Female	1	**100**	1	**100**
Gap		**1**		**1**

Ethnicity	Leavers	Overall Success%	Planned Leavers	Timely Success%
White British	122	**98**	122	**98**
Any other ethnicity	19	**100**	19	**100**
Gap		**2**		**2**

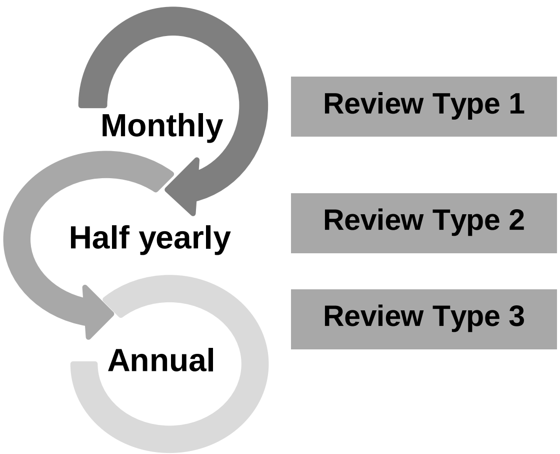
Learning Disabilities / Difficulties	Leavers	Overall Success%	Planned Leavers	Timely Success%
LLDD – No	124	**99**	124	**99**
LLDD – Yes	17	**94**	17	**94**
Gap		**5**		**5**

Introduction

The aim of the partner review cycle is to formally focus on the key business and quality performance indicators of sub-contracted provision (partner delivered) monthly, half-yearly and annually.

The model is not totally exclusive and additional areas of focus and reports may be introduced to meet changing internal or external demand.

Figure 10:
Partner Review Cycles



- **Monthly Review**

The format of the monthly partner performance review is a formal minuted meeting chaired by the quality manager. Papers for the meeting are either issued in advance or distributed at the meeting. Each attendee provides an update of their area of focus and leads discussions.

Attendees:

- Quality manager (chair)
- Employer standards and performance manager
- Partnerships manager
- Partner support officer
- Learning consultants with specific employer responsive responsibilities
- Skills for Life project leader (functional skills)
- Learner performance data systems manager
- Systems co-ordinator off campus
- Business administrator

TIPS

- Ensure there is a clear structure to the review process
- If you choose to produce a data information pack – ensure that the information is centrally produced.
- Give enough time in the review schedule for the review information packs to be generated, distributed. If this is not built into the process, you will find that on occasion valuable review time is actually spent discussing data queries.
- A monthly management information report is incredibly useful and acts as a framework

Resources

- Access to data that reflects the partner provision and student's journey and experience.
- A monthly management information report is incredibly useful and acts as a framework for reviews.

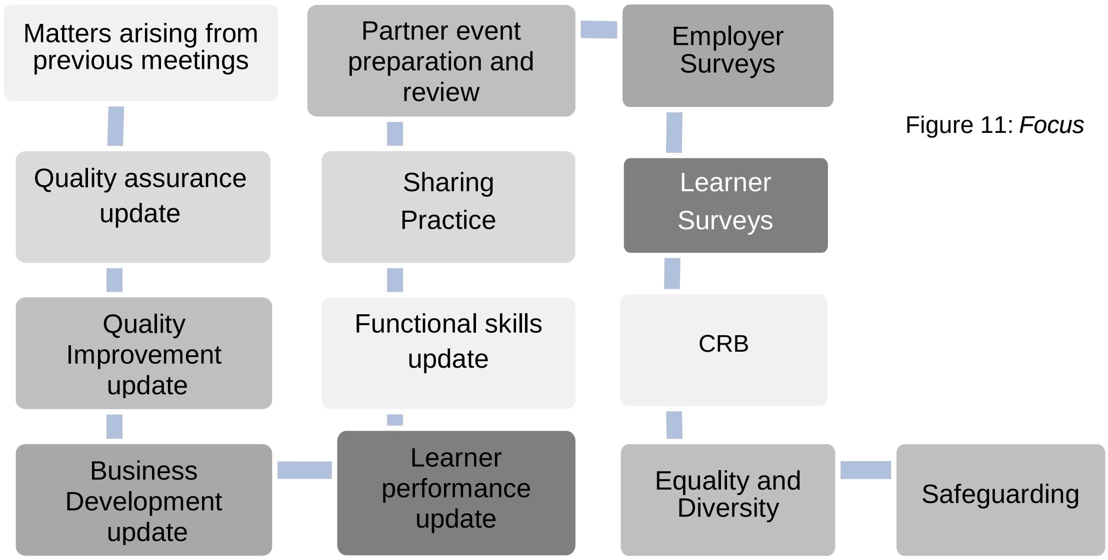


Figure 11: *Focus*

- **Half-yearly review**

The half-yearly review is a formal detailed review of the performance of each partner, chaired by the head of quality and performance. A comprehensive pack of performance information is prepared and distributed ahead of the meeting.

Attendees:

- Head of Quality and Performance (chair)
- Deputy principal teaching and learning
- Vice principal business development
- Employer standards and performance manager
- Partnerships manager
- Partner support officer
- Quality manager
- Learning consultants with specific employer responsive responsibilities
- Learner performance data systems manager

Focus:

- Detailed scrutiny of apprenticeship performance including a three year summary of overall and timely success, detail (down to framework level and by age group) of the current year to date performance including overall and timely success gaps by gender, ethnicity and disability. Information is also provided of the numbers of apprentices who have not yet reached their planned end dates and any withdrawals or early achievers;
- Detailed scrutiny of NVQ in the Workplace performance including a three year summary of overall and timely success, detail (by level / qualification) of the current year to date performance including overall and timely success gaps by gender, ethnicity and disability. Information is also provided of the numbers of NVQ in the Workplace learners who have not yet reached their planned end dates and any withdrawals or early achievers;
- Review of the findings of the most recent quality visit to the partner including self-assessment status, quality improvement plan status, the IV process and procedure, learning facilities and resources, functional skills status, staffing profile and CPD activity;
- Review of any External Verification visits that have taken place since the last half-yearly review.
- Review of the trainer / assessor observations that have taken place and their grades;
- Detailed scrutiny of strengths and areas for improvement in leadership and management quality of teaching, learning and training and the learning experience;

- Full review of the contract monitoring status for both apprenticeships and NVQs in the Workplace including current and projected on programme payments, profiled and actual starts and achievements;
- Review of the teaching observations grade profile for observations thus far in the year, and comparison with the grade profile of previous years and the grade profile of the college as a whole;
- Review of the results and themes from the induction survey and comparison of the current year survey, results with those of the previous two years;
- Review of progress against the quality improvement plan.

Typical half-yearly review pack contents: For each partner

- Headline overall and timely success for apprentices for the current and previous two years including comparison with the college average and national average success rates and by age group;
- Detail by level/framework of the current year to date apprenticeship performance;
- Detail by level/framework of apprentices who have not yet reached their planned end date and any withdrawals or early achievers;
- Overall and timely success by gender, ethnicity and learning difficulty or disability;
- Headline overall and timely success for NVQs in the Workplace for the current and previous two years including comparison with the college average and national average success rates;
- Detail by level/qualification of the current year to date NVQs in the Workplace performance;
- Detail by level/framework of NVQs in the Workplace learners who have not yet reached their planned end date and any withdrawals or early achievers;
- Summary of the most recent quality visit showing the status of self-assessment, quality improvement, external verification, internal verification, teaching and learning observations, course review, course/induction handbook, learning facilities and resources, COPD activity, staffing profile, learner voice, employer voice, functional skills;
- Detail of external verification report;
- Detail of trainer /assessor observations including the grade profile;
- Summary of any review activity undertaken with the partner including quality process document, management files, discussions with partner managers, detail of strengths and areas to improve for leadership and management, quality of teaching, learning and training, learning experience and key recommendations.

- **Annual Review**

The annual review is a formal detailed review of the performance of each partner, chaired by the head of quality and performance. The primary focus of the review is each partner's self- assessment.

Attendees:

- Head of Quality and Performance (chair);
- Quality Manager;
- Employer Standards and Performance Manager;
- Partnerships Manager;
- Learning Consultants with specific employer responsive responsibilities;
- Learner Performance Data Systems Manager;

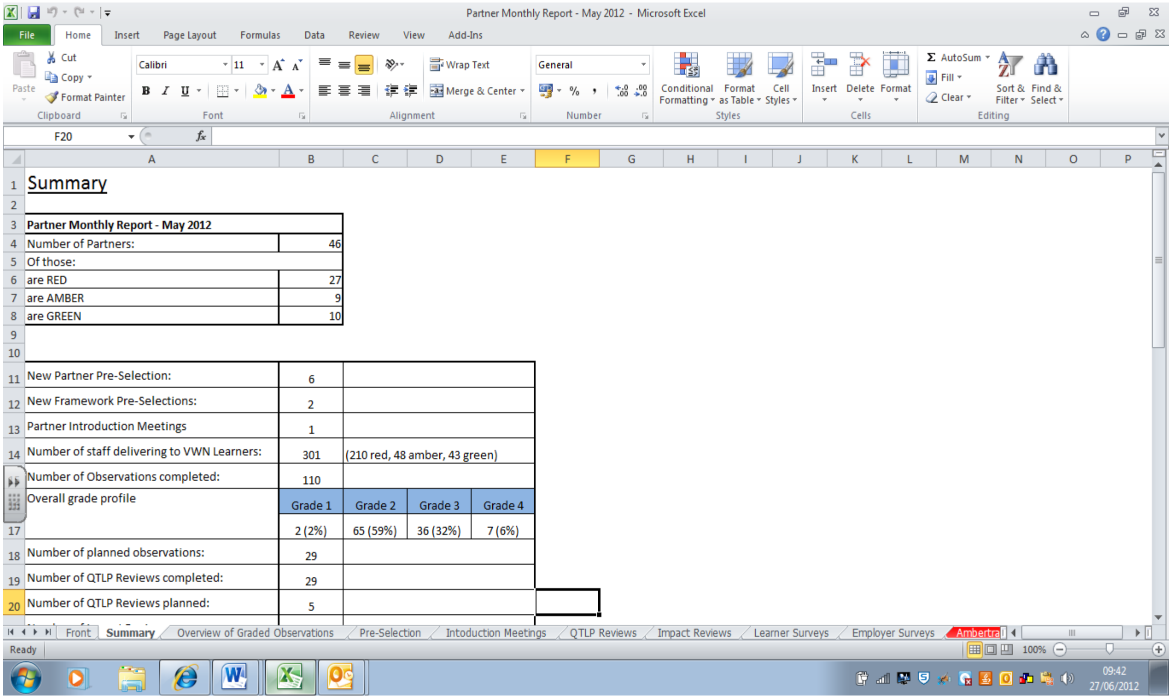
Focus: For each partner

- Detailed scrutiny of the partner's self-assessment report;
- Review of the overall and timely success rates of the partner and confirmation that the performance information included within the self-assessment report is accurate;
- Moderation of the self-assessment grades given by the partner;
- Review of the contract status of the partner and recommendations for the future if appropriate.

