Reaching new heights with data for learner responsive provision

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

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**MAKING A DIFFERENCE TO QUALITY ASSURANCE AND QUALITY IMPROVEMENT
BY THE EFFECTIVE AND CONSISTENT USE OF DATA**

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

The fundamental aim of quality improvement is ensuring a first rate service to our students. The experience for the student is paramount and is based upon the values, mission, vision and strategic objective of the College, the criteria of the Common Inspection Framework 2009, the objective of the funding agencies and the needs of the local community.

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 staff

Each member of staff 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 course reviews and self- assessment;
- Developing and monitoring agreed quality improvement plans;
- Contributing to the course, curriculum, school and college self-assessment;
- 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.

Line Managers (Heads of School and Curriculum 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.

School of Learning staff:

- All employees 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 Datanet System

The Datanet system was developed to provide an accurate, timely and easy-to-use reporting system for all levels of users within the College. Working on the premise that managers and staff should always attempt to make decisions using insight and foresight rather than hindsight, the College recognised that the introduction of an "active" data dashboard would make this process more achievable.

WHAT IS AN ACTIVE DATA DASHBOARD?

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, an active data dashboard can provide you with quick graphic references to your critical business processes. "Active" meaning that you are being shown real-time or near-real-time results.

Usually what you monitor using a dashboard is up to you, but you obviously need to have a source for the data in order to include it in your dashboard. So, for example, if you decide that enrolled student numbers are critical, you might decide to display enrolment numbers as they sign up and immediately show these as a graphical display, such as a bar graph.

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.

Data Services at the College is split across four teams. It comprises:
- Learner Records & Exams (part of Finance)
- Learner Performance (part of Quality)
- Funding & Planning (part of Finance)
- Systems & Reporting (part of IT)

The Systems and Reporting team were responsible for developing the data dashboard. The team used the skills and experience of team members to create a bespoke data dashboard using composite systems and thus avoided any external expenditure**.**

The team used Visual Basic, XML, Flash and .Net programming, alongside SQL reporting in putting together its homemade data dashboard called DataNet.

The team took an agile approach to the development process of their dashboard 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.
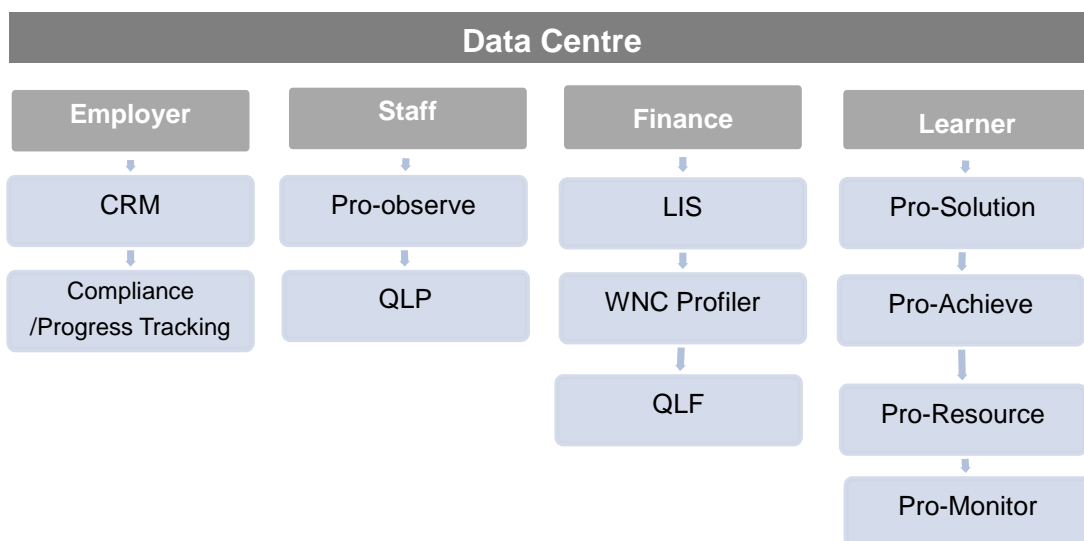

Figure 1:
College data structure

Step 1		Step 2		Step 3

Gather data from various systems

Store in reporting system

Display in webpages or in SQL Server Reporting Services (a free piece of

Figure 2:
The process of how Datanet

Figure 2:
Steps to College data structure

When the staff member opens the webpage they are presented with a display of graphs. By clicking onto them the user can drill down to the level they wish to see. This makes it user-friendly and there is no need to remember course codes. Each staff member's view of the data corresponds to their areas of responsibility and takes its permissions from the IT department's Active Directory.

Data is normally presented in the same order (by School A-Z) in order to make things easy. Occasionally it is presented in descending order, which can encourage a race to be off the bottom. The data presented is at most a day old, depending upon which system it comes from, so this is what makes the dashboard "active".

The most challenging and time-consuming part of the introduction of the dashboard was finding agreement on what the key performance indicators would be and, secondly, on deciding what the measurements would be for the traffic light sequences (red/amber/green) for highlighting deviations of performance.
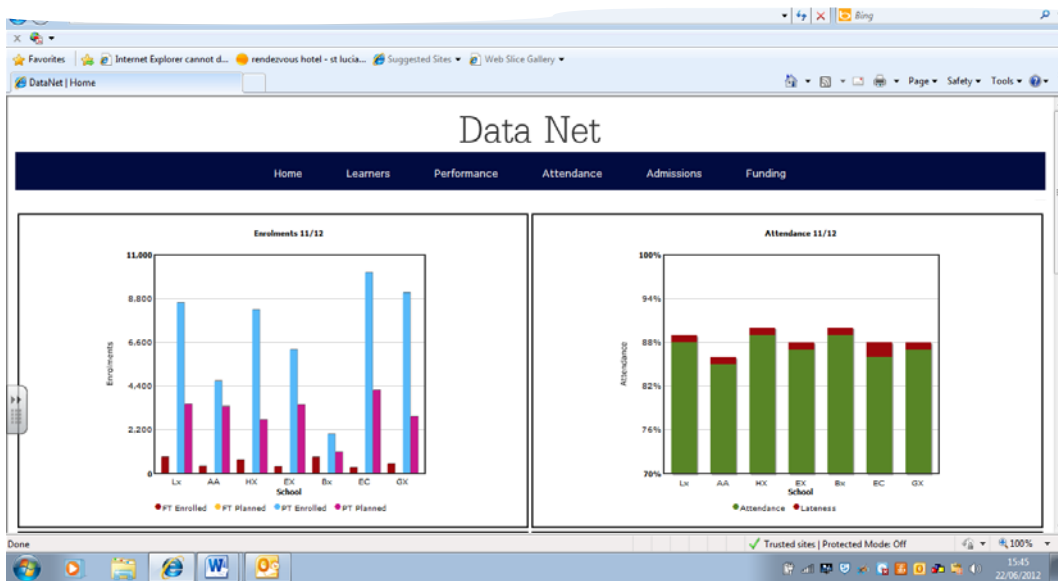

Figure 3:
Datanet front page

Figure 4:
Sample Datanet report

THE OUTCOMES

The creation of DataNet has importantly brought together into one place:
- staff data
- corporate data
- operational data
- reports.

The two main objectives, ease of access and transparency of the 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 workload of the Systems & Reporting team has improved. Historically, it used to get 100–150 ad-hoc requests a year for different reports, but this has now reduced to 30–40, as all the data is readily available via DataNet.

The extra time available to the team has been channeled into improving the quality of learner information and developing new systems. The way the dashboard has been created means that, should the College wish to replace any of the individual systems it currently employs, it only needs to rewrite a few SQL stored procedures for any new system to be integrated into DataNet.

THE IMPACT

The development, implementation and actual full usage of Datanet 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 retention, achievement and success data;
- staff have real-time access to attendance data; and
- teaching staff have access to operational data.

THE LESSONS LEARNED

The Systems & Reporting team who implemented DataNet is made up of a manager and five computing graduates. Each member of staff allocates 5-10% of their overall time to the development of the system, in addition to the support of the existing system. This means that their approach is sustainable within the College. The relatively high level of staff time devoted to this approach and the expertise of the staff concerned may not be replicable by every other learning provider. However, there are other alternative methods of creating a data dashboard.

Some providers are purchasing commercial products; some are using their existing Microsoft SharePoint systems to create a new dashboard; whilst others are using freely available pieces of software, known as open-source solutions, such as Joomla.

Tips for creating a dashboard and managing your data:
- Gather a little more data than you're currently asked for, as this gives flexibility for the future.
- Make the charts "grow" onscreen, rather than instantly appearing.
- Sometimes a little reconfiguration of the data is necessary in order to map it correctly, e.g. after restructuring of departments/schools to show annual comparisons.
- 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.
- Take a regular snap-shot of your data where possible.
- The actual approach of using a data dashboard helps with data cleansing as responsibilities for data quality are allocated to teams or even individuals.
- One exercise that didn't work was the introduction of "so-what factors", as a tool for scenario planning. As a compromise the College introduced the annual comparisons as a way of benchmarking performance.

EXTERNAL LEARNER PERFORMANCE DATA

Introduction

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

- Learner Responsive Performance Report LRPR
- Learner Responsive Qualification Success Rates Report
- Learner Responsive Minimum Level of Performance Report
- Socio-economic Performance Indicator report
- Learner Achievement Tracker
- Value Added 3yr trend report
- 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.

Learner Responsive Performance Report LRPR

Learner Responsive Performance Report ('LRPR') - (formerly the College Performance Report 'CPR')
- Produced by: Ofsted
- When: end-March for the preceding academic year
- Location: Provider Gateway (document list, CPR)

A learner responsive performance report pack is produced each year for every provider receiving 16/18 and/or adult learner responsive funding. It is made available to providers through the provider gateway.

It consists of a summary report, an interactive LRPR (excel-based application) and a sector subject area spread sheet together with a user guide, list of definitions, summary of changes and a Q&A sheet.

- **Summary report**

The summary report gives high level information on the provider's performance. It is very much focussed on the performance of long qualifications by age group (16-18 and adult).

The first section contains contextual information about the size and shape of the college in terms of the number of learners by age group, gender, ethnic group and disability. It also gives the number of enrolments and standard learner numbers by notional level and sector subject area.

Section 2 looks at the retention, achievement and success of learners at the college compared to national average over the past three years. Performance information is given by age group, notional level and sector subject area.

The third section focuses on performance gaps for gender, ethnicity and with / without learning difficulty or disability. Performance of each cohort is compared with the average for the provider and national averages. The gaps are colour coded depending on the size of their difference from the average.

Section 4 gives tables of success rates by age and notional level and broad qualification group over the past three years. The difference between the provider rate and the national average rate is shown, colour coded depending on the size of the difference.

The performance information given in sections 2, 3 and 4 excludes functional skill qualifications. Section 5 gives performance information including functional skills. This section was newly introduced in the 2010/11 report with the comment 'this new success measure is only to be used for illustrative purposes until a clear definitive statement in regard of the future of functional skills is provided from the Data Service'.

The final section contains the value added scores by qualification type for the provider, taken from the Learner Achievement Tracker.

The interactive CPR is an excel-based application that enables the display of the providers' retention, achievement and success rates compared with the national rates for selected criteria.

The selection criteria are any combination of:
- Age group;
- Gender;
- Ethnicity;
- Notional level;
- Sector subject area;
- Qualification type;
- Duration;
- Expected end year;
- Qualification title.

Information is displayed as a chart or table, or both.

Newly introduced in 2011/12 is a sector subject area spread sheet. It contains retention, achievement and success rates for the provider and national rates by sector subject area tier 1 and tier 2. Information can be filtered by age, gender, ethnicity, duration etc.

Learner Responsive Qualification Success Rates Report ('QSR')

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

A learner responsive qualification report pack is produced by the Data Service each year for every provider. It is made available to providers through the provider gateway.

The pack contains three documents:

- Success Rate Summary
- Sector Subject Area Details
- Supplementary Information

Each document contains a number of reports. The QSR pack also contains guidance notes and an excel spread sheet. The spread sheet contains details of the individual learner enrolments that are contributing to the QSR reports and enables investigation into any discrepancies between the QSR reports and the provider's internally generated performance information.

- **Success Rate Summary**

The success rates summary document contains QSR reports 1 to 16. These reports show the headline and top level success rates for the provider and national averages. Two set of national averages are given showing the national averages of similar providers (e.g. GFEC) and the national average of all providers.

The reports explore success by:
- Age;
- Level;
- Duration;
- Gender;
- Ethnicity;
- Learners with learning difficulties or disabilities.

Success rates of A levels, skills for life, key skills and functional skills are also reported. The provider's success rates over three years are given.

- **Sector Subject Area Details**

The sector subject area details document contains QSR reports 17 to 26. These provide success rate details by sector subject area tier 1 and tier 2 for long qualifications (excluding A levels), short qualifications, very short qualifications and A levels.

- **Supplementary Information**

The final QSR reports (reports 27 to 32) are contained in the supplementary information document. They contain retention and achievement rates by age, duration and SSA. As in the success rate reports, two sets of national averages are shown; those for the provider group and those for all providers. Retention and achievement for full level 2, full level 3 and skills for life are also given.

Learner Responsive Minimum Levels of Performance Report ('MLP')

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

A learner responsive minimum level of performance report is produced by the Data Service each year for every provider. It is made available to providers through the provider gateway.

The report is used by the Skills Funding Agency (SFA) and the Education Funding Agency (EFA) to identify underperformance and use this information in the commissioning process. 'Notices to improve' can be issued to providers where a significant percentage of their delivery falls below the minimums.

Success rate thresholds are established by board qualification type and duration (e.g. the current minimum level of performance for A levels is 75% success, for other long qualifications 63% success etc.). The thresholds are reviewed annually and have been increased in the past.

The report contains three sections:
- High level summary
- Summary (by duration, sector subject area and level)
- Map code level report

There is an MLP threshold for very short duration qualifications and these qualifications are included in the reports. However, very short duration qualifications are not officially subjected to MLP assessment and the information is provided for information only.

- **High level summary**

The first page of the report gives a high level summary of the percentage of the provider's provision that is below the threshold for the three duration types (long, short and very short). The percentage is coloured red if more than 25%, and amber if between 15% and 25%.

- **Summary (by duration, sector subject area and level)**

The high level summary is followed by a more detailed summary for each of the three duration types. Each duration type is split by sector subject area, level (level 1, level 2, level 3 A Level, level 3 non-A Level and level 4 or above), and age group (16-18, 19+ and all ages). Each SSA/age/level cell in which the provider has provision is then coloured red if the weighted success rate is below the threshold, or green if above.

- **Map code level report**

The map code level report lists the qualifications within each duration type and sector subject area. Those qualifications that are below the MLP threshold in a duration/SSA/level cell that is below the threshold are coloured red. Those qualifications below the threshold in a cell that is above the threshold are coloured amber. The amber coloured qualifications do not count in the overall assessment of the percentage below MLP.

- Produced by: Ofsted
- When: May/June for the preceding academic year
- Location: Provider Gateway (document list, CPR)

A Socio-economic Performance Indicator report is produced by Ofsted for each provider and made available through the Provider gateway.

It is used by inspectors to understand provider performance in the context of the relative social and economic disadvantage profile of their students.

Social and economic disadvantage is determined using student postcodes and the 2007 'Index of Multiple Deprivation' produced by the Department for Communities and Local Government.

Only long duration enrolments (greater than 24 weeks) are included.

The report contains an overview followed by cohort analyses by level (entry level, level 1, level 2, level 3 excluding A/AS/A2 and A/AS/A2) and age (16-18 and 19+).

- **Overview**

The overview provides a single page summary showing for each cohort the net starts, average Index of Multiple Deprivation Score, percentage rank, provider success rate, national success rate and the national success rate for each IMD quartile.

The percentage rank positions the providers average IMD for each cohort relative to other providers. The rank is in the range 1 to 100 where 1 is the highest level of deprivation and 100 is the lowest level of deprivation. A rank of 1-25 places the college's cohort in the quartile with relatively very high deprivation, 26-50 in the quartile with above average deprivation, 51-75 in the quartile with below average deprivation and 76-100 in the quartile with relatively very low deprivation.

An average success rate has been calculated for each cohort and quartile enabling the provider to compare their cohort success rate with that of all providers in a particular cohort/ quartile i.e. comparison against students with broadly similar relative deprivation.

- **Cohort analyses**

Two charts are produced for each age/level cohort. The first shows the providers cohort deprivation rank position (in the range 1 to 100 where 1 is most deprived and 100 is least deprived).

The second chart shows the success rate distribution of other providers, the provider's success rate and the average success rate for each of the four quartiles of deprivation.

Learner Achievement Tracker ('LAT')

- Produced by: he Data Service, on behalf of the Education Funding Agency and the Skills Funding Agency
- When: November (provisional 'unamended') and February (final 'amended') for the preceding academic year
- Location: Provider Gateway (LAT and also document list, VADT documents)

The traditional performance indicators of achievement and success measure the rate of achievement in terms of successful or unsuccessful achievement of the learning aim embarked upon by the student. They do not take into account the grade of the outcome (e.g. A*/A/B etc. for A Levels or pass/ merit/distinction for diplomas) or the students prior attainment.

The Learner Achievement Tracker provides performance information in the context of the grade of outcome and also the student's prior attainment. It applies to 16-18 year olds taking level 3 graded qualifications only.

The information is produced in November provisionally (called 'unamended') and a final version in February (called 'amended'). The final (amended information) takes account of any late results or corrections. The information is sourced directly from awarding bodies and not from the provider's ILR submissions.

For each outcome in each qualification within the scope of the scheme (16-18 year olds taking level 3 graded qualifications) a value added score is calculated based on the outcome compared to the outcome of learners nationally taking the same qualification and with similar prior attainment. The score is based around zero. Therefore a positive score indicates that the student has achieved a higher grade than that of their peers nationally (i.e. the provider has 'added value'). A negative score indicated that the student has achieved a lower grade than that of their peers nationally.

The individual learner scores are used to calculate a value added score for the qualification, and the qualification scores are used to calculate a value added score for the qualification type (e.g. A2 Level, AS Level, National Diploma etc.). There is no overall value added score for the provider.

The information is made available through the provider gateway. The LAT home page gives access to

- Summary reports
- National comparison charts
- Prior attainment calculator
- Chances chart

The summary reports and national comparison charts are consolidated into a pdf report held in the document list / VADT reports section of the gateway.

- **Summary reports**

A summary report is produced for each qualification group (A2 Levels, A Levels, and National Diplomas etc.). The summary report shows the VA score for that qualification group, and the score for the individual qualifications within that group.

- **National comparison charts**

A national comparison chart is produced for each in-scope qualification. It gives the provider score for that qualification and the score of the individual learners taking that qualification. A graph plotting prior attainment against outcome shows the national and provider profile for that qualification.

- **Prior attainment calculator**

The prior attainment calculator is a tool to calculate the prior attainment score for a student given a set of outcomes at GCSE or equivalent (key stage 4).

- **Chances chart**

Changes chart is a tool that given an in-scope qualification and a prior attainment score shows the percentage chance of attaining a particular grade for that qualification.

Value Added 3-yr Trend Report

- Produced by: The Data Service, on behalf of the Education Funding Agency (formerly Young Persons Learning Agency)
- When: March for the preceding three academic years
- Location: Provider Gateway (document list, VADT documents)

The value added 3 year trend report provides an analysis of value added scores reported previously through the Learner Achievement Tracker.

The first page gives a chart and table of the vale added scores for five major qualification groups (A level, AS level, BTEC National Award, Certificate and Diploma) from the most recently completed academic year.

The second page shows the value added scores for all qualification groups over the past three years. Those scores statistically significantly below average are coloured blue; those statistically significantly above average are coloured green.

The remaining pages give the value added scores of individual qualifications within each of the five major qualification groups, both most recent year and 3 year trend. Again, those scores statistically significantly below average are coloured blue; those statistically significantly above average are coloured green.

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 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 of seven broad qualification groups (FE long courses, FE short courses, FE very short courses, A/AS/A2 levels, apprenticeships, advanced apprenticeships and Train to Gain).

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.

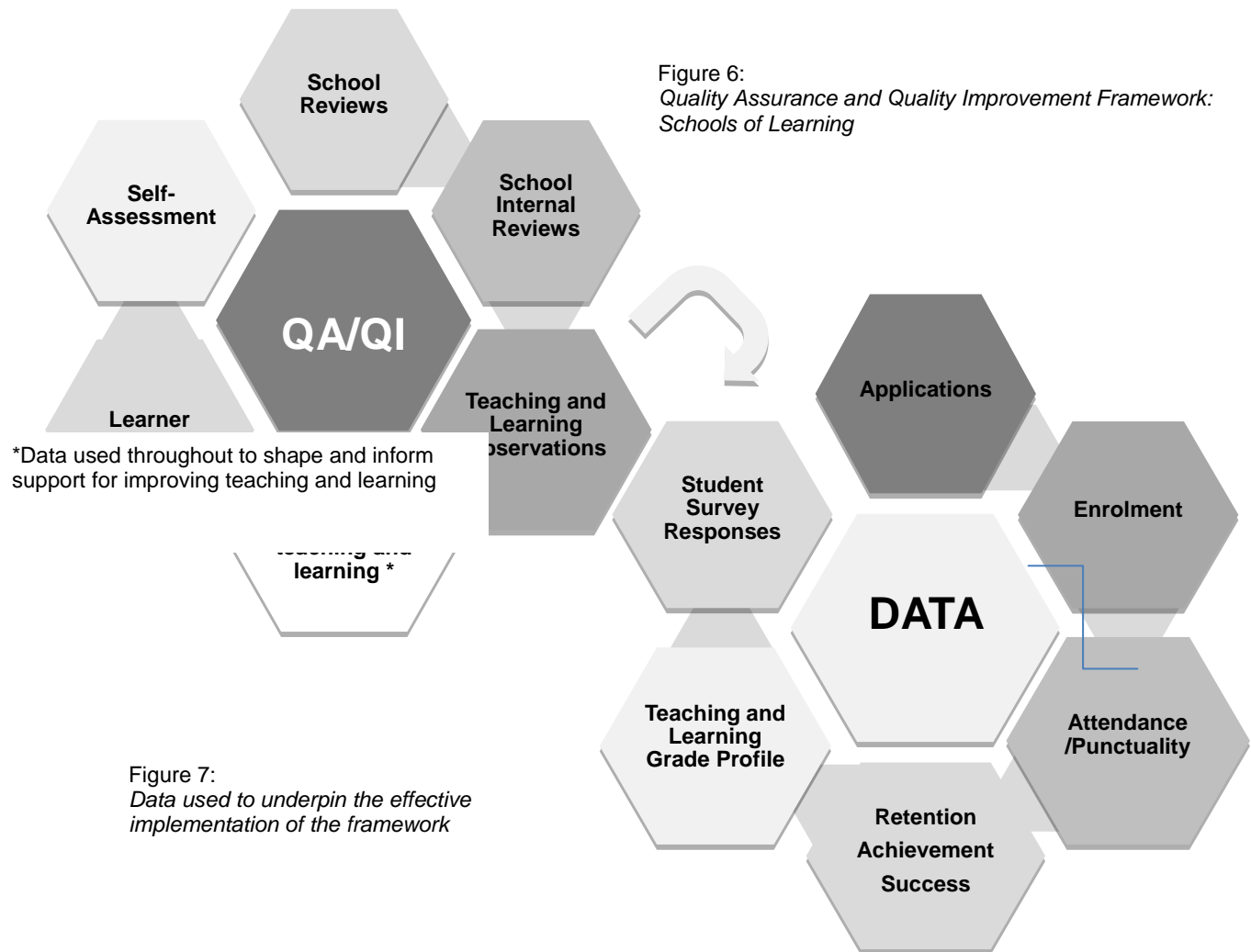# THE QUALITY ASSURANCE AND QUALITY IMPROVEMENT FRAMEWORK

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 delivery staff) 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 College staff/teams 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 staff 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 school of learning quality assurance and quality improvement framework consists of:

Figure 6:
Quality Assurance and Quality Improvement Framework: Schools of Learning

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

Figure 7:
Data used to underpin the effective implementation of the framework

Glossary-what's what..!

The Framework

The purpose of this procedure 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. The students' achievements are the foremost indicator of what constitutes quality. All these processes are in place to support the strategic objectives of the College and applies equally to all funding streams. All College staff are entitled to the support of these procedures whatever the context of the service they provide.

Self -Assessment

Rigorous self-assessment is at the heart of the process of improvement. All teams carry out self-assessment and plan to achieve improvement. Guidance to carry out effective self-assessment is available for all curriculum teams. The heart of self-assessment for curriculum teams is:-

- Retention and achievement rates;
- Quality of teaching and learning;
- Learning experience;
- Evidence of annual improvement.

All Schools of Learning are provided with comprehensive data, to evaluate retention and achievement against external benchmarks. Benchmarking for success rates, learner feedback and the quality of teaching and learning is provided by the Quality Teaching and Learning Performance department. Self-assessment at every level results in a quality improvement plan to address improving the quality of the service provided.

School Reviews

The school review cycle formally focuses upon key business and quality performance indicators at three points of the year for each School of Learning. The model is not exclusive and additional reports and reviews are introduced to meet internal or external changing demands. All school management teams are issued with the school review cycle in September clearly indicating the issues and themes which will form the focus of the review. The Quality, Teaching, Learning and Performance department is responsible for providing data information packs to support the school review process. A summary of the outcomes of each phase of the cycle is provided to the College Executive Team and Governing Body.

Internal Reviews

The internal review process enhances the Colleges drive for excellence and acts as a key vehicle for improvement. The review process provides a coherent and effective use of the range of quality processes and procedures currently used in the College. The internal review process provides clear links with the local and national self-regulation peer review projects. The internal review process is mandatory for all Schools of Learning. A schedule of internal reviews is organised with the relevant managers and published at the beginning of the academic year. The College Executive team will receive notification of the reviews to be conducted each term.

Teaching and Learning Observations

The College maintains a variety of observation activities to both measure and improve the quality of teaching and learning. Observation is a key tool for identifying good teaching and learning practice and monitoring 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 students. Throughout the academic year a member of staff will receive a:

- Graded Observation
- Line Manager Observation
- Sharing Practice Peer Observation

Graded Observations
The primary system of measuring quality is the graded lesson observation. All College staff delivering learning receive a graded observation in an academic year. A risk based approach for targeting teaching and learning sessions within courses performing below the 75th percentile in 2010/11 was introduced this academic year.