-

Examples of data reports for partner review process

Figure 12: *Management report summary extract*

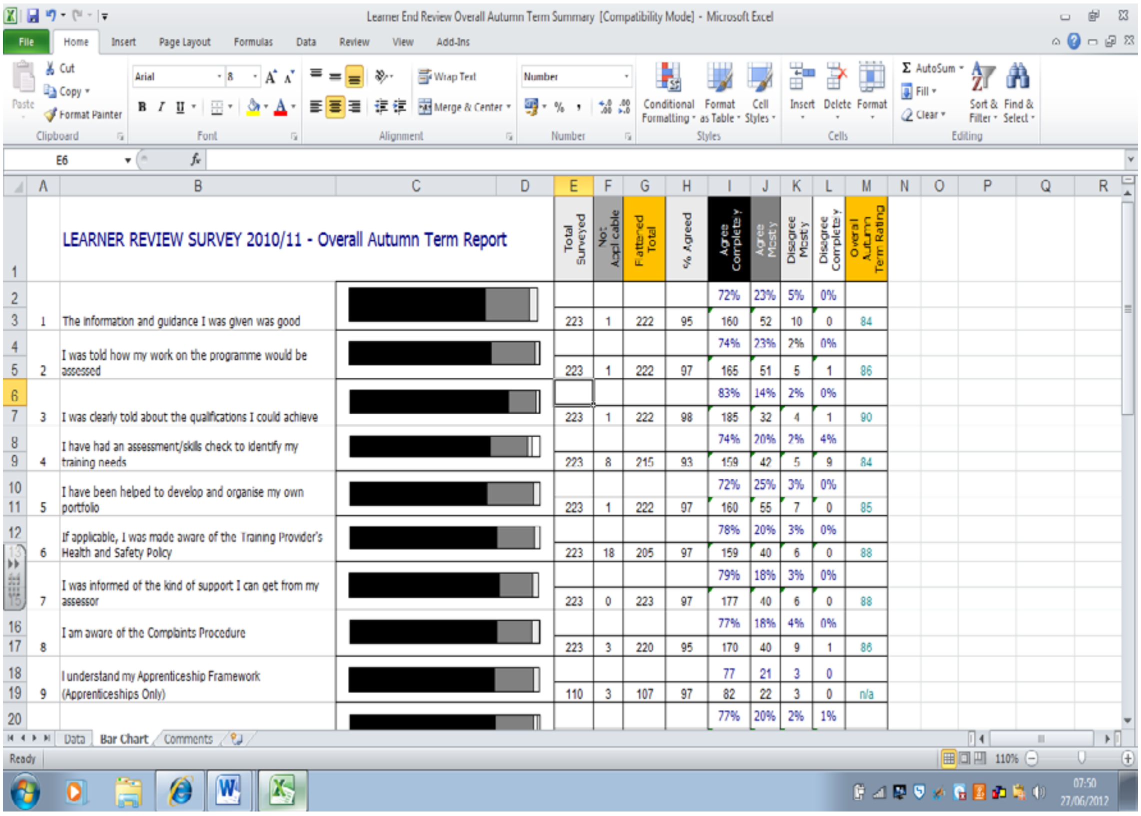


Summary

Partner Monthly Report - May 2012	
Number of Partners:	46
Of those:	
are RED	27
are AMBER	9
are GREEN	10

New Partner Pre-Selection:	6			
New Framework Pre-Selections:	2			
Partner Introduction Meetings	1			
Number of staff delivering to VWN Learners:	301	(210 red, 48 amber, 43 green)		
Number of Observations completed:	110			
Overall grade profile	Grade 1	Grade 2	Grade 3	Grade 4
	2 (2%)	65 (59%)	36 (32%)	7 (6%)
Number of planned observations:	29			
Number of QTLP Reviews completed:	29			
Number of QTLP Reviews planned:	5			

Figure 13: *Learner surveys*



LEARNER REVIEW SURVEY 2010/11 - Overall Autumn Term Report

		Total Surveyed	Not Applicable	Flattened Total	% Agreed	Agree Completely	Agree Mostly	Disagree Mostly	Disagree Completely	Overall Autumn Term Rating
						72%	23%	5%	0%	
1	The information and guidance I was given was good	223	1	222	95	160	52	10	0	84
						74%	23%	2%	0%	
2	I was told how my work on the programme would be assessed	223	1	222	97	165	51	5	1	86
						83%	14%	2%	0%	
3	I was clearly told about the qualifications I could achieve	223	1	222	98	185	32	4	1	90
						74%	20%	2%	4%	
4	I have had an assessment/skills check to identify my training needs	223	8	215	93	159	42	5	9	84
						72%	25%	3%	0%	
5	I have been helped to develop and organise my own portfolio	223	1	222	97	160	55	7	0	85
						78%	20%	3%	0%	
6	If applicable, I was made aware of the Training Provider's Health and Safety Policy	223	18	205	97	159	40	6	0	88
						79%	18%	3%	0%	
7	I was informed of the kind of support I can get from my assessor	223	0	223	97	177	40	6	0	88
						77%	18%	4%	0%	
8	I am aware of the Complaints Procedure	223	3	220	95	170	40	9	1	86
						77	21	3	0	
9	I understand my Apprenticeship Framework (Apprenticeships Only)	110	3	107	97	82	22	3	0	n/a
						77%	20%	2%	1%	

Introduction

The Partner QTLP Internal Review process was introduced across partner provision in September 2009. The Partner QTLP Internal Review process has been effectively developed and enhanced each year to support the needs of the organisation, reflect changes in the external drivers and to meet priority areas for development. Additional operational factors of the internal review process are also adapted to reflect the needs of the organisation including:

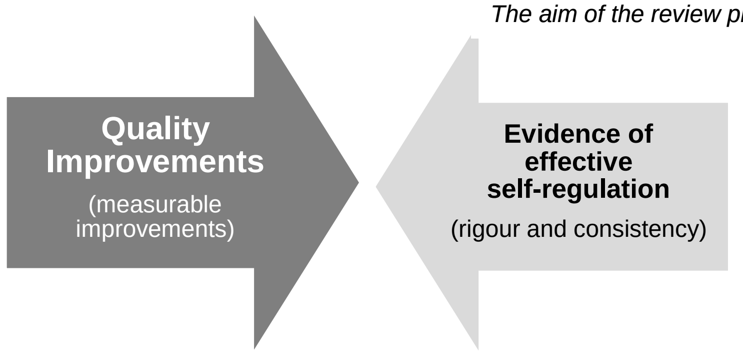
- Length of review period;
- Size of the review team;
- Expertise and skills of the review members;
- Focus of the reviews.

The review process has enhanced the Colleges drive for excellence and as acted as a key vehicle for improvement.

- **The review process in practice**

There are two outcomes of the review process:

Figure 14:
The aim of the review process



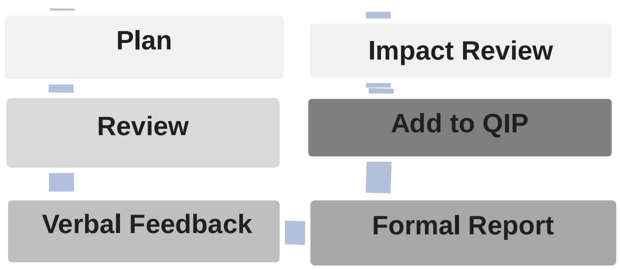
- **The process:**

The review process had four key components:

- Planning
- Review
- Report/feedback
- Impact measure

As illustrated further in figure 15 below:

Figure 15:
Key components of the review process



The review findings are reported to the Executive Team and the Governing Body via the Standards Committee.

TIPS

- Use data to determine the schedule of all internal reviews.
- Provide a wide range of data for the review team.
- Ensure the review team use the data to triangulate the findings during the actual review period.
- Refer to data findings in the review report- this will give key factual information to qualitative information.
- Use data to measure the subsequent impact of the improvement plans completed as a result of the initial review findings.

Resources

- Cross college review team
- Access to data that reflects the students journey and experience

The focus for each review is determined at an initial planning meeting with the review team leader and the Head of Quality and Performance. Certain aspects of the reviews are standard to all reviews, with other aspects determined by the QTLP department. This ensures that key aspects of each partner provider's provision, for example teaching and learning, management and leadership of the area and the 'whole' learning experience, are reviewed.

Information from the partner self-assessment report, teaching and learning observation feedback reports, student surveys/ employer surveys and external verifier reports are also used to determine the review focus and support the formulation of the internal review planning process.

The review team lead is responsible for formulating an internal review planning document, forming the review team (ensuring that the review team is made up from specialists to support the review focus), leading the review team throughout the review process, ensuring that the review team se the full range of data available to them before and during the review process and formulating the review report.

The partner provider manager is also able to direct the review team to particular aspects of the provision where they would benefit from an external perspective. The partner providers receive verbal feedback on the progress of the review at the end of each day. The initial findings of the review are shared with the partner provider management team following the completion of the review activity via formal verbal feedback.

A report detailing all aspects of the review is provided within five working days; this is an integral part of the formal feedback from the review team leader to the partner provider. The partner provider is required to produce an action plan to address the issues identified within five working days.

An impact review is undertaken to assess the team's progress in meeting the improvements identified in the action plan at a later date.

- **Review Team**

Each review is conducted by a review team. The team is drawn from across the QTLP department and is tailored to the focus of each review.

The review team use a number of activities to support the internal review process:-

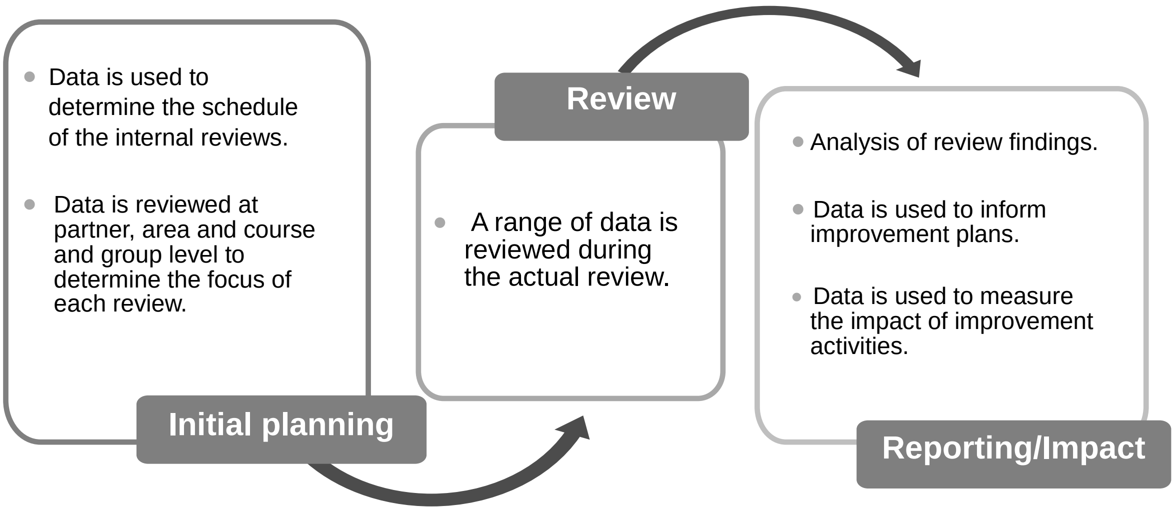
- Meetings with students to obtain their views of their experience;
- Meetings with staff;
- Discussion with key stakeholders;
- Learner voice activities;

- Analysis of the self-assessment report;
- Analysis of student, employer voice;
- Analysis of learner performance data;
- Review of learning resources/environment;
- Review of curriculum planning;
- Review of students work.