The graded observations are completed by the cross College observation team. Members do not observe in their own School of Learning. All cross College observers receive regular training. Moderation of graded observations is carried out within three quality circles on a constant basis. Where a session is graded satisfactory or inadequate, delivery staff will receive support to improve the students' experience through the Improving Teaching and Learning Coaching Programme.

Support for improving teaching and learning

Support from the Teaching and Learning Improvement Team is available to all who require it. All new delivery staff at the College are supported by the 'First Steps to Teaching and Learning Coaching Programme'. All delivery staff who receive a grade 3/4 observation are supported by the 'Improving Teaching and Learning Coaching Programme'. Training and development will support the development needs of teachers to meet the required standards as determined in the Common Inspection Framework.

Learner Voice

The College has three strands, which ensures that the students' voice is listened to and acted upon:

- **Cross College level**
  The College maintains a Your Voice Group, Student Governors, termly consultation meetings.

- **School level**
  Schools maintain student focus groups, appoint student course representatives and School Ambassadors, conduct and respond to three comprehensive learner surveys each year.

- **Course/qualification level**
  All courses have a student representative.

Introduction

Self-assessment is the means by which the quality of our offer is assured and improved. It is an on-going systematic process that encourages all areas of the College to evaluate performance and measure progress against the College's mission and strategic objective. Increasingly, the self-assessment process pulls together all the College's quality processes into a single drive for quality improvement. In response to the Government's demand for increased self-regulation, the College has engaged in formal sharing, developing and benchmarking good practice for the last eight years. The findings of the sharing practice activities and initiatives contribute to the self-assessment of the College's performance.

College teams 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 retention and achievement rates measured against benchmarked data for the sector. To evaluate the quality of provision, each school of learning 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 appropriate
- 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 heads of school undertake verification and monitoring activity of all school SARs using the above checklist. This event is led by the head of quality and performance. Final confirmation of school SAR grades is undertaken by the head of quality and performance, the director: curriculum and standards and the deputy principal: teaching and learning.

The College self-assessment report is subjected to a critical review event completed by the College executive team. The executive team is asked to determine the following:
- Does the report provide sufficient evidence to make a judgement against each section of the Common Inspection Framework 2010?
- The strengths and areas for development.
- Confirmation of grades for each section of the Common Inspection Framework 2010.

External and final verification

A panel comprising the chair of the Standards Committee, senior managers from ex-ternal organisations and representation from key stakeholders is invited to examine the reliability of our processes and our judgements. Governors approve the final judgements. Key weaknesses and areas to develop are collated to form a quality improvement plan (QIP) for the coming year. The progress made with the College QIP is checked through student outcomes, external verification reports, lesson observations, learner feedback and is monitored throughout the year. There is also a bi-annual analysis of progress with the QIP. Progress with school of learning QIPs and business support QIPs is checked during internal review and school review.

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

The use of data within the self- assessment process

The college makes extensive use of data throughout the self-assessment process. Staff 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. Staff 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.
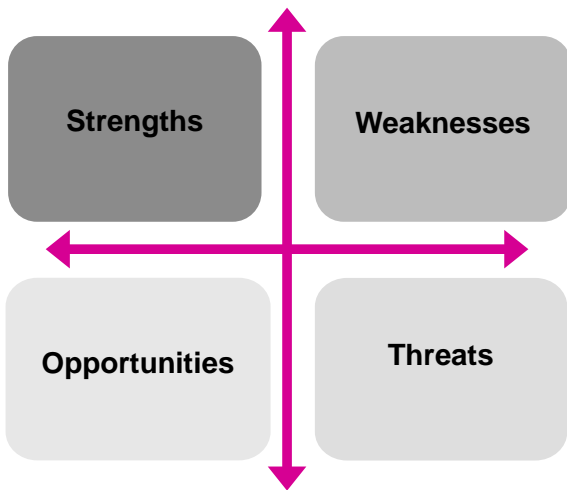
SWOT
- You may find it helpful to use a SWOT analysis as a starting point for your SAR.
- You may wish to carry out a SWOT analysis on your whole area.
- It may be useful to carry out a SWOT analysis using the Common inspection framework sections (A,B,C)

  o A- Outcomes for learners
  o B - Quality of Provision
  o C- Leadership and Management

Figure 8:
An example of how curriculum teams 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 replaced

Think of your SAR an annual MOT of your provision

Figure 9:
An example of how curriculum teams are initially encouraged to consider the self- assessment process

Any judgement made in the School of Learning SAR must be backed up by data/evidence. This data/ evidence has to be:

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

For example if teams are making judgements about their responsiveness to community needs, they need to define what they mean by 'community', what indicators of responsiveness or success they are using and how they measure them. 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 School of Learning SAR.

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

- Learner Performance Data available from Learner Performance Team
- Learner forum/ course representative meetings
- Student survey results
- Teaching and learning observation grades
- EV reports
- Team meetings

Staff 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 School of Learning strategy and 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 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 information, 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 11: Data table used with school SAR

Areas for Development
- Retention and success rates for long level 3 qualifications.
- Success rates for 16-18 year old apprentices.
- Success rates on 19+ long qualifications.

ALL	2008/09	2009/10	2010/11
Starts	2092	2185	2306
Retention	92%	93%	90%
Achievement	88%	94%	96%
Success rates	82%	87%	87%

14-16	2008/09		2009/10		2010/11	
Length	Short	Long	Short	Long	Short	Long
Starts	21	74	14	114	60	61
Retention	95%	82%	93%	92%	100%	70%
Achievement	100%	59%	62%	66%	67%	95%
Success rates	95%	49%	57%	61%	67%	67%

16-18	2008/09		2009/10		2010/11	
Length	Short	Long	Short	Long	Short	Long
Starts	242	478	191	514	166	572
Retention	98%	89%	94%	88%	84%	86%
Achievement	89%	94%	99%	91%	94%	96%
Success rates	87%	84%	93%	80%	79%	82%

19+	2008/09		2009/10		2010/11	
Length	Short	Long	Short	Long	Short	Long
Starts	606	365	820	249	582	297

Figure 12: Extract of validation data table used within school self-assessment process

	2008/09	2009/10	2010/11
Success rates	-	95%	96%

Gender	2008/09		2009/10		2010/11	
	Female	Male	Female	Male	Female	Male
Starts	112	1980	115	2070	123	2183
Retention	88%	93%	85%	93%	91%	90%
Achievement	91%	88%	94%	94%	98%	96%
Success rates	79%	82%	80%	87%	89%	87%

Learning Disability & Difficulty	2008/09		2009/10		2010/11	
	Disability	No disability	Disability	No Disability	Disability	No Disability
Starts	305	1689	384	1801	471	1835
Retention	91%	92%	91%	93%	91%	90%
Achievement	87%	88%	92%	94%	96%	96%
Success rates	80%	82%	83%	88%	88%	87%

Ethnicity	2008/09		2009/10		2010/11	
	White British	Other Ethnicities	White British	Other Ethnicities	White British	Other Ethnicities
Starts	1978	114	2045	140	2201	105
Retention	93%	89%	93%	91%	90%	90%
Achievement	89%	79%	94%	95%	96%	96%
Success rates	82%	70%	87%	87%	87%	86%

Figure 13: Extract of validation data table used within school self-assessment process

Value Added	2008/09	2009/10	2010/11
BTEC National Award - Manufacturing Engineering	-11.99	0.14	Not yet available
BTEC National Certificate - Electrical Engineering	-0.25	18.12	
BTEC National Certificate - Manufacturing Engineering	-32.09	3.66	
BTEC National Diploma - Manufacturing Engineering	-75.99	-53.08	

Attendance	2008/09	2009/10	2010/11
Male	90%	89%	90%
Female	83%	85%	91%

Apprentices - School Delivered			
16-18	2008/09	2009/10	2010/11
Leavers	10	64	42
Overall Success	70%	63%	69%
Planned Leavers	9	66	43
Timely Success	78%	62%	65%

Apprentices - School Delivered			
19+	2008/09	2009/10	2010/11
Leavers	11	24	44
Overall Success	91%	83%	86%
Planned Leavers	11	24	44
Timely Success	91%	83%	86%

NVQ's in the workplace - School Delivered			
	2008/09	2009/10	2010/11
Leavers	297	274	253

- *Data used within the school of learning validation process*

School of Learning: **Engineering and Transport Skills**					
Outcomes Overall Grade:		Outstanding			
Ofsted Data		Percentiles : 2010/11	NAT 09/10		Compared to 09/10	Framework for Excellence
Overall success 82 % (26 unknowns)	⬆	Success	82%	75th 81%	↔	Good – 93.34
2009/10: 79.3.0%		Retention	86%	25th 86%	⬇	
2009/10 Nat 75th 81%		Achievement	95%	90th	⬆	

Figure 14: Extract of validation data table used within school self-assessment process

Teaching and Learning Overall Grade: Good					
Grade Profile 2010/11		Grade Profile 2009/10		Grade Profile 2008/09	
87% graded good or better	⬆	73% graded good or better	⬆	63% graded good or better	
8% graded outstanding	⬆	15% graded outstanding	⬆	0% graded outstanding	
Student Survey Responses Overall Grade: Good					
QDP Survey 1	Distance Travelled from 2009/10		QDP Survey 2	Distance Travelled from 2009/10	
Good		⬆	Satisfactory		↔

Figure 15: Extract of validation data table used within school self-assessment process
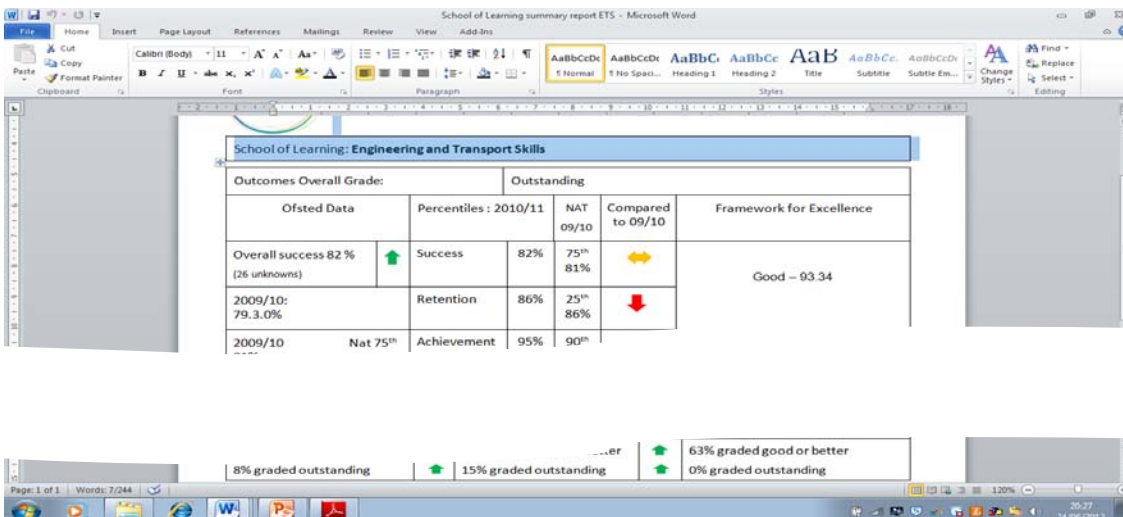
Figure 16: Extract of validation data table used within school self-assessment process

Introduction

The School Reviews play an important role in continuing to develop management capacity to improve and make a significant contribution to a collective raising of standards across the curriculum areas. The School Reviews are one component of the quality assurance and improvement mechanisms within the College. Three times a year, as illustrated below in figure 17, the management teams of each School of Learning meet formally with the Deputy Principal: Teaching & Learning, Director: Curriculum and Standards and the Head of Quality and Performance, to review performance against a range of key performance areas.

In addition to the School management team, another Head of School is invited to attend as an observer and a contributor, with the reviews providing an opportunity to learn from and share improvement strategies which have been successful in other Schools of Learning.

Figure 17: *School Review Schedule*
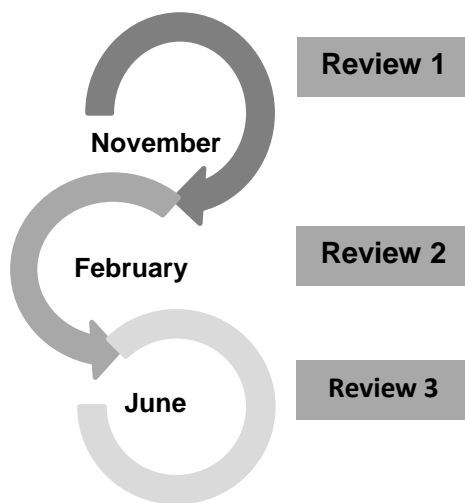
The aim of the school review cycle is to formally focus on key business and quality performance indicators at three points in the academic year. The expectation is that the management team in each School of Learning takes ownership of the review and engages with the debate, analysis of data, judgements of performance and outline strategies for improvement. Each meeting is supported by a comprehensive information pack produced centrally and distributed to the attendees approximately three weeks before the meeting.