The use of data within the partner QTLP review process

The effective and continuous use of data is a fundamental feature of the Partner QTLP Internal Review process. The internal review team are required to use data throughout each stage of the review process as illustrated below:

Figure 16:
Data used to inform and shape the internal review process

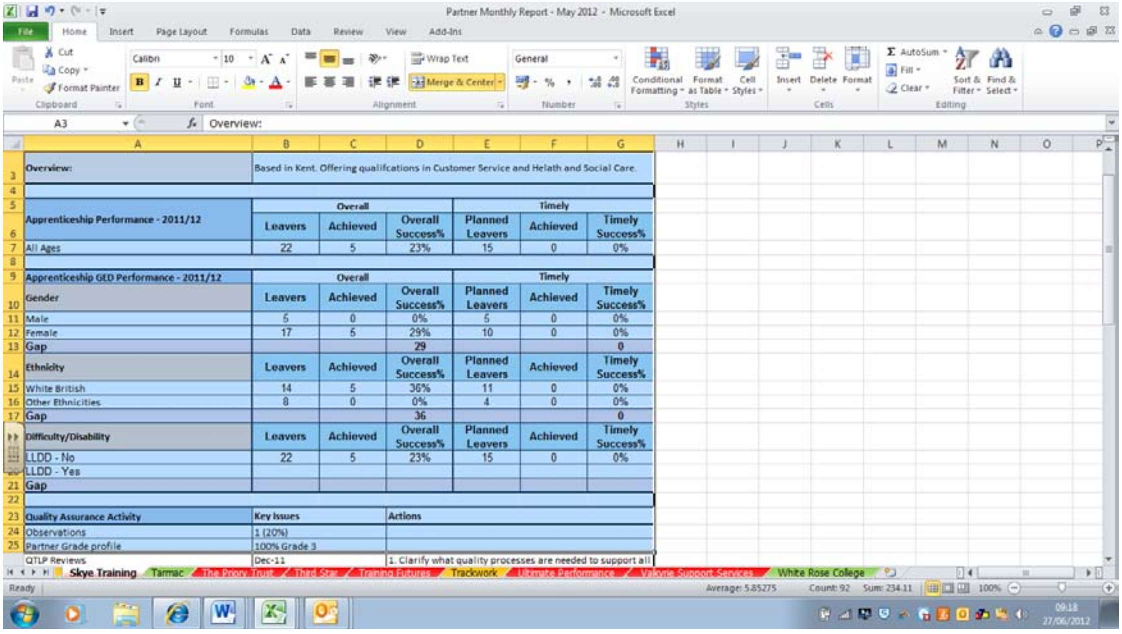


- **Initial Planning 1** - Data is used from the start of the internal review cycle to establish a risk management approach to internal reviews. Partners with provision with success rates that need to improve are planned for internal review early in the internal review cycle to manage the risk to students of a poor student experience.

Partner	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved Timely	Timely Success%
1002 xxx						
10004xxx	7	3	43%	2	2	100%
10006xxx	114	108	95%	93	78	84%
10007xxx	216	201	93%	175	162	93%
10008xxx	155	77	50%	127	28	22%
10009xxx	10	7	70%	19	7	37%
10010xxx	6	4	67%	6	4	67%
10010xxx	7	3	43%	7	3	43%
10013xxx	2	2	100%	3	2	67%
10027xxx						

Figure 17:
Example of data used to plan review cycle

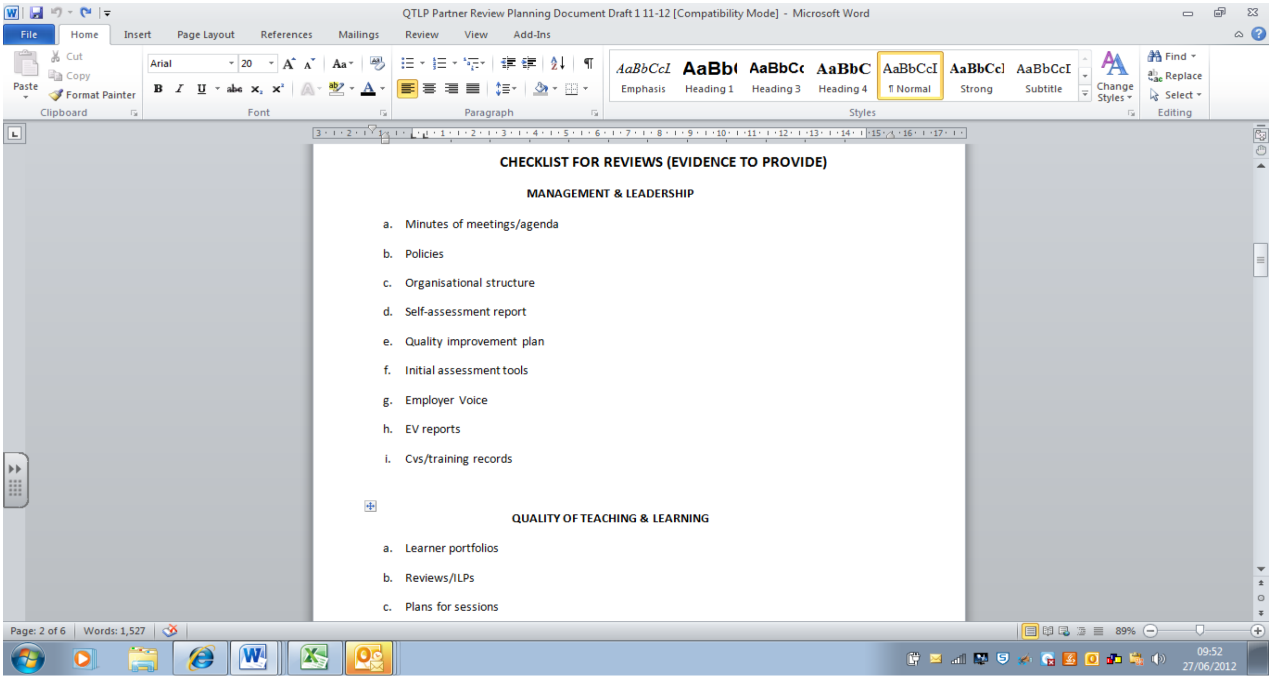
- **Initial Planning 2** – The review team leader and the Head of Quality and Performance use learner performance trends over three years, comparisons with national averages, in year performance data (full range of data, including: access to the partner portal; learner performance data; student surveys; EV reports; and teaching and learning observation outcomes to determine the focus of the internal review and in particular the specific focus for each reviewer.



Partner Monthly Report - May 2012 - Microsoft Excel

Overview:	Based in Kent. Offering qualifcations in Customer Service and Helath and Social Care.					
Apprenticeship Performance - 2011/12	Overall			Timely		
	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
All Ages	22	5	23%	15	0	0%
Apprenticeship GED Performance - 2011/12	Overall			Timely		
Gender	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
Male	5	0	0%	5	0	0%
Female	17	5	29%	10	0	0%
Gap			29			0
Ethnicity	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
White British	14	5	36%	11	0	0%
Other Ethnicities	8	0	0%	4	0	0%
Gap			36			0
Difficulty/Disability	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
LLDD - No	22	5	23%	15	0	0%
LLDD - Yes						
Gap						
Quality Assurance Activity	Key Issues		Actions			
Observations	1 (20%)					
Partner Grade profile	100% Grade 3					
QTLP Reviews	Dec-11		1. Clarify what quality processes are needed to support all			

Figure 18:
Data used by review team



QTLP Partner Review Planning Document Draft 1 11-12 [Compatibility Mode] - Microsoft Word

CHECKLIST FOR REVIEWS (EVIDENCE TO PROVIDE)

MANAGEMENT & LEADERSHIP

a. Minutes of meetings/agenda
b. Policies
c. Organisational structure
d. Self-assessment report
e. Quality improvement plan
f. Initial assessment tools
g. Employer Voice
h. EV reports
i. Cvs/training records

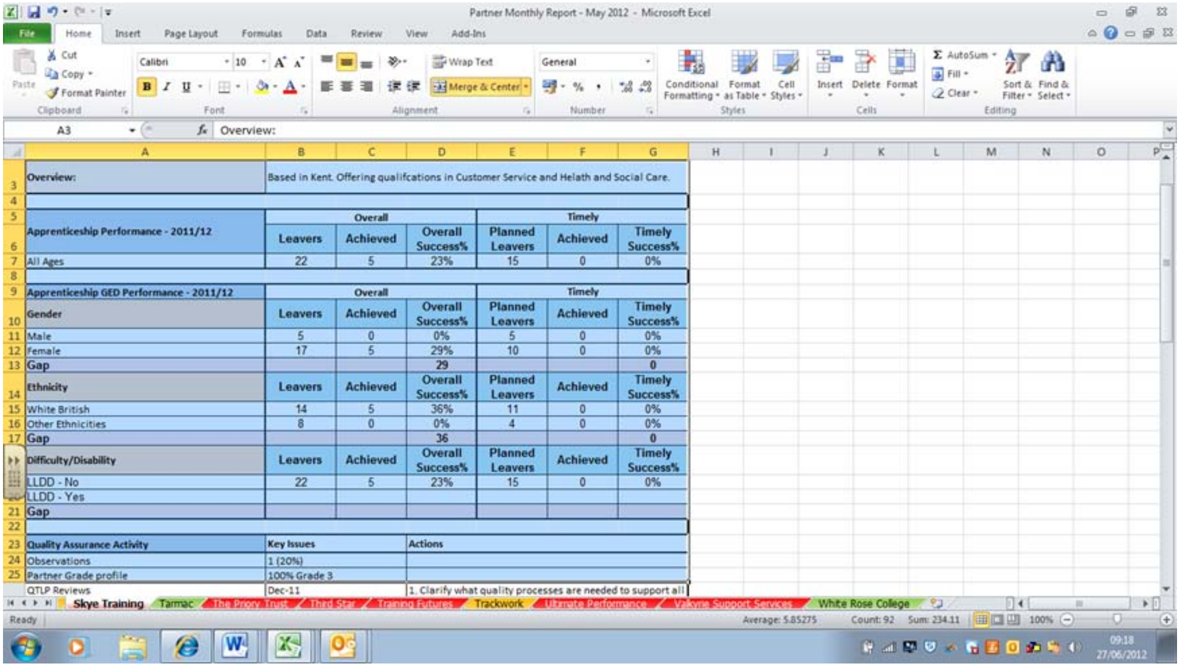
QUALITY OF TEACHING & LEARNING

a. Learner portfolios
b. Reviews/ILPs
c. Plans for sessions

Figure 19:
Sample of planning document

Review – The review team use the extensive range of data available to them throughout the review process to triangulate the exploration outcomes and further determine avenues of additional review and exploration. This approach enables the host school of learning to receive a meaningful and accurate review report.

Figure 20:
Sample of data used in the review process



- **Reporting 1 -** The review team are required to write a detailed internal review report that reflects the review findings and importantly identifies data evidence used to make the judgements.

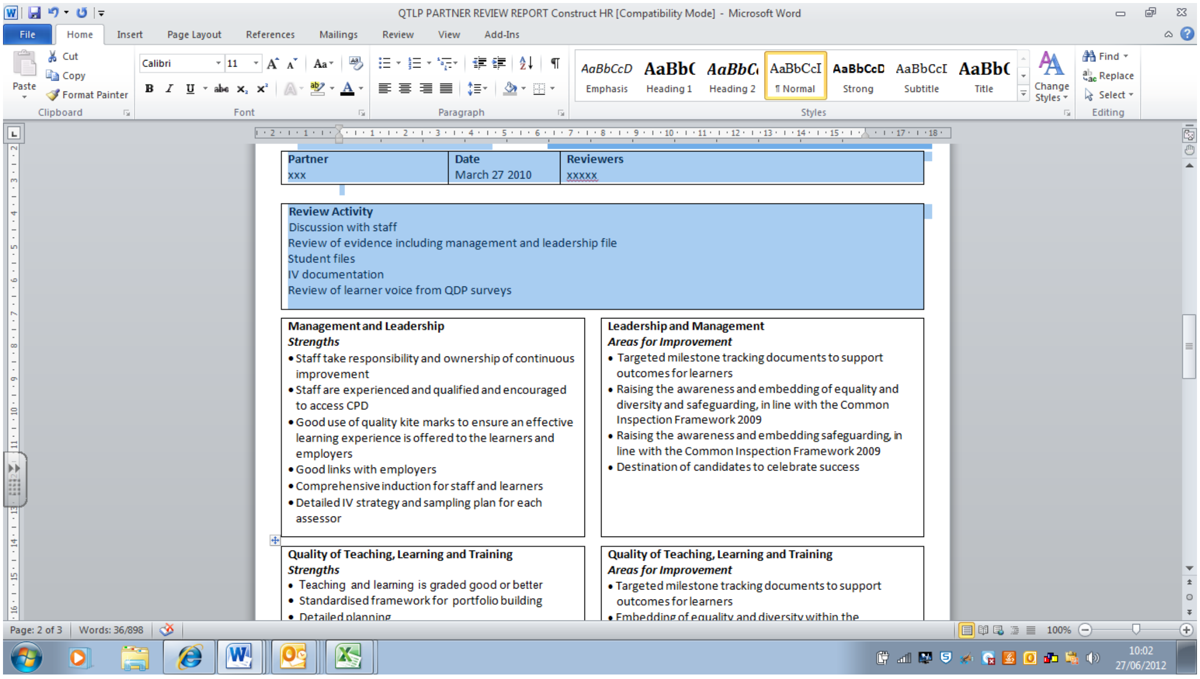
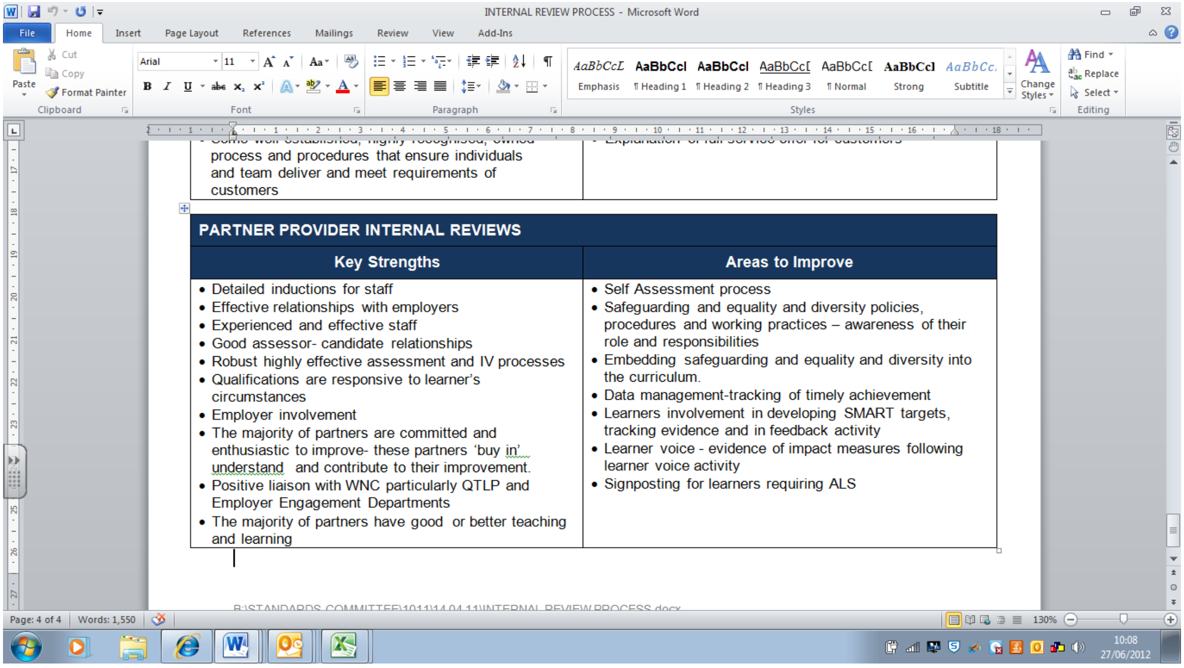


Figure 21:
Extract of a review report

Reporting 2 - The outcomes of the internal reviews are reported to the college Executive team and the Governing Body via the Standards Committee.



process and procedures that ensure individuals and team deliver and meet requirements of customers

PARTNER PROVIDER INTERNAL REVIEWS	
Key Strengths	**Areas to Improve**
• Detailed inductions for staff • Effective relationships with employers • Experienced and effective staff • Good assessor- candidate relationships • Robust highly effective assessment and IV processes • Qualifications are responsive to learner's circumstances • Employer involvement • The majority of partners are committed and enthusiastic to improve- these partners 'buy in' understand and contribute to their improvement. • Positive liaison with WNC particularly QTLP and Employer Engagement Departments • The majority of partners have good or better teaching and learning	• Self Assessment process • Safeguarding and equality and diversity policies, procedures and working practices – awareness of their role and responsibilities • Embedding safeguarding and equality and diversity into the curriculum. • Data management-tracking of timely achievement • Learners involvement in developing SMART targets, tracking evidence and in feedback activity • Learner voice - evidence of impact measures following learner voice activity • Signposting for learners requiring ALS

Figure 22:
Extract of a review report

Introduction

Observation is a key tool for identifying good teaching and learning practice, ensuring that all teaching and learning is delivered to a high professional standard. Observation of teaching and learning, feedback and support, are designed to assist staff to review, update and develop their professional effectiveness for the benefit of learners.

Graded Observations

- Graded lesson observations are completed by a trained cross college observation team who provide feedback to each individual observed.
- The annual cycle of observations commences in September and runs through to August. The observation takes place during a designated one week period; observees receive advance notification of the date.
- The observation team access timetables from the central partner provision assessor database.
- Staff are required to have evidence of planning for learning, individual profiles of the learners and assessment and progress tracking.
- The observation will normally last for a timetabled session or the completion of a particular activity.
- Results of observation are recorded using ProObserve.
- Data to understand the quality of teaching and learning is produced in a wide variety of formats and levels.
- The quality of learning is considered by delivery at college level. Drill downs are produced for partner providers. Quality is examined by length and level.
- The observation findings are used proactively and consistently throughout the year to continuously improve the student experience and to measure the effectiveness of the partner provision.

Figure 23:
Observations used to inform quality assurance and quality improvement mechanisms

- The qualitative data analysis of the observation outcomes undertaking throughout the year are used to further inform the quality assurance and quality improvement mechanisms as illustrated in figure

TIPS

- o Ensure everyone understands that learners learning are the focus of any grade.
- o Decide who is responsible for the grade? Who needs to improve after the observation?
- o Often responsibility for learning grades will be beyond the narrow control of the tutor, ensure this is understood.
- o Use additional data available to you to:
  - prepare the observation schedule.
  - to review the learning experience prior to the actual observation.
  - to check attendance and punctuality during the observation.

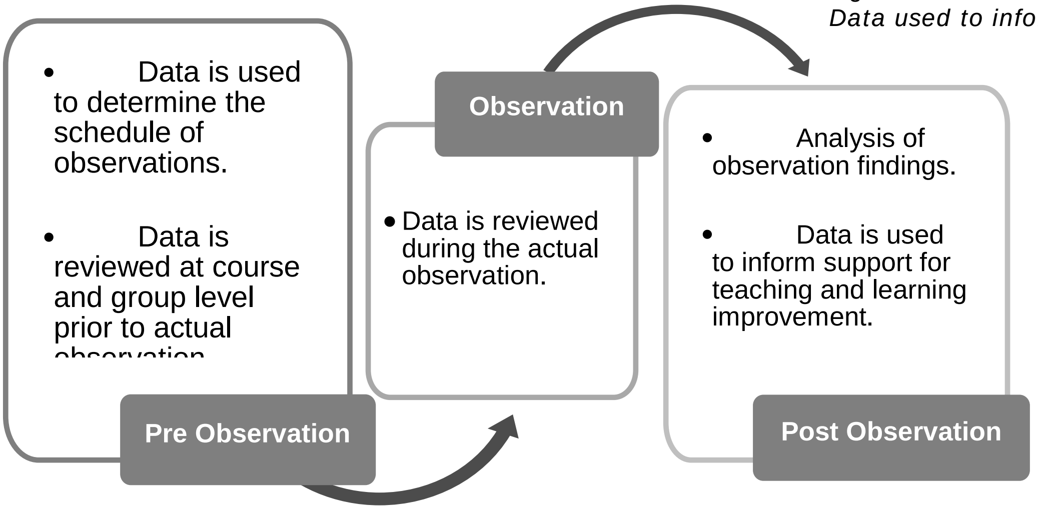
Resources

- Cross college observation team
- Access to data that reflects the students journey and experience
- www.compasscc.com/Support/ProObserve. aspx

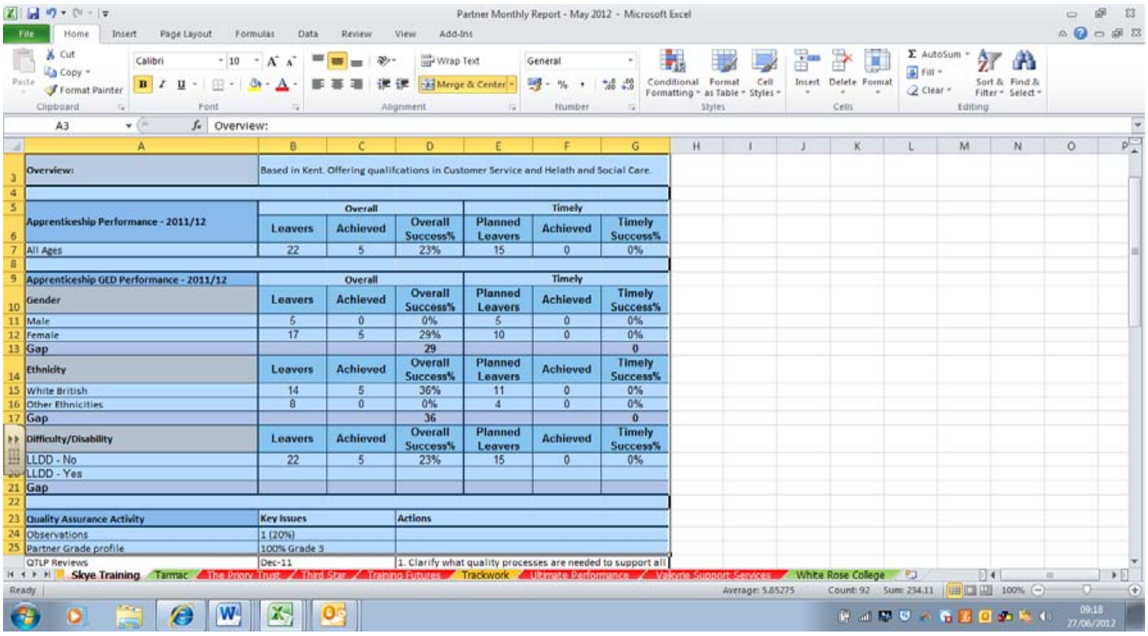
The use of data within the lesson observation process

The College uses data throughout the entire observation process including:

Figure 24:
Data used to inform observation process



- **Pre Observation 1** - Data is used from the start of the annual lesson observation cycle to establish a risk management approach to lesson observation. Courses with success rates that need to improve are planned for observation early in the observation cycle to manage the risk to students of poor teaching.