The following is included in the information pack:
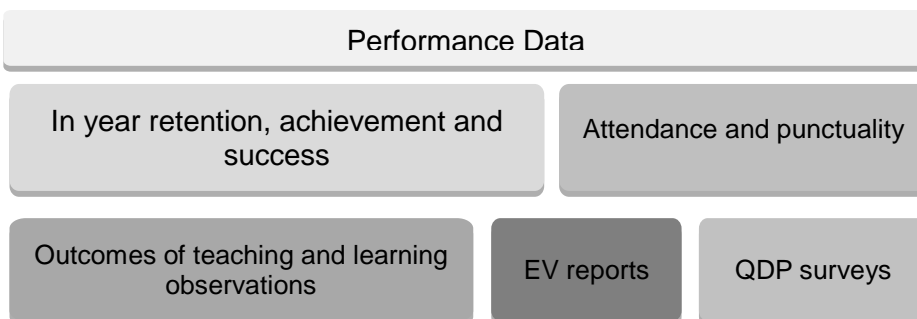
Figure 18: *Contents of the information pack*

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

TIPS

o Ensure there is a clear structure to the review process

o If you choose to produce a data information pack – ensure that the information is centrally produced.

o Give enough time in the review schedule for the review information packs to be generated, distributed and reviewed by the school management team. If this is not built into the process, you will find that on occasion valuable review time is actually spent discussing data queries.

Resources

- Cross college observation team

- Access to data that reflects the students journey and experience

- www.compasscc.com/Support/ProObserve.aspx

Review 1: November

FOCUS			
1 Closure of the previous year	**2** Performance in the current year	**3** Framework for curriculum planning of the following year	**4** Actions from previous review
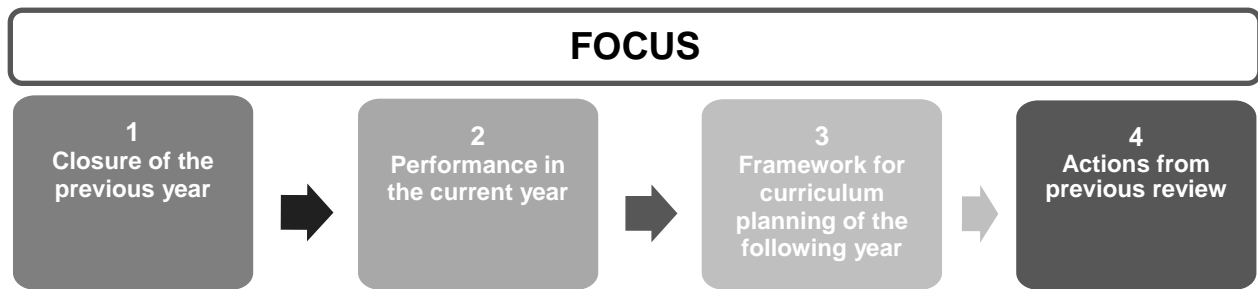
Figure 19: *School Review 1 Focus information*

1. **Closure of the previous year**
   - Detailed scrutiny of the final learner responsive retention, achievement and success rates by business group:
     - (14-16, 16-18, Adult and Higher Education);
     - duration and level. Includes three year trends;
     - performance against targets;
     - performance relative to the 75th and 90th percentiles;
     - success gaps by gender;
     - ethnicity and disability;
     - identification of any qualifications falling below minimum levels of performance.
   - Detailed scrutiny of the final employer responsive overall and timely success rates for apprenticeships and NVQs in the workplace. Includes three year trends performance against targets and apprenticeship performance by age and level;
   - Review of attendance and punctuality including three year trends;
   - Review of the teaching observations grade profile for the previous year and three year trends;
   - Final review and closure of the previous year's quality improvement plan.

2. **Performance in the current year**
   - Conversion rate from admissions to acceptances and enrolments;
   - Recruitment against targets;
   - Review of the new quality improvement plan for the current year;
   - Confirmation of performance targets for the new year;
   - Review of induction observations.

3. **Framework for curriculum planning of the following year**
   - Outline of the framework for curriculum planning for the following year, including any changes to the planning process

4. **Actions from the previous review**
   - Progress report of actions documented in the minutes of the previous review (review 3 in the previous academic year).

Typical review 1 pack contents

Learner Responsive Performance	Quality Improvement Plan	Minutes of previous review
Employer Responsive Performance	External Verifications	
Lesson Observations	Induction Observations	
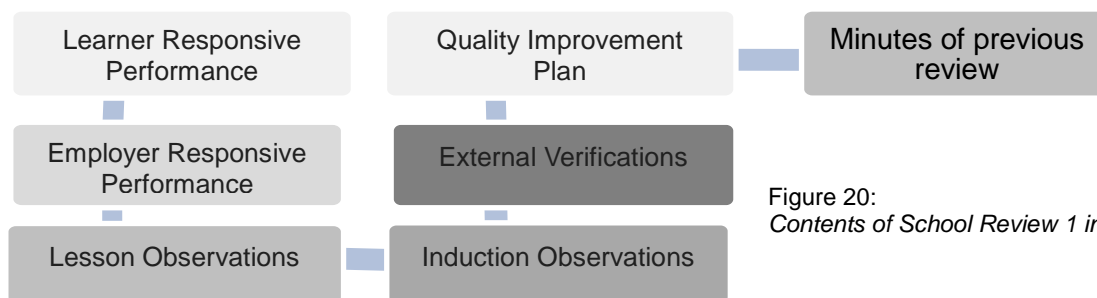
Figure 20:
Contents of School Review 1 information pack

Learner Responsive performance
- Headline retention, achievement and success for the previous three years;
- Performance against headline targets for retention and achievement;
- Current year headline retention;
- Retention, achievement and success by business group (14-16, 16-18, adult, HE) and duration and level (for long qualifications) over the previous three years;
- Performance against lower level targets;
- Detailed list of retention, achievement and success of all courses from the previous year, identifying the position of each relative to the 90th and 75th percentiles for courses of that age/level/duration and the identification of any courses that have a success rate below the minimum level of performance;
- Current retention rates at the business group and individual course level;
- Performance by gender, ethnicity and learning difficulty or disability for each business group;
- Performance from last year of any courses that were below the minimum level of performance in the year before;
- Headline attendance and punctuality for the previous three years;
- Detailed list of the attendance and punctuality from the previous year including position relative to the attendance target.

• **Employer Responsive performance**
- Headline overall and timely success for apprenticeships and NVQs in the workplace for the previous three years;
- Detailed list of overall and timely success for each apprenticeship framework by age and level and performance against targets;
- Detailed list of overall and timely success for each NVQ qualification type including performance against targets;
- Performance from last year of any frameworks or NVQ qualifications that were below the minimum level of performance in the year before.

• **Lesson observations**
- The number of observations completed in each of the previous three years and the grade profile (number and percentage of observations by grade and percentage good or better;
- Comparison of the grade profile of the school of learning with that of the college as a whole.

• **Induction observations**
- Summary of the induction observations undertaken at the start of the current academic year including what worked well, areas for development, examples of good practice that could be shared and any overall change observed from the previous year.

• **External Verifications**
- Summary of any external verification reports received since the last review including any actions required.

• **Quality Improvement Plan**
- Quality improvement plan from the previous year updated to include the final progress report and impact;
- Quality improvement plan for the new academic year.

• **Minutes of the previous review meeting**
- Minutes from the review 3 meeting in the previous academic year.

Review 2 : February

FOCUS

| 1 Mid-year progress | → | 2 Planning the next year | → | 3 Actions from the previous review |

Figure 21: *Focus of School Review 2*

1. **Mid-year progress**
   - Detailed scrutiny of learner responsive retention for the current year by business group (14-16, 16-18, Adult and Higher Education), duration and level. Includes comparison with retention at the same point in time in the previous two years, performance against retention targets, performance relative to the 75th and 90th percentiles, retention gaps by gender, ethnicity and disability and identification of the current retention of any qualifications that fell below MLP in the previous year;
   - Review of the LAT Value Added scores from the previous year;
   - Detailed scrutiny of the year to date employer responsive overall and timely success rates for apprenticeships and NVQs in the workplace. Includes three year trends performance against targets and apprenticeship performance by age and level;
   - Review of attendance and punctuality including comparison with previous years and performance against target;
   - 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.

2. **Planning the next year**
   - Planned learner volumes for the following year including priority qualification types. Comparison with current and previous year learner participation.

3. **Actions from the previous review**
   - Progress report of actions documented in the minutes of review 1.

Typical review 2 pack contents

Learner Responsive Performance	Quality Improvement Plan	Minutes of previous review
Employer Responsive Performance	External Verifications	
Lesson Observations	Induction Survey	

Figure 22: *Contents of School Review 2 information pack*

- **Learner Responsive performance**
  - Headline retention for the current and previous two years at this point in time;
  - Performance against headline retention targets;
  - Retention by business group (14-16, 16-18, adult, HE) and duration and level (for long qualifications) for the current and previous two years;
  - Performance against lower level targets;
  - Detailed list of retention all courses, identifying the position of each relative to the 90th and 75th percentiles for courses of that age/level/duration;
  - Retention by gender, ethnicity and learning difficulty or disability for each business group;
  - Current retention of any courses that were below the minimum level of performance in the previous year;
  - Headline attendance and punctuality;
  - Detailed list of the current attendance and punctuality for each course including position relative to the attendance target.

- **Employer Responsive performance**
  - Headline overall and timely success for apprenticeships and NVQs in the workplace for the current year to date and the previous two years;
  - Detailed list of overall and timely success for each apprenticeship framework by age and level and performance against targets;
  - Detailed list of overall and timely success for each NVQ qualification type including performance against targets;
  - Current performance of any frameworks or NVQ qualifications that were below the minimum level of performance in the previous year.

- **Lesson observations**
  - The number of observations completed in the year to date and the grade profile (number and percentage of observations by grade and percentage good or better);
  - Comparison of the current grade profile with that of the previous two years for the school of learning and with that of the college as a whole.

- **Induction survey**
  - Analysis of the responses to the induction survey and comparison with internal and external benchmarks;
  - Selection of key comments (both positive and negative) from the survey;
  - Comparison with the induction surveys from the previous two years, including distance travelled.

- **External Verifications**
  - Summary of any external verification reports received since the last review including any actions required.

- **Quality Improvement Plan**
  - Quality improvement plan for the current year updated with progress to date.

- **Minutes of the previous review meeting**
  - Minutes from the review 1 meeting.

Review 3 – June

FOCUS

| 1 End of year outturn | ➡ | 2 Action from previous review |
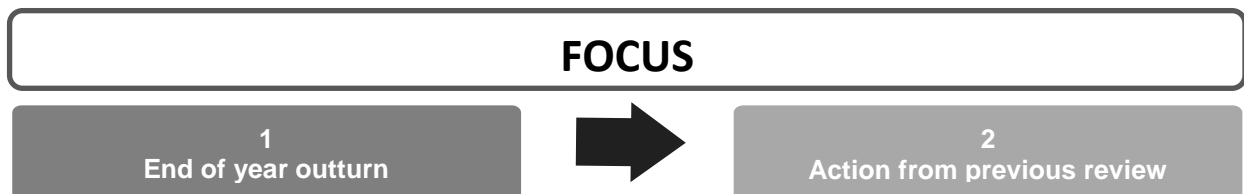
Figure 23: *Focus of School Review 2*

- **End of year outturn**
  - Detailed scrutiny of learner responsive retention for the current year by business group (14-16, 16-18, Adult and Higher Education), duration and level. Includes comparison with retention at the same point in time in the previous two years, performance against retention targets, performance relative to the 75th and 90th percentiles, retention gaps by gender, ethnicity and disability and identification of the current retention of any qualifications that fell below MLP in the previous year;
  - Detailed scrutiny of the year to date employer responsive overall and timely success rates for apprenticeships and NVQs in the workplace. Includes three year trends performance against targets and apprenticeship performance by age and level;
  - Review of attendance and punctuality including comparison with previous years and performance against target;
  - Review of the teaching observations grade profile for 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 on-programme survey and comparison of the survey results with those of the previous two years;
  - Review of progress against the quality improvement plan.
- **Actions from the previous review**
  - Progress report of actions documented in the minutes of review 2.

Typical review 3 pack contents
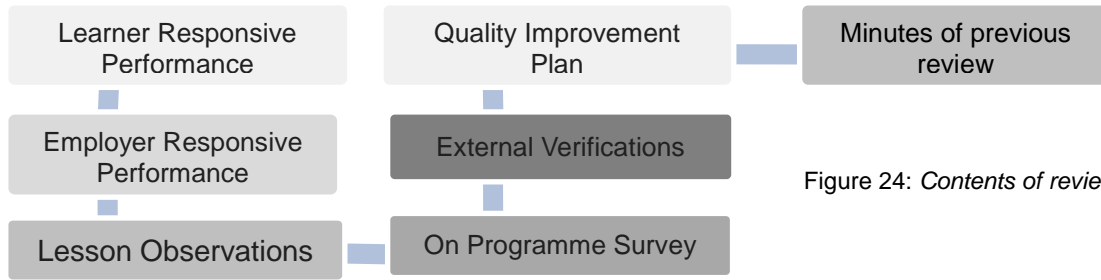
Figure 24: *Contents of review pack 3*

- **Learner Responsive performance**
  - Headline retention for the current and previous two years at this point in time
  - Performance against headline retention targets;
  - Retention by business group (14-16, 16-18, adult, HE) and duration and level (for long qualifications) for the current and previous two years;
  - Performance against lower level targets;
  - Detailed list of retention all courses, identifying the position of each relative to the 90th and 75th percentiles for courses of that age/level/duration;
  - Retention by gender, ethnicity and learning difficulty or disability for each business group;
  - Current retention of any courses that were below the minimum level of performance in the previous year;
  - Headline attendance and punctuality;
  - Detailed list of the current attendance and punctuality for each course including position relative to the attendance target.