Partner Monthly Report - May 2012 - Microsoft Excel

Overview:	Based in Kent. Offering qualifcations in Customer Service and Helath and Social Care.					
Apprenticeship Performance - 2011/12	Overall			Timely		
	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
All Ages	22	5	23%	15	0	0%
Apprenticeship GED Performance - 2011/12	Overall			Timely		
Gender	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
Male	5	0	0%	5	0	0%
Female	17	5	29%	10	0	0%
Gap			29			0
Ethnicity	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
White British	14	5	36%	11	0	0%
Other Ethnicities	8	0	0%	4	0	0%
Gap			36			0
Difficulty/Disability	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved	Timely Success%
LLDD - No	22	5	23%	15	0	0%
LLDD - Yes						
Gap						
Quality Assurance Activity	Key Issues		Actions			
Observations	1 (20%)					
Partner Grade profile	100% Grade 3					
QTLP Reviews	Dec-11		1. Clarify what quality processes are needed to support all			

Skye Training / Tarmac / The Priory Trust / Third Star / Training Futures / Trackwork / Ultimate Performance / Valkyrie Support Services / White Rose College

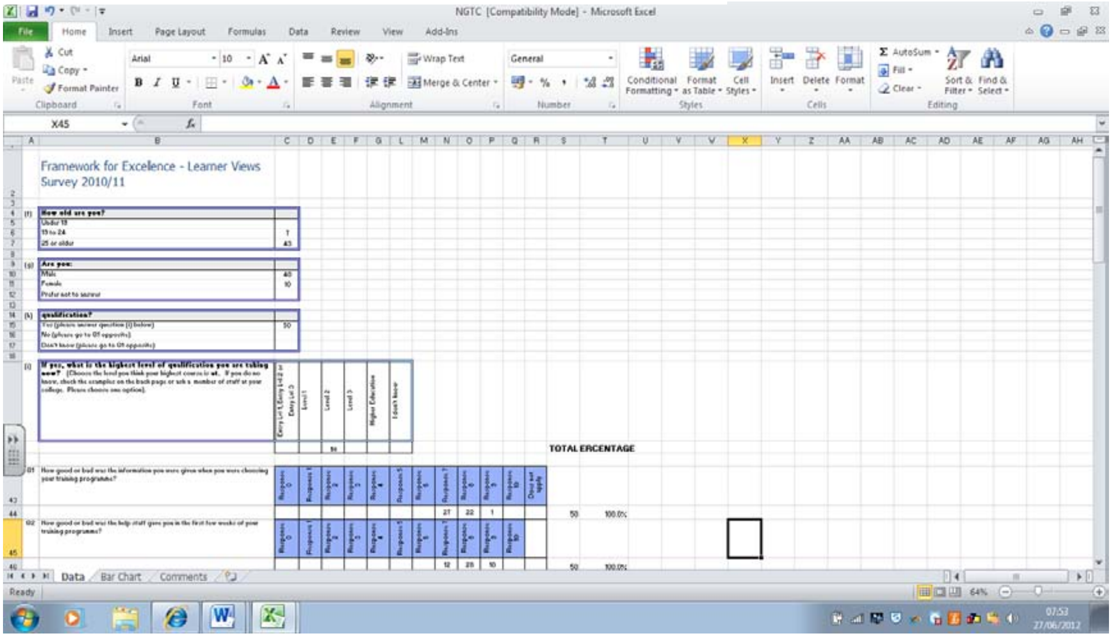
Figure 25:
Observers access the monthly management report to review the current performance.

- **Pre Observation 2** - Observers access current data from the partner portal. Observers use success data to give context to the relatively brief observation. In addition observers review the QDP student surveys for the group.

Adult Apprenticeship Performance

Partner	Leavers	Achieved	Overall Success%	Planned Leavers	Achieved Timely	Timely Success%
	1	1	100%	1	1	100%
	59	57	97%	53	48	91%
	335	295	88%	300	266	89%
	118	38	32%	157	28	18%
	85	61	72%	123	53	43%

Figure 26:
Observers access the partner portal to review student surveys



- **Observation** - Observers review the group registers for patterns in attendance and punctuality during the actual observation.

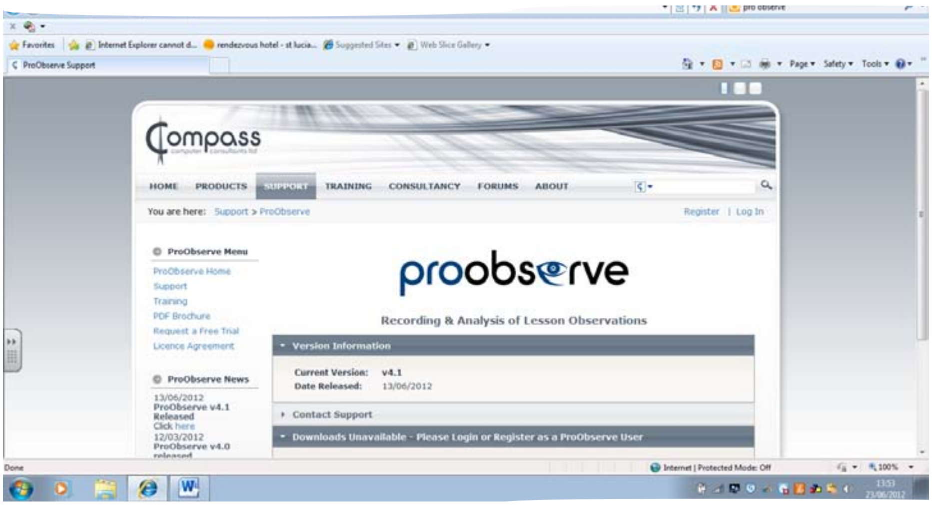


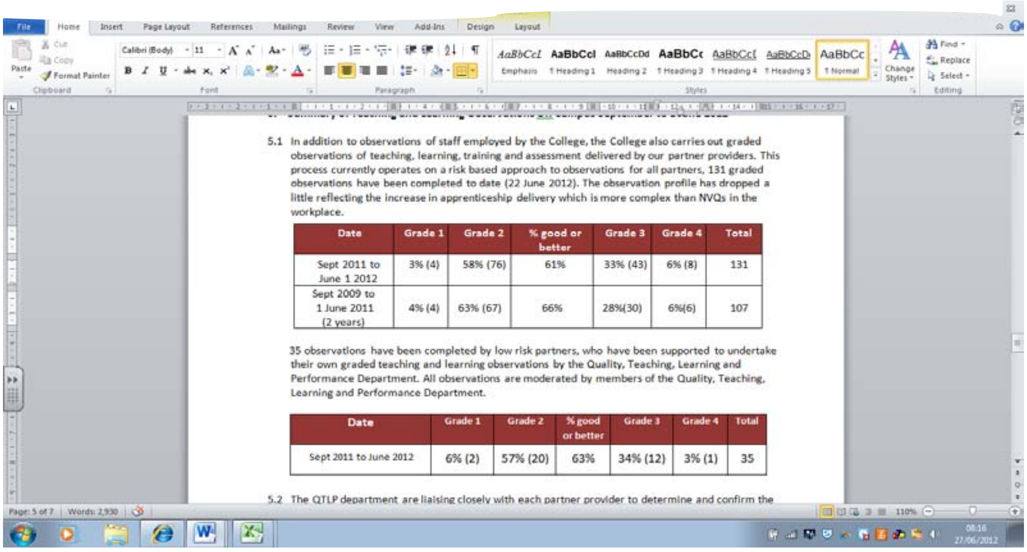
Figure 27:
Pro-observe homepage.

- **Post Observation** - The outcomes of lesson observation are managed using ProObserve. This supports analysis of the outcomes from a variety of aspects.

A whole partner data report is assembled split into records of delivery staff. This top level report is then spilt by:

- length of course;
- level of course,
- the nature of the provision;
- the activity seen in the session theory or practical;

This information is used to identify improvements in teaching and learning or areas for development.



5.1 In addition to observations of staff employed by the College, the College also carries out graded observations of teaching, learning, training and assessment delivered by our partner providers. This process currently operates on a risk based approach to observations for all partners, 131 graded observations have been completed to date (22 June 2012). The observation profile has dropped a little reflecting the increase in apprenticeship delivery which is more complex than NVQs in the workplace.

Date	Grade 1	Grade 2	% good or better	Grade 3	Grade 4	Total
Sept 2011 to June 1 2012	3% (4)	58% (76)	61%	33% (43)	6% (8)	131
Sept 2009 to 1 June 2011 (2 years)	4% (4)	63% (67)	66%	28%(30)	6%(6)	107

35 observations have been completed by low risk partners, who have been supported to undertake their own graded teaching and learning observations by the Quality, Teaching, Learning and Performance Department. All observations are moderated by members of the Quality, Teaching, Learning and Performance Department.

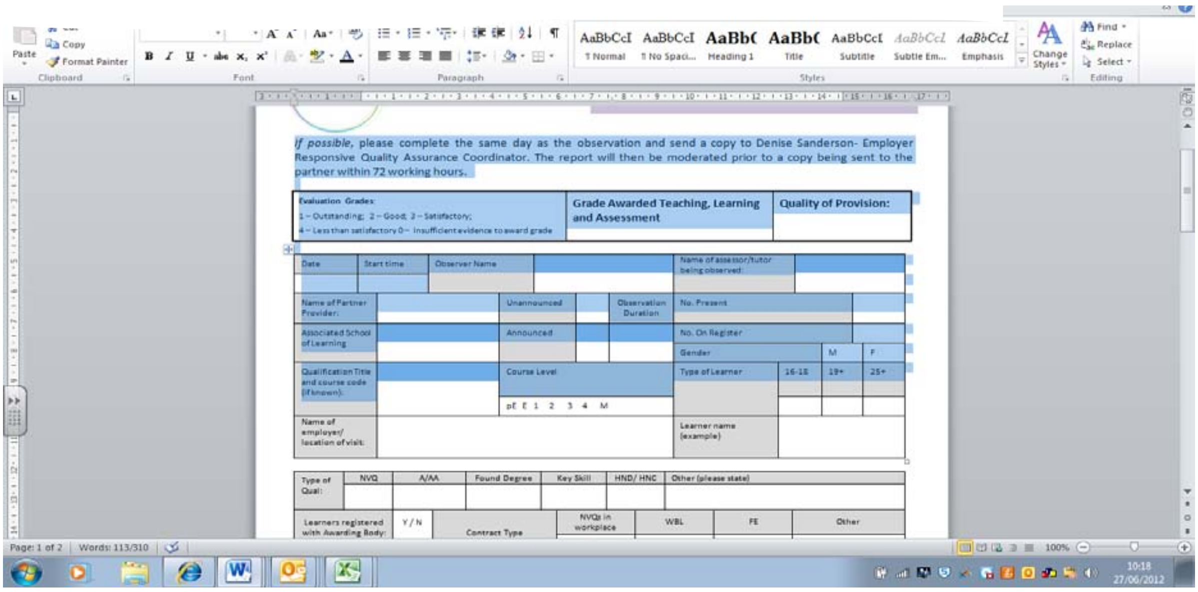
Date	Grade 1	Grade 2	% good or better	Grade 3	Grade 4	Total
Sept 2011 to June 2012	6% (2)	57% (20)	63%	34% (12)	3% (1)	35

5.2 The QTLP department are liaising closely with each partner provider to determine and confirm the

Figure 28:
Extract from College observation data report

Each partner receives a report on each individual observation highlighting strengths and areas to develop within three days of the actual observation. Line managers use the observation reports to review the quality of provision and discuss and identify targets for improvement.

Figure 29:
Observation Report.



If possible, please complete the same day as the observation and send a copy to Denise Sanderson- Employer Responsive Quality Assurance Coordinator. The report will then be moderated prior to a copy being sent to the partner within 72 working hours.

Evaluation Grades: 1 – Outstanding; 2 – Good; 3 – Satisfactory; 4 – Less than satisfactory 0 – Insufficient evidence to award grade	Grade Awarded Teaching, Learning and Assessment	Quality of Provision:

Date	Start time	Observer Name		Name of assessor/tutor being observed:			
Name of Partner Provider:		Unannounced		Observation Duration	No. Present		
Associated School of Learning		Announced			No. On Register		
					Gender	M	F
Qualification Title and course code (if known):		Course Level pE E 1 2 3 4 M			Type of Learner	16-18 19+	25+
Name of employer/ location of visit:					Learner name (example)		

Type of Qual:	NVQ	A/AA	Found Degree	Key Skill	HND/ HNC	Other (please state)
Learners registered with Awarding Body:	Y / N	Contract Type	NVQs in workplace	WBL	FE	Other

Each partner receives an overall report on the outcomes of observations at the end of the autumn and spring terms. This report is split by:

- length and level of course;
- the nature of the provision;
- the nature of the activity;

This information is used to support the partner providers reviewing the progress of the provision. This information is also reviewed at a partner review where the quality of learning is discussed and action required to improve it is agreed.

At the end of term three all partners are supplied with an overall report for the year comparing the outcomes for the year with previous year's outcomes to identify the direction of travel and support thorough self-evaluation.

ProObserve supports the identification of the major strengths and areas to improve with any defined area allowing all schools and partners to know what they are good at and what areas they need to focus upon to improve.

The identification of key areas to improve from lesson observations allows staff development to be informed by the areas to develop seen across the provision.

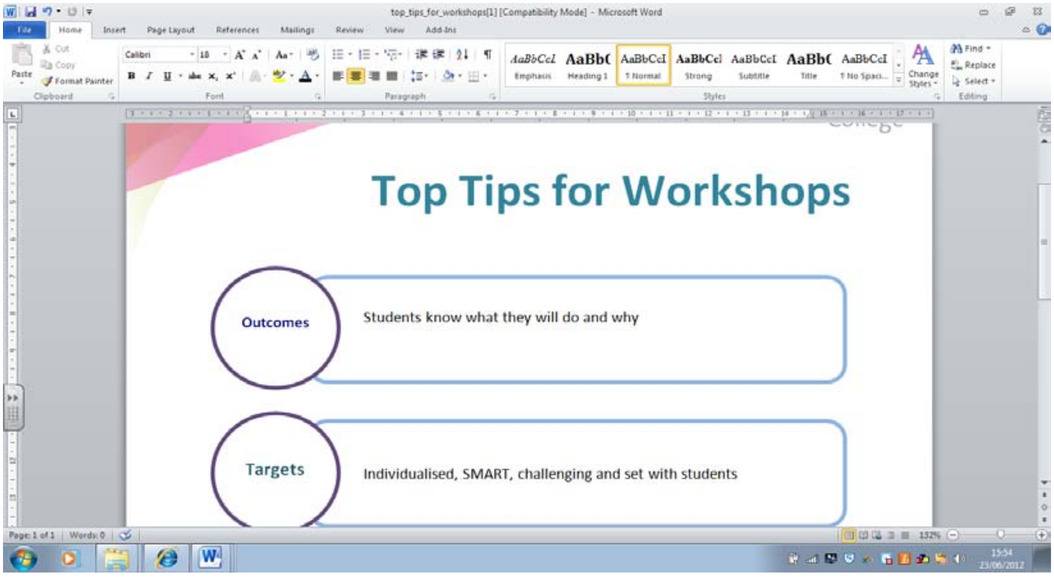


Figure 30:
Sample of teaching and learning resources developed following analysis of observation outcomes

Where appropriate staff development is delivered by partner staff who have demonstrated very good practice at observation in the areas the partner is seeking to improve. The observation reports for the following year are monitored to establish the impact of the staff development.

Post observation

ProObserve allows the college to identify strengths seen across partner provision:

Observation code	**LR Observation categories 2010/11**	**Number of occurrences strengths**
2e	Questioning	120
2g	Use of teaching and learning resources	79
2h	Active Learning	78
2v	Stretch and challenge	77
		72

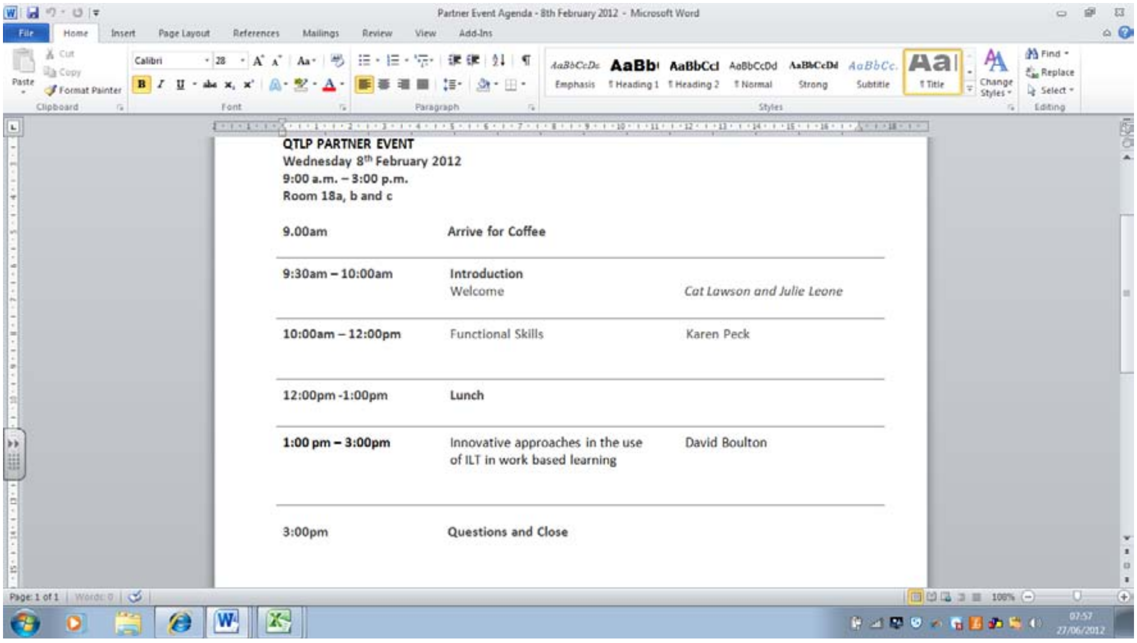
Figure 31:
Example of teaching and learning outcomes report.

ProObserve allows the college to identify areas to develop across partner provision and plan improvement to meet the need at individual staff level, partner level, subject sector level or across the entire partner provider provision.

Observation code	Observation categories	Number of occurrences Areas for development
2e	Questioning	94
2v	Stretch and challenge	54
2r	Learning checks/assessment for learning	47
2c	Explanation and instruction	41

Figure 32:
Example of teaching and learning outcomes report.

Partner provider events/development can focus on the areas to develop identified by lesson observation.


QTLP PARTNER EVENT
Wednesday 8th February 2012
9:00 a.m. – 3:00 p.m.
Room 18a, b and c

9.00am	Arrive for Coffee	
9:30am – 10:00am	Introduction Welcome	Cat Lawson and Julie Leone
10:00am – 12:00pm	Functional Skills	Karen Peck
12:00pm -1:00pm	Lunch	
1:00 pm – 3:00pm	Innovative approaches in the use of ILT in work based learning	David Boulton
3:00pm	Questions and Close	

Figure 33:
Example of teaching and learning development following the analysis of observation outcomes.

Introduction

The students are empowered to share their views through a wide range of channels. The mechanisms for capturing the views of students based with partner providers have been progressively developed and reviewed. Using a range of medias and approaches to listening to and responding to student views has been a key factor to our success.

The key strands and mechanisms ensure that the learners' voice is listened to and acted upon are illustrated below:

Moodle feedback (right to reply)

Schedule of telephone surveys

Your voice

QDP Surveys

Each of the four strands have named individuals who carry accountability for ensuring that activity happens and the outcomes are reported in a timely and effective manner.

- **Moodle –** right to reply: student survey- email activity linked to the partner provider moodle.
- **Telephone surveys** - rolling surveys of user groups both students and employers throughout the year.
- **Your voice** – discussion groups with students during internal reviews and teaching and learning observations.
- **Quantitative** data is gathered twice a year using QDP services. QDP has the largest database of questionnaire benchmarking data in the UK, for example it includes over 1.5 million learners in the last 3 years.

The above mechanisms for gathering student feedback are used proactively and consistently throughout the year to continuously improve the student experience, measure the effectiveness of the College provision both from a curriculum focus and a support service focus and importantly to shape the future of the organisation.

The qualitative data QDP surveys are embedded into the quality assurance and quality improvement mechanisms as illustrated below:

TIPS

- **Do not think about listening to learners unless you intend to respond to their concerns, you can save a lot of time and money!**
- **Stop gathering feedback when you have reached your capacity to do anything useful with it.**
- **Use benchmarks to see where you are on journey.**
- **Use trends to see which direction you are traveling in.**
- **Student surveys are most effective when used in conjunction with other quality assurance activities including.**

Resources

http://www.qdpservices.co.uk/Home.aspx

Figure 34:
QDP surveys embedded into quality assurance and quality improvement mechanisms

The use of data within the learner voice process

QDP Surveys target approximately 4000 learner responsive learners, twice a year. The normal return rate is usually 75%. There is a mix of full time students and part time students. The data supplied after the survey is very detailed and allows the college to consider performance against a wide variety of views including:

- Data for all respondents;
- Data for distance travelled;
- Data Feedback by ethnicity;
- Data feedback by gender;
- Data for Schools of Learning;
- Data for Course Feedback.

Data for all Respondents

The outcomes for all respondents allows the college to examine where they sit compared with the 450,000 other respondents from 124 other providers of education and training post 16.The data is broken down so responses to all questions can be seen and the overall outcomes for key areas can be measured against all other providers who take part in the survey. The college outcomes can also be measured against the 67,000 respondents from 18 Ofsted grade 1 providers. The college can see which quartile it is in for the ten key areas. The data also allows the college to consider where it stands in relation to similar colleges by size or geographical location or nature of delivery.

Data for Distance Travelled

The distance travelled reports shows how well the college has improved in each area reviewed since the last survey. The report also shows the distance the college has travelled since the first surveys were done enabling the college to see the progress it has made over several years. The reports drill down to every level of the college allowing the college to examine outcomes and progress at every level.

Data for Feedback from Ethnic Minorities

The survey reports conducted allows the college to examine the satisfaction rates of students from ethnic minorities and also to measure their satisfaction rates against the other groups within college. It also allows the college to view the satisfaction rates of ethnic minority students compared to external benchmarks which is very useful in a college with very low numbers of ethnic minority students

Feedback from male/female

The surveys allow the college to review the views of the different groups of learners. This information is used to support the closing of any gaps in achievement.

Data for Partner Providers
Survey returns for partner providers allow the partners to consider the learner responses from the same perspectives as the whole college views. Partners are also benchmarked against the college to allow them see their satisfaction levels compared with the other schools and partners.

Date for Course Feedback
Each course receives the feedback for their students measured against the overall college satisfaction levels.

How are the surveys used?
The outcomes from student surveys are used to review students' satisfaction at every level. Partner providers respond to the student feedback in their team meetings, they let the students know what they plan to do both by informing course representatives and producing a "You Said – We Did" to inform everyone what is being done.

Outcomes are taken to consultation meetings with students to discuss the findings and better understand what an appropriate response will be.

Partners use the survey returns to review performance both mid- year and at the end of year evaluation. Outcomes from the surveys are used in the Partner Provider SARs to support the identification of strengths and areas to develop. The outcomes of the surveys form part of the information used to review the performance of the partner. The overall outcomes and the impact of actions taken in response to any areas requiring improvement are reported to the college executive.