- **Employer Responsive performance**
  - Headline overall and timely success for apprenticeships and NVQs in the workplace for the current year to date and the previous two years;
  - Detailed list of overall and timely success for each apprenticeship framework by age and level and performance against targets;
  - Detailed list of overall and timely success for each NVQ qualification type including performance against targets;
  - Current performance of any frameworks or NVQ qualifications that were below the minimum level of performance in the previous year.

- **Lesson observations**
  - The number of observations completed in the year to date and the grade profile (number and percentage of observations by grade and percentage good or better);
  - Comparison of the current grade profile with that of the previous two years for the school of learning and with that of the college as a whole.
- **On-programme survey**
  - Analysis of the responses to the on-programme survey and comparison with internal and external benchmarks;
  - Comparison with the induction surveys from the previous two years, including distance travelled.

- **External Verifications**
  - Summary of any external verification reports received since the last review including any actions required.

- **Quality Improvement Plan**
  - Quality improvement plan for the current year updated with progress to date.

- **Minutes of the previous review meeting**
  - Minutes from the review 2 meeting.

Reporting upon the progress and outcomes of the School Reviews
The progress and outcomes of each school review is presented in a detailed report for the college executive team and the Governing Body. The reports summarise the findings from each review and importantly provides an overview of the distanced travelled.

- **Samples of data provided in the progress and outcomes reports**

  - Retention by School of Learning: All enrolments including key and functional skills

All (all ages, all levels, including Key & Functional Skills and HEFCE funded learners)			
School of Learning	**2008/09**	**2009/10**	**2010/11**
	Ret	**Ret**	**Ret**
Business, Professional & Continuing Education	88%	86%	87%
Care & Education Studies	90%	92%	92%

Figure 25: *Data used in school review summary reports*

Data had been provided as to the number and reasons for withdrawals to date in year and management teams shared their strategies to prevent further withdrawals.

  - Success rates by School of Learning as at November: All enrolments including Key and Functional Skills

All (all ages, all levels, including Key & Functional Skills and HEFCE funded learners)			
School of Learning	**2008/09**	**2009/10**	**2010/11**
	Success	**Success**	**Success**
Academic, Public Services & Sports Studies	76%	79%	76%
Business, Professional & Continuing Education	80%	77%	81%
Care & Education Studies			

Figure 26: *Data used in school review summary reports*

  - Attendance and Punctuality

Attendance			
School of Learning	**2008/09**	**2009/10**	**2010/11**
	Attendance	**Attendance**	**Attendance**
Academic, Public Services & Sports Studies	89%	90%	91%
Business, Professional & Continuing Education	86%	87%	88%
Care & Education Studies			

Figure 27: *Data used in school review summary reports*

Examples of data reports for school review process

Learner Responsive - In-Year Retention - as at February

All (all ages, all levels, including Key & Functional Skills and HEFCE funded learners)								
	2009/10		**2010/11**		**2011/12**		**2012/13**	**2013/14**
Starts	1,835		1,627		1,929		93	0
Retention	97%		95%		95%		96%	0%

College Retention Target 2011/12	**92%**
% Difference to 2011/12 Ret Target	**3%**

College Attendance Target 2011/12	**92%**
% Difference to 2011/12 Attend Target	**-3%**

16-18 Learner Responsive - Gender, Ethnicity, Disability
Long Level 1, 2 and 3 only

Gender	Male		Female		Gap
	Starts	**Retention**	**Starts**	**Retention**	
2009/10	258	97%	14	93%	4
2010/11	264	94%	15	87%	7
2011/12	336	95%	16	94%	1
Learning Difficulty or Disability	**LLDD-No**		**LLDD-Yes**		**Gap**
	Starts	**Retention**	**Starts**	**Retention**	
2009/10	214	98%	58	93%	5
2010/11	211	93%	68	97%	4
2011/12	246	95%	106	96%	1
Ethnicity	**White British**		**Other Ethnicity**		**Gap**
	Starts	**Retention**	**Starts**	**Retention**	
2009/10	264	97%	8	100%	3
2010/11	268	94%	11	100%	6
2011/12	346	95%	6	100%	5

Introduction

The internal review process was introduced across the College in September 2007. Full implementation followed the successful pilot projects undertaken in 2006/07. The 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 internal 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:
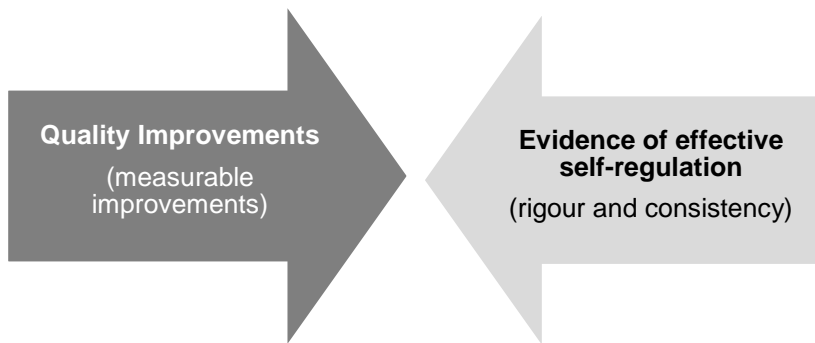
Figure 30: *The aim of the review process*

- **The process:**

The review process had four key components:
- Planning
- Review
- Report/feedback
- Impact measure

As illustrated further in figure 31 below:

Figure 31:
Key components of the review process
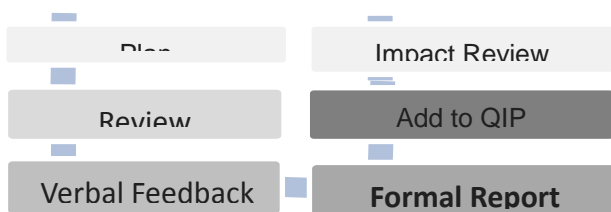
The review findings are reported to the Executive Team and the Governing Body via the Standards Committee.

TIPS

o Use data to determine the schedule of all internal reviews.

o Provide a wide range of data for the review team.

o Ensure the review team use the data to triangulate the findings during the actual review period.

o Refer to data findings in the review report- this will give key factual information to qualitative information.

o 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 School. Certain aspects of the reviews are standard to all reviews, with other aspects determined by the Head of School. This ensures that key aspects of each School's provision, for example teaching and learning, management and leadership of the area and the 'whole' learning experience, are reviewed.

Information from the school self-assessment report, teaching and learning observation feedback reports, student 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 head of school is also able to direct the review team to particular aspects of the School where they would benefit from an external perspective. The school management team 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 school management team on the next working day 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 school management Team. The school management team 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.

- **Internal Review Team**

Each review is conducted by a review team. The team is drawn from across the college and is tailored to the focus of each review. The team is led by a member of the Quality, Teaching and Learning and Performance Management Department (QTLP) who is supported by a review moderator.

The internal review team consists of the following:

- Review team leader (a manager within QTLP team);
- Review moderator (a manager within QTLP team);
- Reviewers (members of QTLP team including Learning Consultants, Learner Coaches and data performance;
- Director: Curriculum and Standards;
- Head of School;
- Specialist reviewers i.e. for Higher Education, Schools Academy or Employer Engagement.

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 internal review process

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

Figure 32: *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. Schools 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.
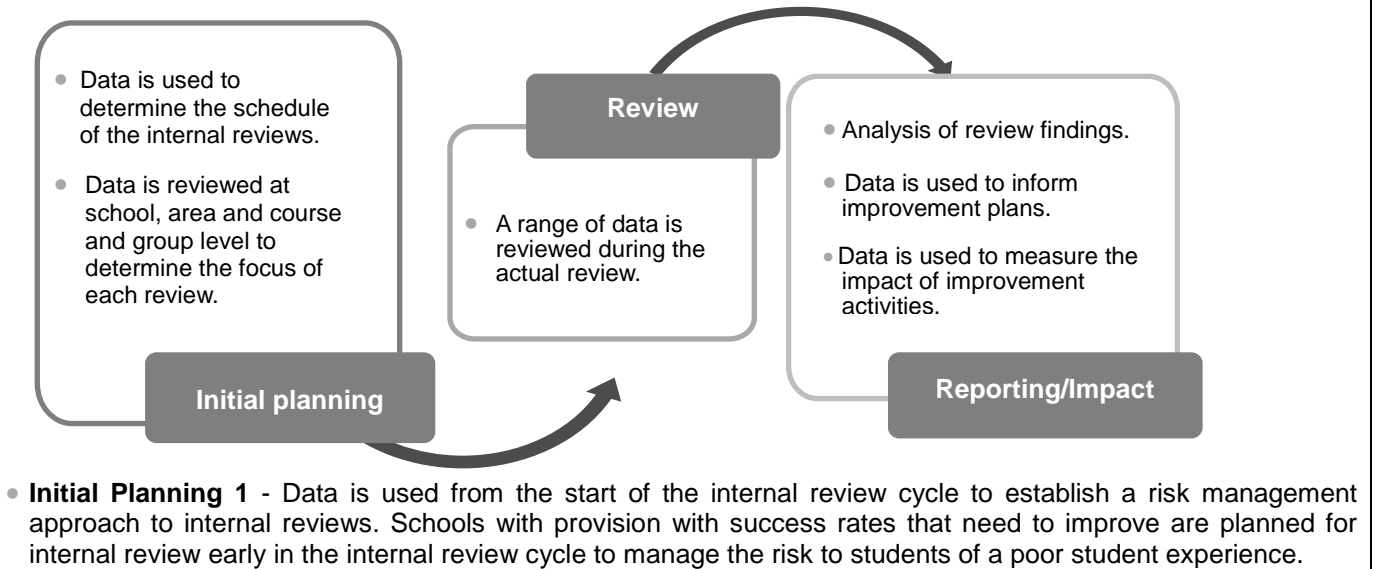
Figure 33: *Example of data used to plan review cycle*

Figure 34: *Schedule of internal reviews*

- **Initial Planning 2** – The review team leader and the head of school use learner performance trends over three years, comparisons with national averages, in year performance data (full range of data, including: access to datanet; 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.
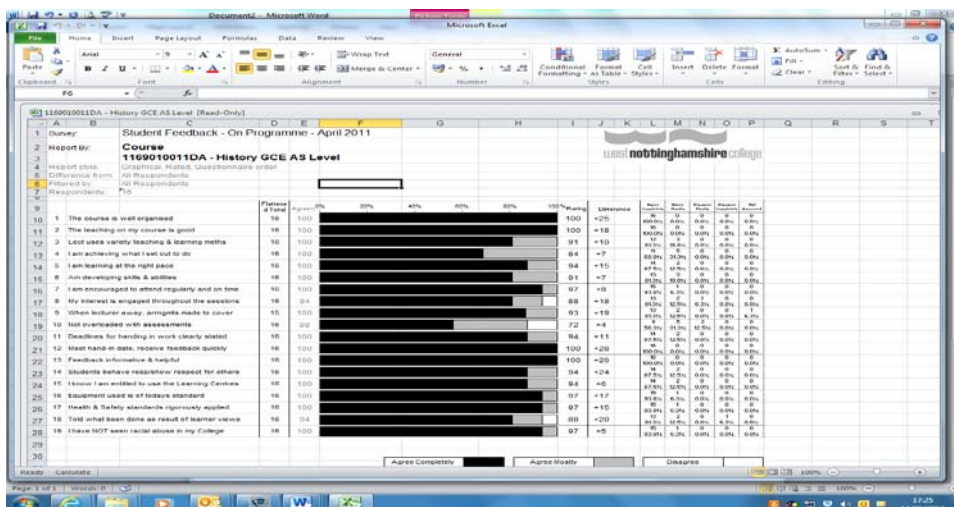

Figure 35: *Data used by review team*

	Grade 1	Grade 2	% graded good or better	Grade 3	Grade 4
Entry	24% (8)	67% (22)	91%	9% (3)	0% (0)
L1	20% (11)	65% (35)	85%	15% (8)	0% (0)
L2	11% (10)	70% (64)	81%	17% (15)	2% (2)
L3	15% (19)	78% (97)	93%	7% (8)	0% (0)
L4+	28% (9)	66% (21)	94%	3% (1)	3% (1)
Overall Total		72%	11%		