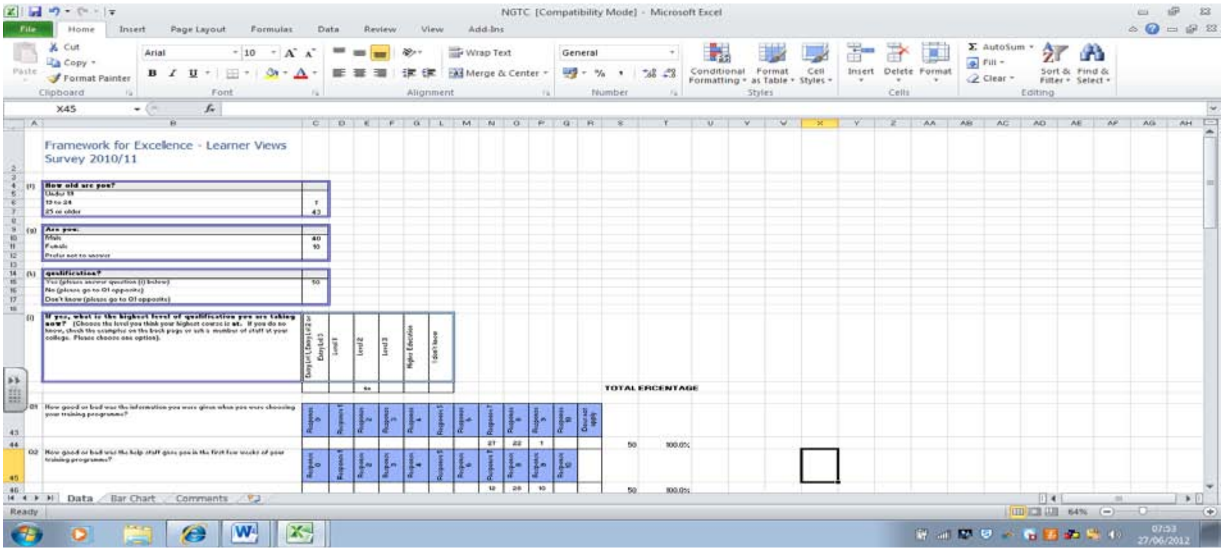
Teaching and Learning		Flattened Total	Agree %	Rating	
1	I feel I am on the right course	227	97	97	+13
3	Assessor uses variety of teaching & learning methods	3047	95	81	+8
4	My classes start on time	231	99	99	+21
5	I am learning at the right pace	2807	94	79	+4
6	Am developing skills & abilities	2814	97	84	+6

Figure 35:
QDP surveys analysis

Examples of data/data source

All Partner Providers

Figure 36:
National Learner Survey



Introduction

> *'Some learners take longer to achieve their outcomes than expected and a considerable proportion of learners do not achieve what they set out to achieve'*
> *The annual report of the Majesty's Chief Inspector report (2010/11)*

All too often throughout employer engagement provision training providers complete individual learning plans (ILP) as a necessary requirement for funding rather than a tool for building and shaping the student experience and programme of study. Whilst this may meet contract compliance requirements of the funding agencies including the Skills Funding Agency (SFA) and the Young People Learning Agency (YPLA), this approach and use of ILP's does not necessarily support student outcomes, including overall and timely success.

The effective use of ILP's within employer responsive provision is indeed a key focus for improvement and development within the institution in which I work. The improvement of ILP's has been identified on all partner providers Quality Improvement Plans 2011/12 and within my performance management objectives.

Furthermore the use of ILP's has been identified as a crucial area for development by Ofsted inspectors as discussed in the annual report 2010/11

> *'…the initial assessments of learners starting points were not used effectively to plan individual learning targets and goals or address potential barriers to learning. This is an area for development'. The annual report of the Majesty's Chief Inspector report (2010/11)*

This project will explore the impact and benefits of developing and embedding a student focused ILP for both students and training providers. It will determine if an effective student ILP does improve the learning experience and ultimately support improvement in timely and overall success.

The use and implementation of ILP's will be explored within two training providers throughout the project. Action research will be used within the project to support and enable project members to determine the current issues and problems with ILP's, develop, embed and review potential solutions. Two training providers will be involved in the project which will provide opportunities for comparison of real impact. Provider A is currently developing a student focused ILP and provider B uses an ILP that supports funding requirements.

This report discusses an educational issue, makes reference to previous research, describes the research methodology used throughout the project, presents the research findings, summarises the outcomes and findings of the project and provides a study evaluation.

Methodology

The project aim was to develop and implement a solution to a local issue (training providers working in partnership with the organisation), this has also been recognised as a regional and national issue as previously discussed within the report.

Figure 1 below illustrates the elements of action research which were employed throughout the project.

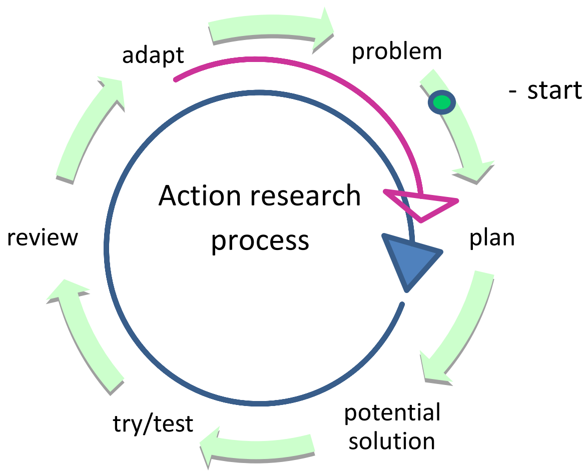


Figure 1

Initially the problem was identified through quality assurance processes and procedures conducted with the training providers as part of the internal review process as illustrated in table 1.

Activity
Review of 'blank', completed and progress ILPs
Review of minutes of team meetings
Review graded observations
Review of learner performance data
Review of management information files
Review of student portfolios

Table 1

On completion of the review it was identified there was a need to develop a specific plan of action and improvement. However, to ensure that the partner providers truly understood, recognised and took responsibility for improving this issue, it was essential to involve key personnel including managers, practitioners and students throughout the project.

Furthermore key individuals were encouraged and enabled to be actively involved in the formulation of the plan and more importantly the decision making and actual practice of the activities, processes and documents that would provide a potential solution to the issue.

Throughout the project all activities, documents, processes and initiatives were applied, tested, reviewed and adapted by managers, practitioners and students to ensure they were 'fit for purpose' and met the needs of both the training providers and the students. Involving practitioners in the implementation of new initiatives is fundamental to those initiatives being effective. It is essential for practitioners to experience the benefits of the new practices.

The model of action research developed and used within this project and implemented by the project teams incorporated key elements of effective research methodologies and triangulation of information and findings with individuals and groups and at three stages during the project as illustrated in figure 2 below:

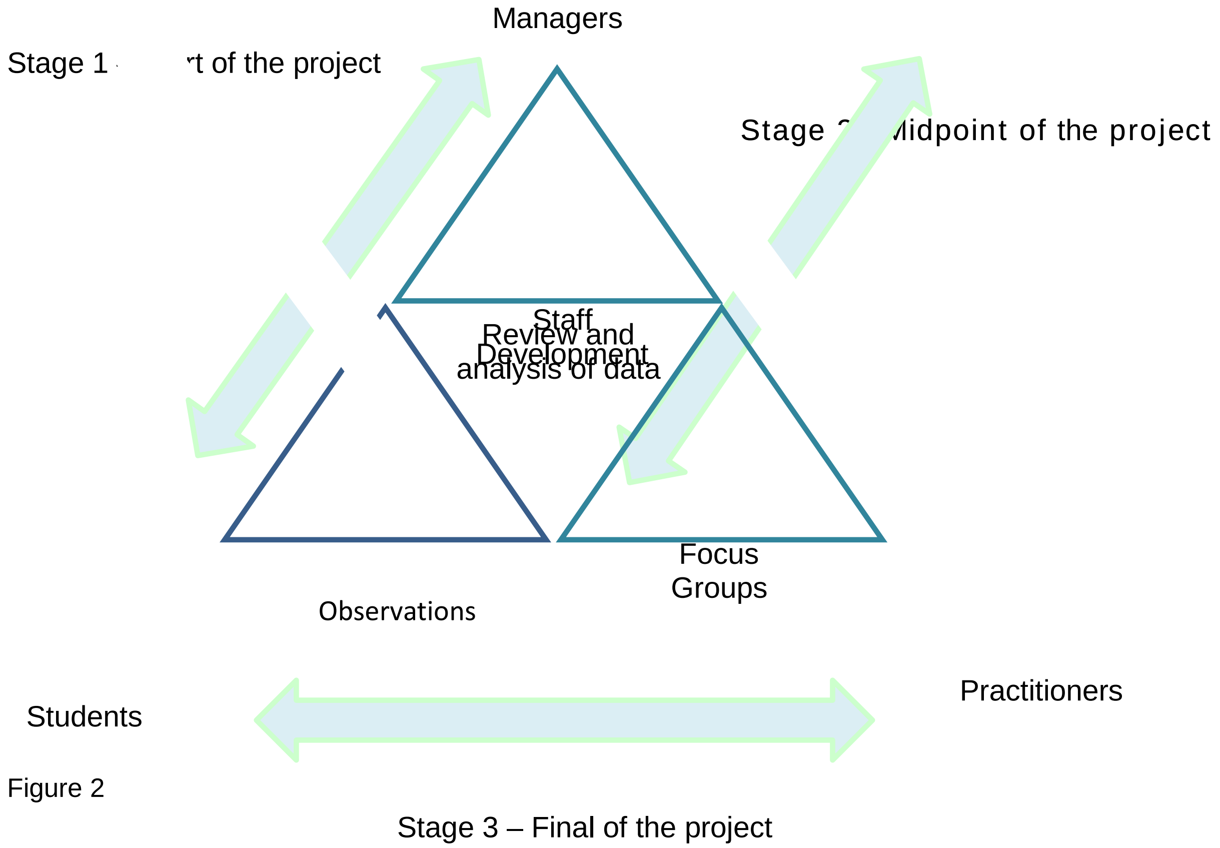


Figure 2

Throughout the project observations were used to review and determine the actual use and application of ILP's. Observations were used at three points including initial identification of the problem (pre project), review of observation to determine the improvement needs, implementation of the pilot ILP developed (stage 1), finally observations to support the effectiveness of the amended pilot ILP's (stage 2). Observations were completed in one to one situations. Permission to undertake the recorded written observations were obtained prior to undertaking the observations. The observations were used as a form of validating previous research findings.

In order to derive meaningful information from the observation findings a structured approach including an observation recording form was developed and shared with the department manager in which I work. The observation recording form was adapted from the observation documentation used within the organisation.

Project discussion groups were introduced as a way of gathering shared information, views and opinions of practitioners at two stages throughout the project as illustrated in figure 2 above. Topics of discussion were generated for each focus group. Discussion topics were adapted to reflect individuals participating in each focus group. Informal notes were taken throughout the focus group to record key points and suggestions.

Participant identification was not included in focus group notes thus ensuring confidentiality throughout the project. The purpose of the continued professional development was to collaboratively explore the theory, practice and embed the learning and reflect on changes required to current practice.

A key model of the continued professional development is the scaffolded approach to the support provided and the creation of professional learning communities to reengage and re-emphasise the role of teacher-researcher. .

Initially the participating practitioners were taught the theory behind the approaches and explored the impact and what learning might be anticipated using various activities. The new approach to using ILPs was then demonstrated within group situations of practitioners developing team practice as illustrated in figure 3 below:

Figure 3

Research Data
Findings of the internal reviews completed during the early stages of the project with each participating partner summarised in table two below.

Partner A Internal Review Findings	Partner B Internal Review Findings
Strengths • Effective use of the OSAT plan/ review to track and monitor progress	Strengths
Areas for development •Development of SMART targets within the plan and review paperwork • Feedback to the candidate to consolidate the key points of the assessment and any important underpinning knowledge. • Developing ownership of the qualification by the candidate.	Areas for development • Improvement of learner outcomes – currently overall 37% and timely 11%. Overall and timely success data is way below the national average of overall 76% and timely 64%. • Enhance the traffic light system to effectively monitor staff against case load and success.

Throughout the duration of the project eight teaching, learning and assessment observations (see appendix 4), were completed. 50% of the observations for each partner were completed during the first stage of the project. The remaining 50% were completed during the final stage of the project.

Observation grade profile:

Stage	Partner	Observation	Grade
1	Partner A	Observation A 1	3
		Observation A 2	3
	Partner B	Observation B 1	4
		Observation B 2	4
2	Partner A	Observation A 3	2
		Observation A 4	1
	Partner B	Observation B 3	3
		Observation B 4	3

Observation outcomes

Partner A Observation Findings Prior to Attending Development Workshop	Partner B Observation Findings
Strengths • Effective use of the OSAT plan/ review to track and monitor progress. • The assessor reworded questions to aid understanding and allow the candidate to link practice to theory. • The candidate knew what progress he had made.	**Strengths** • The assessor met the learner's needs during this assessment by dealing sensitively with a candidate who had just finished a night shift and was very tired.

Areas for development • Ensure targets are SMART. • Encouraging the candidate to take responsibility for his own learning. • Record additional question to ensure learning and assessment is accurately captured. • Provide the candidate with a copy of criteria checklist so they can clearly see how well they are progressing.	**Areas for development** • Develop individual learning plans guided by initial assessment. • Plan and carry out regular reviews supported by SMART targets. • When completing the review paperwork do ensure both you and the employer meet to discuss the learner progress and achievements.

Partner A Observation Findings After Attending Development Workshop	
Strengths • Clear paper work trail of learning and progress. • Good use of ILP. • The student was clear about the qualification, structure and content. • The student led discussions and was clear how workplace evidence would map to the NVQ criteria.	**Areas for Development** • Develop strategies to ensure the learner takes responsibility for their own learning.

On completion of each development workshop delegates were asked to complete an evaluation of the workshop. All delegates (18) completed the evaluation form Workshop 1: Developing SMART targets linked to ILPs and all (28) completed the evaluation form following Workshop 2: The Importance of Reviewing Learning against the ILP.

Throughout the project two discussion focus groups were held with delegates from partner A. The first discussion focus group was held during the first stage of the project and used to determine the delegates understanding, awareness and current working practices of ILPs. At this stage of the project it was also crucial to determine the delegate's perceptions of any challenges, barriers and concerns to developing an effective ILP process. The second discussion focus group was held during the second stage of the project, once delegates had accessed the development workshops. This focus group was essentially used to determine any changes of practice, identify if any challenges and concerns remain and to establish the next steps required in enabling and encouraging the effective use and implementation of ILPs. Key findings from the discussion focus groups are included in table 3 below.

Discussion Focus Group 1
• The time and understanding to complete them is a challenge • There is only one option to complete them i.e. paper based • A need to ensure the student takes ownership to be involved
Discussion Focus Group 2
• The challenge now is to standardise throughout the company • Students have taken ownership and receive a carbonated copy • There is a need to share practice across the company • Both students and assessors understanding has improved including the guidance provided the assessor to the student

Table 3

Analysis of data

The outcomes of the internal review clearly demonstrated that the effective use of ILPs was a key area for development for both partners participating in the project. During the internal review of Partner A it was apparent that 97% of staff employed at the training provider had extremely limited knowledge and understanding of why and how to use ILPs effectively. When questioned staff considered that the ILPs were a requirement of the funding body rather than a tool for supporting the student's journey. Furthermore a review of minutes of meetings and informal observation of a staff discussion taking place during the internal review confirmed that staff were totally frustrated with having to complete 'unnecessary' paperwork. Partner B is a new training provider and as such as very limited experience and understanding of the ILP process, however key individuals employed within the training provider have successfully embedded effective ILPs in previous establishments. These staff will lead the sharing of best practice within this training provider.

The review and analysis of the graded observations completed during the project demonstrated an improvement in the grade profile of provider A following the completion of the development workshops and the discussion focus groups as illustrated below.

Overall grade profile:

Partner	Grade 1	Grade 2	Grade 3	Grade 4
Partner A	25% (1)	25% (1)	50% (2)	0% (0)
Partner B	0% (1)	0% (1)	50% (2)	50% (2)
Total	12.5% (1)	12.5% (1)	50% (4)	25% (2)

Within 75% (3) of the observations completed at stage one of the project, there was very strong evidence to support that students did not take ownership or responsibility for their own progress, there was very limited use of effective targets, targets were not specific, measurable, realistic or time bound. Within these observations, the review process led by the assessors fell short of identifying progress, reflecting on what has been completed and formulating milestones for completion. Students were unable to map out their next steps and determine what they needed to do next to achieve their unit or indeed qualification.

However in 25% (1) of the observations completed at stage one of the project, there was effective use of the plan and review process that was used to track and monitor progress. There was evidence the student had taken responsibility of their own progress and had used the plan and review process to determine their next stage of completion. This observation was undertaken with Partner A, the outcome of the observation and indeed the effective plan and review process was later used to shape the sharing of practice initiative in the second stage of the project.

On completion of the sharing practice discussions and the development workshops, four observations were completed, two with provider A and two with provider B. These observations were used to determine the impact of the sharing practice discussion and the development workshops with provider A. They were also used to make a comparison of practice with partner B who had not accessed the sharing practice discussions or the development workshops.

The outcomes of the observations completed on partner A who had accessed the sharing practice discussion and the development workshops reflected the improvements made as a result of the development activity. The key strengths of the observations included:

- A clear paper trail of learning and progress
- Students are clear about the qualification, structure and content.

In one observation the student led discussions and was clear of how their work based evidence linked to the NVQ criteria. When questioned the student confirmed that this was a recent change of approach in progress reviews and whilst initially they were a little apprehensive it did encourage and enable them to be in control of their qualification and workload.

Unsurprisingly Partner B observation outcomes remained very similar to the outcomes of the observations completed during stage 1 of the project. Key areas for improvement included:

- Develop individual learning plans guided by initial assessment
- Plan and carry out regular review supported by SMART targets
- When completing review paperwork ensure that you and the employer meet to discuss the students' progress
- Assessor tracking documents to manage progress and milestones
- Student involvement and activity during the review

46 people attended both the development workshops. Of those 46 100% of delegates confirmed that their knowledge had improved from the sessions. The following comments were provided by delegates on completion of the sessions:

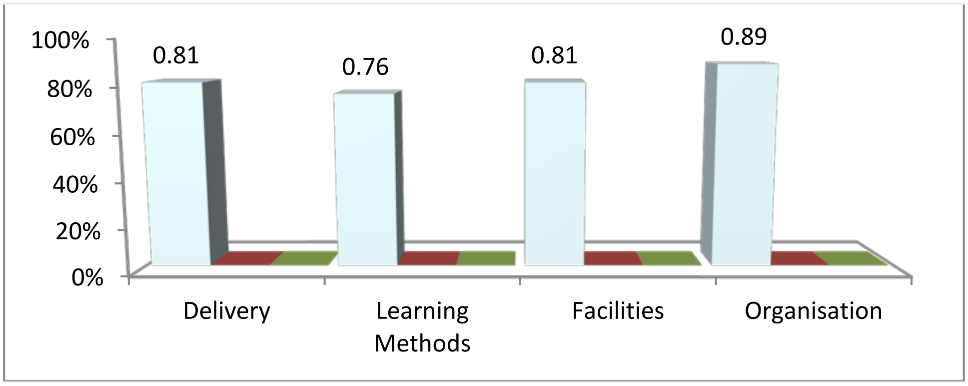
- 'More thought generated into requirements.'
- 'Increased knowledge on specific subject courses.'
- 'Better knowledge of targets/reviews and ILP's.'
- 'Finally I understand what ILP's are used for.'

Delegates were asked to identify one thing that they would embed into their practice as a result of attending the workshops. Responses include:

- 'Implement use of smart targets for my NVQ candidates'
- 'Follow up progress monthly'
- 'Continue tracking carefully'
- 'Introduce traffic light system'

Evaluation of development workshop 1

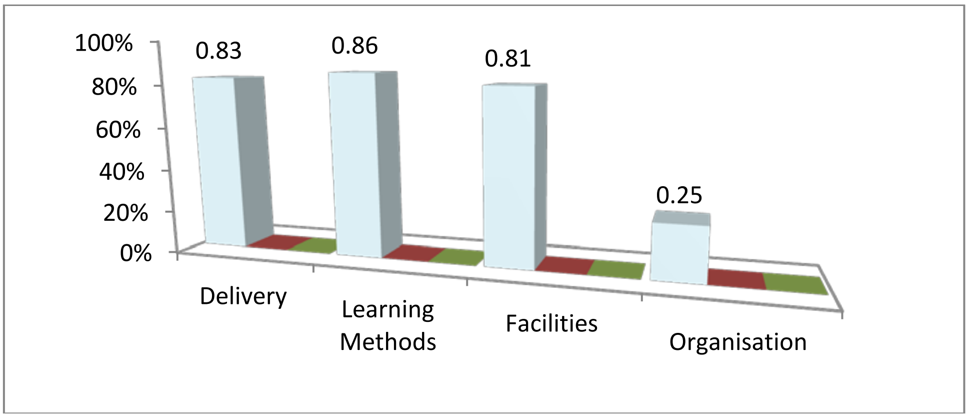
- Overall delivery and learning methods rating – 82%
- Knowledge improvement – 100%



Evaluation Data Development Workshop 1

Evaluation of development workshop 2

- Overall delivery and learning methods rating – 69%
- Knowledge improvement – 100%



Evaluation Data Development Workshop 2

Conclusions

From experience of working with a wide range of training providers across the United Kingdom and in particular working closely with the two training providers who participated in the project, evidence suggests that providers see ILPs as a 'necessary evil', a tick box exercise that they are forced to complete without any real understanding and appreciation of the value and importance that ILP's play in the student's journey. In the worst situations ILPs are 'blanket' completed by providers without any involvement of students. A large proportion are inaccurate without any real reflection of the individual needs of students. In many cases the ILP's are insufficiently detailed, do not specify target dates for completion of training and are neither referred to nor updated during progress reviews.

This project explored the impact and benefits of developing and embedding a student focused ILP for both students and training providers. In conclusion it is clearly evident that embedding an effective student ILP does improve the learning experience and ultimately support improvement in timely and overall success. A comparison of learner performance data before and after the project demonstrates a positive improvement in overall and timely success of provider A. The same improvement has not been seen in provider B who still continues to use ILP's for funding purposes and not to shape the students learning journey.

There is a need for provider A practitioners to continuously review, develop and adapt the new approach to ILP's to ensure that the approach remains fit for purpose and is truly student centred. Furthermore, the experiences and positive outcomes of provider A needs to be shared with provider B and indeed other training providers who currently work with the organisation.

Study Evaluation

Fundamentally ILP's should be owned by the student. Staff should support students to use ILP's as a tool to shape and scaffold their experience. The most effective ILP's should take into account the experience, skills and knowledge that students already have at the entrance point of the apprenticeship and furthermore they should be used continuously to map, reflect and plan their individual journey of development throughout the apprenticeship. Wherever staff continue to use ILPs as a funding checklist, ILP's will continue to have limited value and very little impact on the students experience and ultimately the timeliness of outcomes.

The use of ethnographic and action research was fundamental to the success of the project. Participants from provider A were fully engaged within the project and took responsibility for developing practice.

Throughout the project it was determined that continued professional development was an essential component for all practitioners involved in the project. The success of the project and indeed the newly developed approach to using and embedding ILPs successfully, relied upon practitioners awareness and understanding of the value and importance of ILPs and ultimately a change in practice.

The project would be enhanced if participants were involved in peer observation. This additional research method would enable the sharing of practice. It has to be recognised that there would be a considerable amount of work involved to develop the peer observation process including, documentation and actual practice. However, the potential benefits and impact that this additional research method would have on individuals and teams could lead to greater understanding, sharing of practice and ultimately a positive impact on overall and timely success.