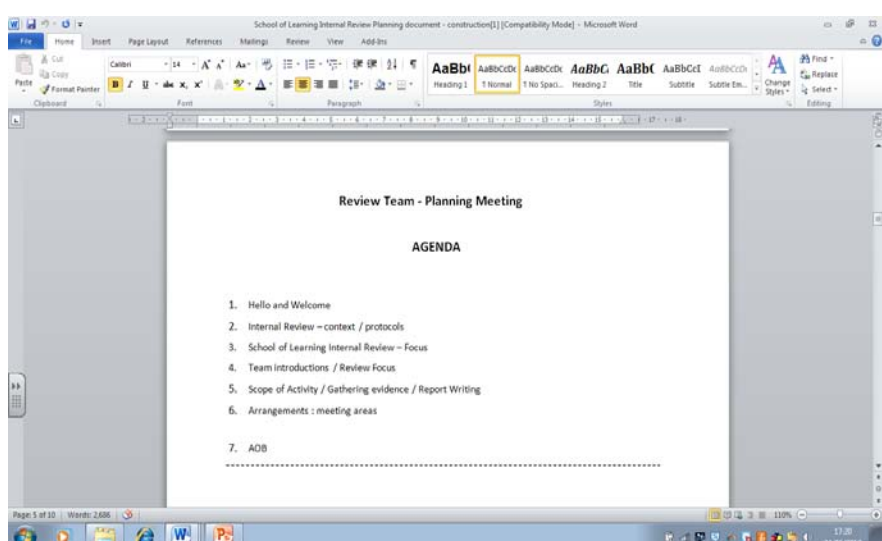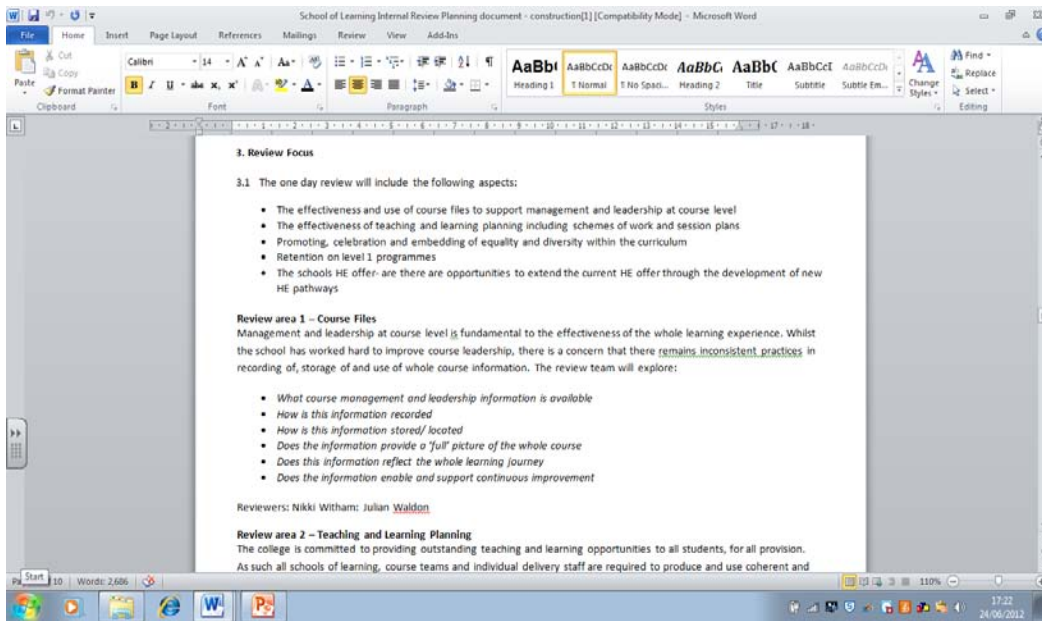Figure 36: *Data used by review team*

Figure 37: *Agenda for review team planning meeting*

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.

School Name	2009/10 16-18 Actual	Enrolled as at 24.9.10	Planned 16-18 2010/11	% of Plan
Creative Arts	371	367	390	94%
Academic Studies & Computer Science.	487	505	555	91%
Engineering & Transport Skills	258	226	295	96%

Figure 39: *Sample of data reports used during the internal review*

- **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.
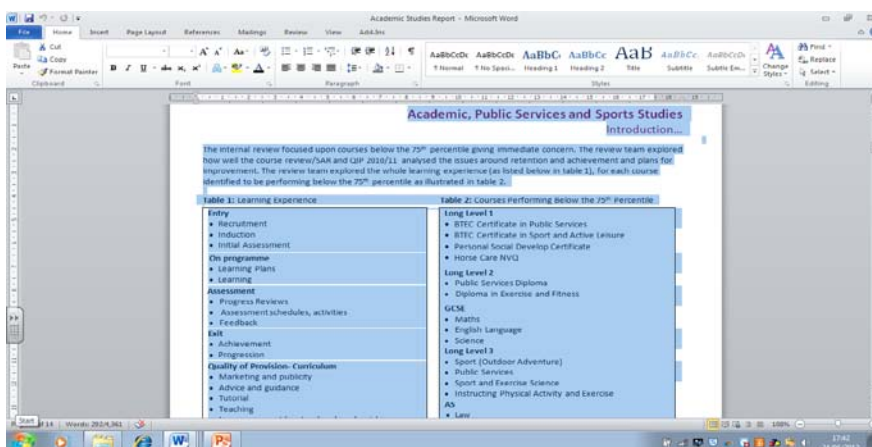

Figure 41: *Sample of an extract of an internal review report*

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

Figure 42: *Sample of an extract of the executive summary of the internal review report*
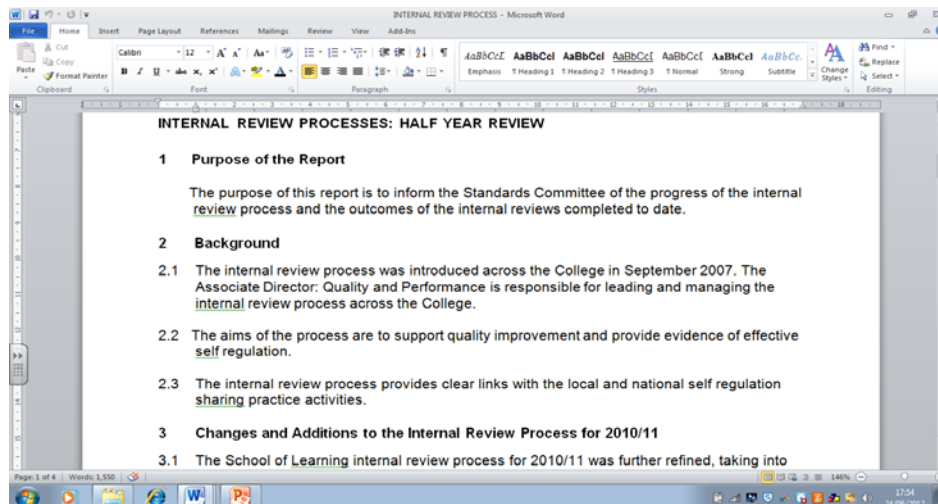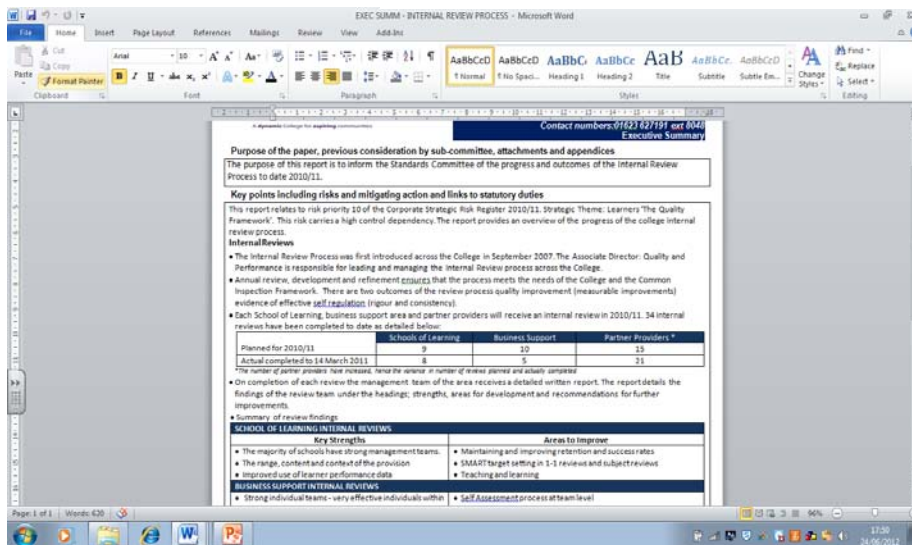

Figure 43: *Sample of an extract of the internal review report for Standards Committee*

Introduction

The College maintains a variety of observation activities to both measure and improve the quality of teaching and learning. 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.

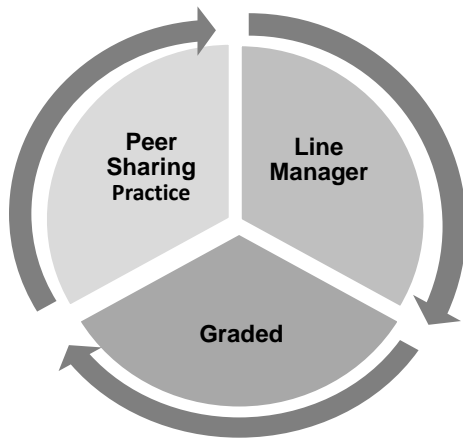Throughout the academic year a member of staff will receive a the following observations:

Figure 44:
Observation approaches

Graded Observations

- All delivery staff receive a graded observation in an academic year.

- 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 timetabling system which allows a check on the accuracy of timetables and select a session to observe.

- 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 schools of learning. 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 curriculum provision.

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 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 below:

Figure 45:
Observations are used to inform quality assurance and quality improvement mechanisms

The use of data within the lesson observation process

The College uses data throughout the entire observation process including:

Figure 46:
Data used to inform observation process

- Data is used to determine the schedule of observations.

- Data is reviewed at course and group level prior to actual observation.

Observation

- Data is reviewed during the actual observation.

- Analysis of observation findings.

- Data is used to inform support for teaching and learning improvement.

Pre Observation

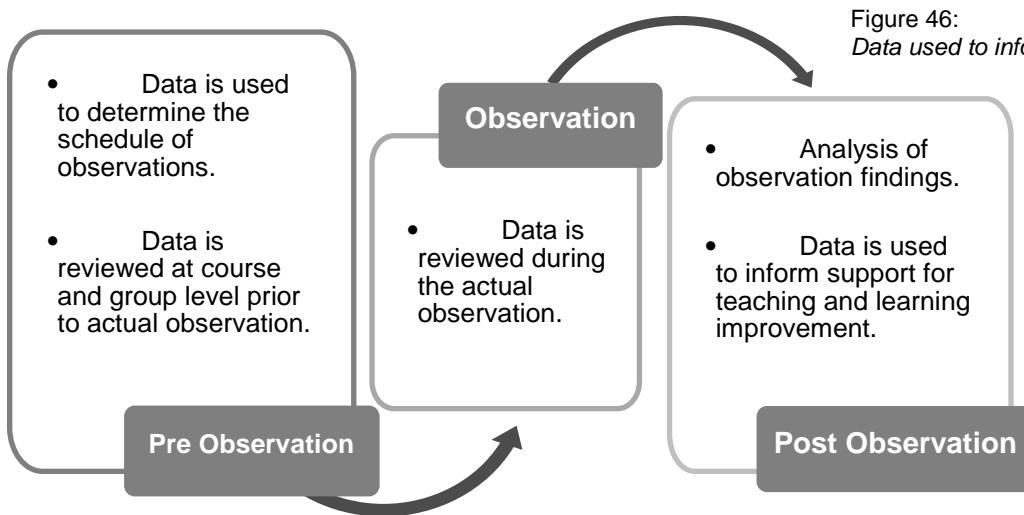**Post Observation**

- **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.

- **Pre Observation 2** - Observers access current retention data and historical success rates from the College DataNet system. Observers use attendance, retention and success data to give context to the relatively brief observation. In addition observers review the QDP student surveys for the group.
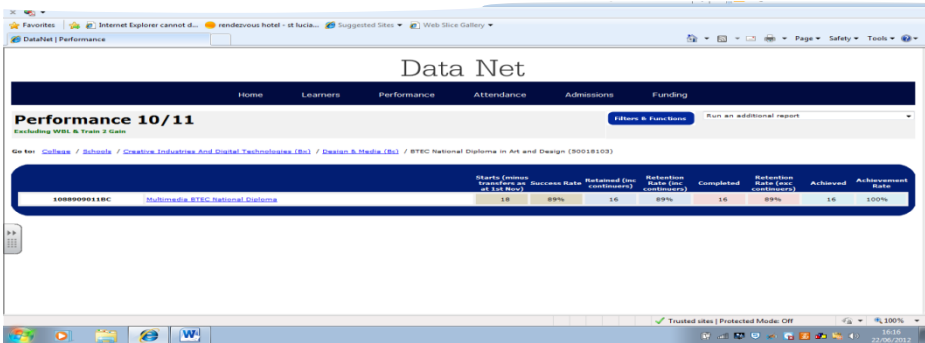
Figure 47:
Observers access the College Datanet to review the current retention of the group prior to the observation.
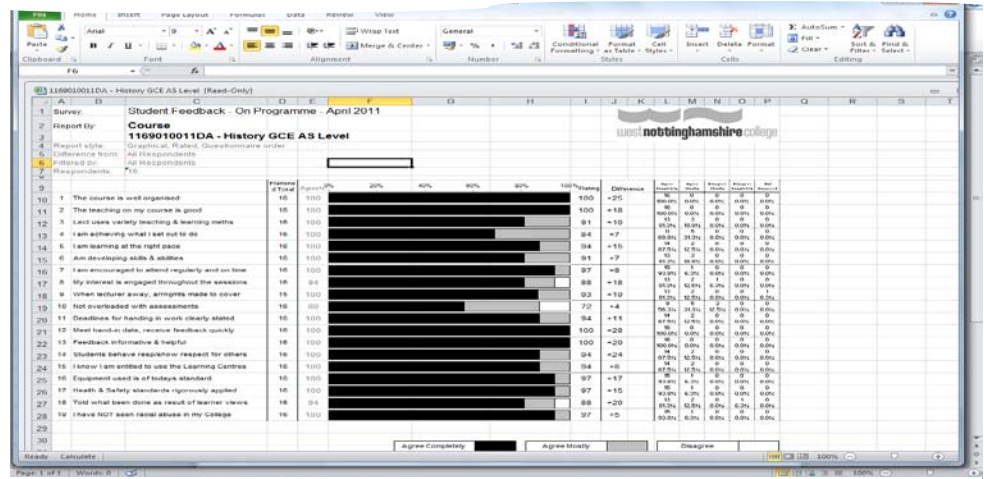
Figure 49:
Observers access the College Datanet to review the student survey responses of the group prior to the observation.

- **Observation**- Observers review the group registers for patterns in attendance and punctuality during the actual observation.
- **Post Observation**- The outcomes of lesson observation are managed using ProObserve. This supports analysis of the outcomes from a variety of aspects.
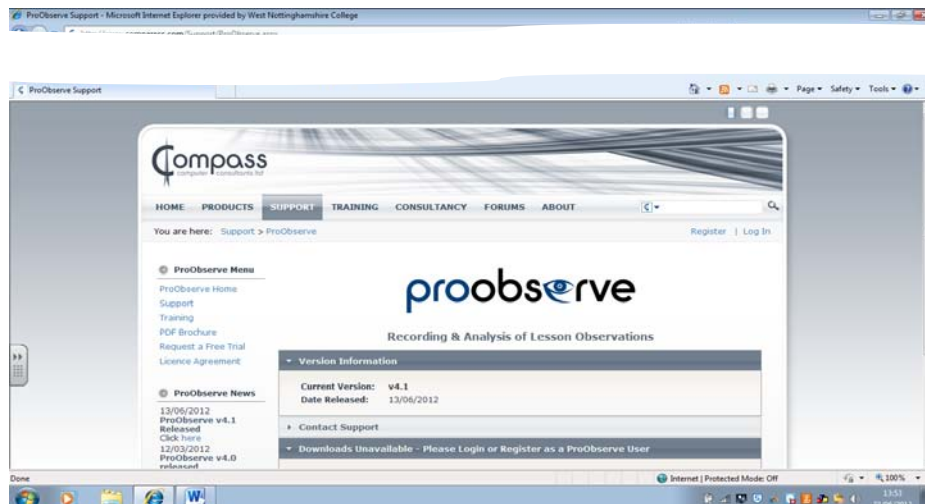
Figure 50:
Pro-observe homepage.

A whole college 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;
- the employment status of the staff (sessional or permanent).

This information is used to identify improvements in teaching and learning or areas for development.
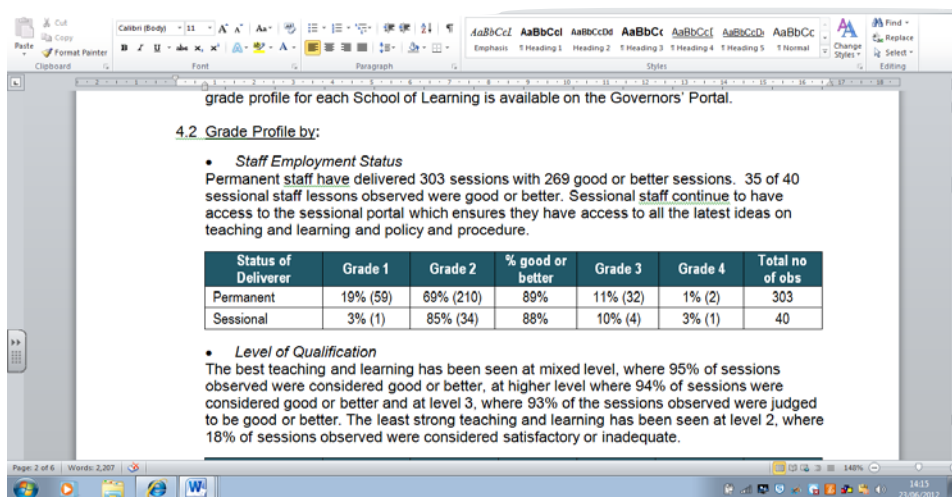
Figure 51:
Extract from College observation data report

Each school of learning 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.
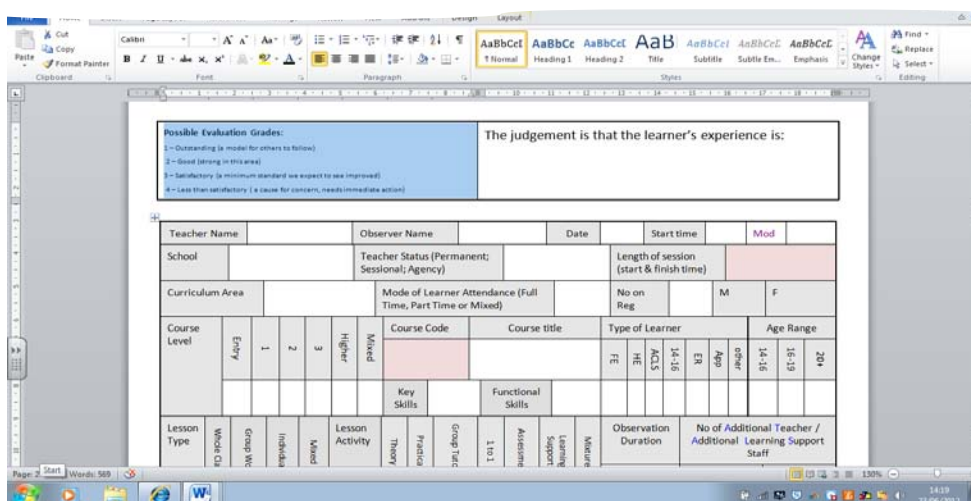
Figure 52:
Observation Report.

Each school of learning 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;
- the employment status of the member of staff.

Figure 53:
School of Learning Observation Report.

This information is used to support the curriculum staff reviewing the progress of the school. This information is also reviewed at a School Review meeting where the quality of learning is discussed and action required to improve it is agreed.

At the end of term three all schools and partners are supplied with an overall report for the year comparing the outcomes for the year with previous years 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 54:
Sample of teaching and learning resources developed following analysis of observation outcomes

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

Figure 55:
Example of teaching and learning improvement resources focused upon observation findings.

	Grade 1	Grade 2	% graded good or better	Grade 3	Grade 4
Entry	24% (8)	67% (22)	91%	9% (3)	0% (0)
L1	20% (11)	65% (35)	85%	15% (8)	0% (0)
L2	11% (10)	70% (64)	81%	17% (15)	2% (2)
L3	15% (19)	78% (97)	93%	7% (8)	0% (0)
L4+	28% (9)	66% (21)	94%	3% (1)	3% (1)
Mixed Levels in one class	15% (3)	75% (15)	90%	10% (2)	0% (0)
Other (intro etc.)	0% (0)	83% (5)	83%		

Figure 56:
Example of teaching and learning outcomes report.

Post observation

Extract of all observation report by level, presented to College executive team.

Outcome of observations completed by age of learner:

	Grade 1	Grade 2	% graded good or better	Grade 3	Grade 4
14-16	8% (1)	58% (7)	66%	33% (4)	0% (0)
16-18	17% (35)	72% (149)	89%	10% (22)	1% (1)
19+	17% (24)	73% (103)	90%	9% (12)	1% (2)
Overall Total	17% (60)	72% (259)	89%	11% (38)	1% (3)

Figure 57:
Example of teaching and learning outcomes

Extract of all observation report by age, presented to College executive team.

Outcomes of all observations completed with ALS support present:

	Grade 1	Grade 2	% graded good or better	Grade 3	Grade 4
ALS supported	27% (4)	53% (8)	80%	13% (2)	7% (1)

Figure 58:
Example of teaching and learning outcomes

Extract of all observation report by ALS support, presented to College executive team.

Outcomes of all observations completed by status of deliverer:

	Grade 1	Grade 2	% graded good or better	Grade 3	Grade 4
Permanent	19% (59)	70% (220)	89%	11% (34)	1% (2)
Sessional	2% (1)	87% (39)	89%	9% (4)	2% (1)
Overall Total	17% (60)	72% (259)	89%	11% (38)	1% (3)

Figure 59:
Example of teaching and learning outcomes

ProObserve allows the college to identify strengths seen across college:

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 60:
Example of teaching and learning outcomes report.

ProObserve allows the college to identify areas to develop seen across college and plan staff development to meet identified need.

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
2l		41

Figure 61:
Example of teaching and learning outcomes

Staff Development Day :   10 February 2012

Time	Activity	QLx Ref	Venue
9.00 – 10.30	**Keynote Speaker:** Professor Sue Wallace **All group A staff to book/attend**	10067	Create Theatre
10.30 – 11.00	**Break**		
11.00 – 12.00	**Please book onto one of the following:**		
	Keeping an eye on Ofsted	10071	Room 56
	Putting the Student 'in'	10073	Room 132
	Challenge by Questioning	10110	Room 136
	I can teach ICT	10116	Room 19
	'Apps'solutely fabulous	10118	Room 138
	Top up your Toolbox in work based learning	10124	Room 4
	HE ology	10076	Room 2
	Putting the 'Act' into practical	10082	Room 21
	Behaviour toolkit	10088	Room 206
	Equality and Diversity special of the day	10094	Room 210
	HE Premium Package	10103	Room 14

Figure 62:
*Example of teaching and learning outcomes report.*

Staff development can focus on the areas to develop identified by lesson observation.

Introduction

Listening to and learning from our student body is becoming increasingly important and indeed the 'voice of the learner' is heard and is influential at the College. The students are empowered to share their views through a wide range of channels. A high level working group has ensured the development of mechanisms to further improve our learner voice activity across the College. The working group has developed an overarching learner voice strategy based on three strands which has ensured effective activity in Schools and support areas, cross-college gathering of views and enhanced Students' Union activity. Feedback includes a wide range of methods.

Each of the three strands have named individuals who carry accountability for ensuring that activity happens and the outcomes are reported in a timely and effective manner. To ensure accountability throughout the College the strategy includes a termly report to both Executive and Corporation Board.

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

Cross College

Student Union	School of Learning

Support Function Surveys	Your Voice	QDP Surveys
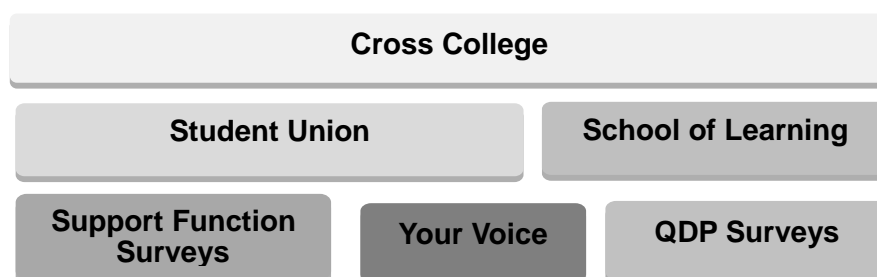
- **Cross college level -** the college maintains termly consultation meetings and student governors. The Principal meets with students formally three times a year. The Principal operates an open door policy to student representations and close relationships are maintained with the students union.

- **School of Learning level** - schools maintain student focus groups, appoint student course representatives.

- **Support functions** conduct rolling surveys of user groups both staff and students throughout the year.

- **The Students Union** regularly gathers feedback from students.

- **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

o **Do not think about listening to learners unless you intend to respond to their concerns, you can save a lot of time and money!**

o **Stop gathering feedback when you have reached your capacity to do anything useful with it.**

o **Use benchmarks to see where you are on journey.**

o **Use trends to see which direction you are traveling in.**

o **Student surveys are most effective when used in conjunction with other quality assurance activities including.**

Resources

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

Figure 64:
QDP surveys embedded into quality assurance and quality improvement mechanisms
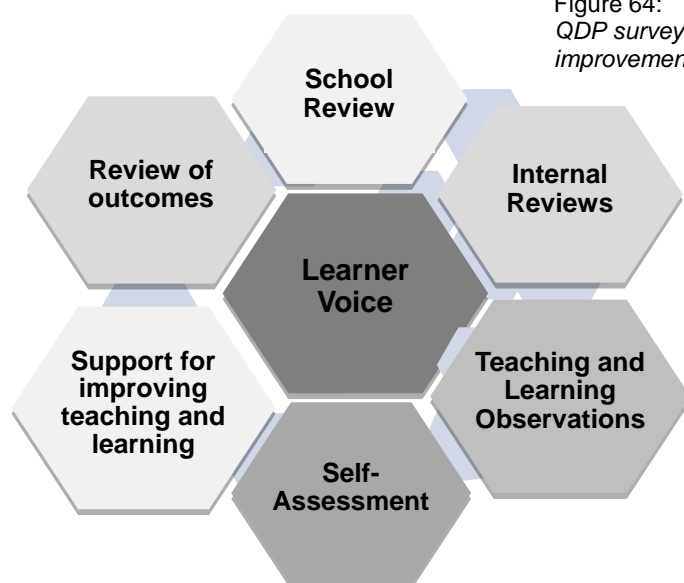
The use of data within the learner voice process

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 Schools of Learning

Survey returns for schools of learning allow the schools to consider the learner responses from the same perspectives as the whole college views. Schools are also benchmarked against the college to allow them see their satisfaction levels compared with the other schools.

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. Course teams all 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.

Schools 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 School of Learning 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 schools. The overall outcomes and the impact of actions taken in response to any areas requiring improvement are reported to the college executive.

Examples of data/data source

Figure 65:
QDP surveys analysis

	Teaching and Learning	Flattened Total	Agree %	Rating	
1	I feel I am on the right course	227	97	97	+13
2	The teaching on my course is good	2815	97	82	+4
4	My classes start on time	231	99	99	+21
5		2227	94	79	+4

All Schools of Learning

Distanced travelled

Figure 66:
QDP surveys analysis

	Year 1	Year 2		Year 3		Year 4		Year 5		Overall Dist. Travelled
	2057	1839		1947		2397		2303		
Teaching and Learning	Rating	Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
I feel I am on the right course	89	95	6	100	5	97	-3	97	=	+8
The teaching on my course is good	77	78	1	79	1	79	=	82	3	+5
Lecturer uses variety of methods	75	76	1	75	-1	77	2	82	5	+7
I am learning at the right pace	74	73	-1	74	1	76	2	80	4	+6
Learning objectives are made clear to me	72	77	5	75	-2	74	-1	84	10	+12
My interest is engaged throughout the sessions	60	63	3	63	=	67	4	70	3	+10
Learning materials are clear &				72	2	74	4	81	7	+6

Distance travelled allows the college to see progress made over a longer period even in areas that are below the benchmarks established by the QDP participants.

Distanced travelled

Figure 67: *QDP surveys analysis distance travelled*

| Teaching and Learning	Year 1 2057 Rating	Year 2 1839 Rating	Dist.	Year 3 1947 Rating	Dist.	Year 4 2397 Rating	Dist.	Year 5 2303 Rating	Dist.	i s t. T
I feel I am on the right course	89	95	6	100	5	97	-3	97	=	+8
The teaching on my course is good	77	78	1	79	1	79	=	82	3	+5
Lecturer uses variety of methods	75	76	1	75	-1	77	2	82	5	+7
Help dev. skills re org time/study	62	64	2	68	4	67	-1	72	5	+10
I am learning at the right pace	74	73	-1	74	1	76	2	80	4	+6
My sessions start at the agreed time	84	85	1	81	-4	95	14	91	-4	+7
Learning objectives are made clear to me	72	77	5	75	-2	74	-1	84	10	+12
My interest is engaged	60	63	3	63	=	67	4	70	3	+10

Distance travelled allows the college to see progress made over a longer period even in areas that are below the benchmarks established by the QDP participants.
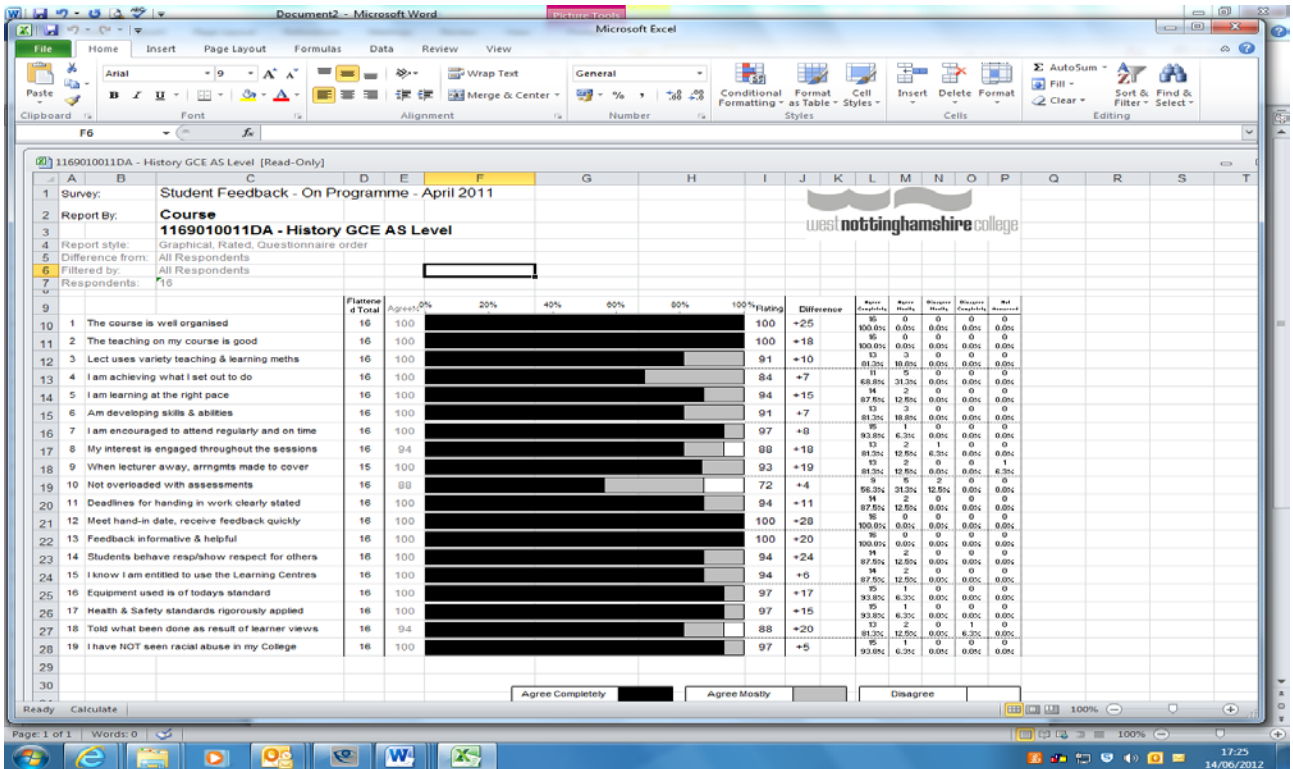
Case Study – School of Learning A

Introduction to the area

The school of learning offers a wide range of vocational courses from entry level to foundation degree. 2,643 learners were enrolled on courses within this school of learning this academic year.

Using data effectively: approach taken

Quality Assurance activities: Internal review

As part of the school of learning internal review process this academic year, the review team focused upon provision that performed below the 75 percentile in the previous year. The internal review team initially explored the following data to help them to determine their areas of further investigation and exploration:

- 3 year trends in learner performance data including:
  - Success rates
  - Achievement rates
  - Retention rates
  - Application v's enrolment

  At school level, area level, course and group,
  Split by age, length, level, gender, ethnicity and with or without support needs

- Student QDP surveys
  At school level, area level, course and group,
  Split by age, length, level, gender, ethnicity and with or without support needs

Early investigation determined that the school of early had a potential weakness in the initial advice and guidance process, which in turn was having a negative impact on early retention, attendance and punctuality.

Key Issues/Areas for Development

Key issue:
Retention

Area for development:
IAG: interview process

Using Data

- Retention, achievement and success data

- Student surveys

- Learner Voice

- Analysis of interview packs

- Staff views

*Further exploration revealed that the interview **free writing task** and the **assessment criteria** used to assess initial competence required development to ensure learners were placed on the appropriate course at the right level from the offset.*

Quality Improvement:

The *free writing* interview task was 'unpicked' and the new differentiated *thinking tasks* were developed. The differentiated *thinking tasks* provide students with the support and opportunity to answer the tasks in more detail in order to assess what level of course is most suitable for them. The content of the tasks ensures they are clear as to what is expected of them if they enrol.

Impact:

These new *thinking tasks* were piloted and evaluation discussions were held with staff. Completed tasks were analysed and comparisons were made to the previous *free writing* task. This revealed that the new format is much more informative for both students and staff. The results and feedback clearly demonstrate that students feel more comfortable completing the tasks.

The information obtained is more meaningful for students and staff in order to assess whether the course and level are right for individual students. The information gained from this process is also valuable to plan individualised learning from the offset.

Case Study B

Introduction to the area

The college has a comprehensive and effective approach to embedding and promoting equality and diversity and importantly closing the achievement gap. The comprehensive use of data, including: learner performance outcomes and quantative data from teaching and learning observations and students surveys has been fundamental in the colleges approach to closing any achievement gaps. The use of data is thorough and has enabled achievement gaps between groups to be identified and appropriate action to be taken, which has resulted in the narrowing of achievement gaps within all schools of learning.

Using data effectively: approach taken

Quality Assurance activities: Baseline Assessment and School Review

- A baseline assessment has been conducted within all schools of learning. This quality assurance tool enables the schools of learning to identify their strengths within the development of equality and diversity along with identifying the development required to make further improvements.
- Each school of learning also receives a school review that identifies and equality gaps so the school can address them.

Quality Improvement:

- All school of learning receive an action plan following their baseline assessment and work within the school and in conjunction with their learning consultant to develop practice and meet the minimum standards required to provide excellence equality and diversity.
- School of learning access the mandatory training bespoke training and utilise the range of tools provided to develop equality and diversity in the curriculum.
- A series of development workshops have been provided for each school of learning and a full toolkit is available 24hrs a day to use resources and access the latest information for equality and diversity.

Key Issues/Areas for Development

Key issue:

- Bespoke development to meet the needs of each SoL.

- Narrowing achievement gaps in each SoL.

- Raising awareness of key responsibilities under the equality scheme

- Developing teacher's skills to improve the excellence of equality and diversity within the curriculum.

Using Data

- School reviews to identify achievement gaps.

- Internal review data to identify development and standards for equality and diversity in the curriculum.

- Baseline assessment outcomes to be used to inform action plans for development.

Impact:

- Our process and procedures have been established to ensure consistency in standards and the continual development within every school of learning.
- Every member of staff have received mandatory standard training in addition to bespoke training to meet their individual team needs.
- Additional development continues with sharing practice and advancing new ideas within the curriculum areas.
- The college maintain excellence through consistent approaches to the development of teams and support for sharing practice.
- The colleges approach to social inclusion and community cohesion is excellent; the college are engaged in a number of projects that work jointly with the local community and foster positive relations with local residents and businesses.
- Each school of learning has recognised the achievement gaps through the many quality assurance processes and implemented staff development and monitoring systems resulting in a narrowing of achievement gaps.
- The college has succeeded in improving the ethic profile of students and staff, the college profile is higher than that of the local community.
- Courses have recruited and supported achievement of learners from underrepresented groups.
- The college runs a very successful programme to engage neet young people back to education and continually monitors and celebrates their success.
- Curriculum areas within every school of learning have developed activities both within the topic delivery and wider learning activity to advance the knowledge and awareness for our learners.
- All curriculum areas have ensured that all learners have a positive experience while studying at college and all learners feel safe when at college.
- The outcomes of a system for advancing, embedding and celebrating equality and diversity are excellent:
  - *The college has a standardised approach to training and development for staff; in addition staff develop further by accessing bespoke training to advance their skills and knowledge.*
  - *This development then extends to the students with wider learning activities and classroom based learning that embeds and advances equality and diversity.*
  - *Students have equality in success and the schools of learning focus on the support for individuals to ensure all students maximise their learning potential and achieve their career aims.*

Case Study C

Overview:

The construction team consists of several traditional construction departments including Plumbing, Painting and Decorating, Joinery and Brickwork. A large proportion of staff have worked for the department for many years. Courses are delivered from entry level through to higher education, with predominantly full time provision across all subjects.

The Equality and Diversity Journey:

The journey to develop equality and diversity within the curriculum was first introduced in preparation for the new academic year and involved the whole school of learning taking part in an introduction workshop to outline the requirements of the Equality Act 2010 and the results of their first baseline assessment.

Traditionally the teams could not recognise the opportunities for embedding equality and diversity into the curriculum, construction did not easily lend itself to promoting equality and diversity and the teams considered it not really relevant for their learners.

The initial training began to develop thinking within the teams; firstly they began to see the relevance of promoting and advancing equality and diversity but struggled to identify ways to achieve this in planning.

Throughout the development from initial introduction to the end of year sharing practice event the teams continually embraced the opportunity to make the changes and plan for a curriculum that advanced, promoted, celebrated and embedded equality and diversity at every opportunity for all learners.

The results are fantastic and have had a positive impact on the experience and attitudes of learners throughout the year.

The baseline assessment for 2011/12 identified significant progress in the planning and development of equality and diversity however there are still areas to improve and share best practice within the teams; the biggest difference is the staff attitude to equality and diversity.

Impact:

The staff think, plan and deliver equality and diversity throughout the curriculum.

BASELINE ASSESSMENT

OCTOBER 2010

Outcomes

- There are a number of enrichment activities to support the wider curriculum however there is no evidence of pre-planning to ensure the experience meets the student's needs. There is no evidence of evaluation for any activity.

- There is very little evidence of planning for the promoting and embedding of equality and diversity. SOW and session plans do not reflect the equality and diversity planning.

DEVELOPMENT 2010/2011

Activity

- Initial development to update all staff knowledge of Equality Act 2010, the college Equality Scheme and the requirements of staff.

- Recognise areas for development and results of the baseline assessment.

- Identify opportunities to develop equality and diversity in the curriculum.

- Team development.

- Examples of good practice.

- Impact evidence from observations.

- Impact evidence from learner voice.

BASELINE ASSESSMENT OCTOBER 2011
Identified progress against action points from the previous year assessment.

- Most schemes of work and session plans evidence equality and diversity embedded within the activities. The majority of schemes of work identify the need for individual support for learners. Some session plans embed equality and diversity.

- A number of wider learning activities and tutorial sessions have taken place to support wider learning and promotion of various topics and events.

- Displays promote equality and diversity; they provide advice and guidance for ALS and offer information relating to the student services support available.

- Tutorial sessions have included a variety of equality and diversity topics, learners have been encouraged to explore a number of current issues that may affect them.

- A number of teams have invited guest speakers to promote specific topics.

- Learners have accessed the support, advice and guidance throughout their learning.