

HOLEX ACE

How to design and influence an effective quality improvement process

Module 3 – Producing a self-assessment report**Peter Nelson**

Online via Zoom

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Section 1**Target audience and ETF professional standards**

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Professional Standards for Leaders

- This session is primarily aimed at Aspiring and Middle Leaders
- ETF Leadership Standards provide guidance about professional expectations of leadership roles.
- This module supports development of the following standards:

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



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[ETF Professional Standards for Leadership](#)

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Values and attributes

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring Leaders		Middle Leaders
Values and attributes	3	Be solution focused and innovative in the delivery of a high quality learning environment	1	Be reflective on your management practice with consideration of the impact on others and yourself
	5	Build positive and strong working relationships with colleagues learners and employers	4	Be forward thinking and innovative in adapting strategies to facilitate the delivery of a high-quality learning environment
			6	Build positive and collaborate relationships with internal and external stakeholders

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[ETF Professional Standards for Leadership](#)

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Knowledge and understanding

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring leaders		Middle Leaders
Knowledge and understanding	8	Develop your knowledge of your organisation's governance structure and strategy and consider how you contribute to it	9	Maintain and update your knowledge of organisational governance and strategy translating it into an educationally sustainable operating plan
	9	Become familiar with local and national policies and how they influence decision-making	10	Be abreast of local and national policies to enable proactive response to change

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Professional Skills

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring leaders		Middle Leaders
Skills	12	Support the development of curriculum that meets learner and employer needs , being mindful of local and national initiatives	14	Develop curriculum that meets learner and employer needs , being mindful of local and national initiatives
	15	Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders	15	Apply required methods of quality assurance and provide constructive and timely feedback to appropriate stakeholders
	18	Present information clearly and professionally to a range of internal and external stakeholders	17	Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders

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Section 2

Introducing Module 3 Producing a self-assessment report

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Module 3 Outcomes Producing a self-assessment report

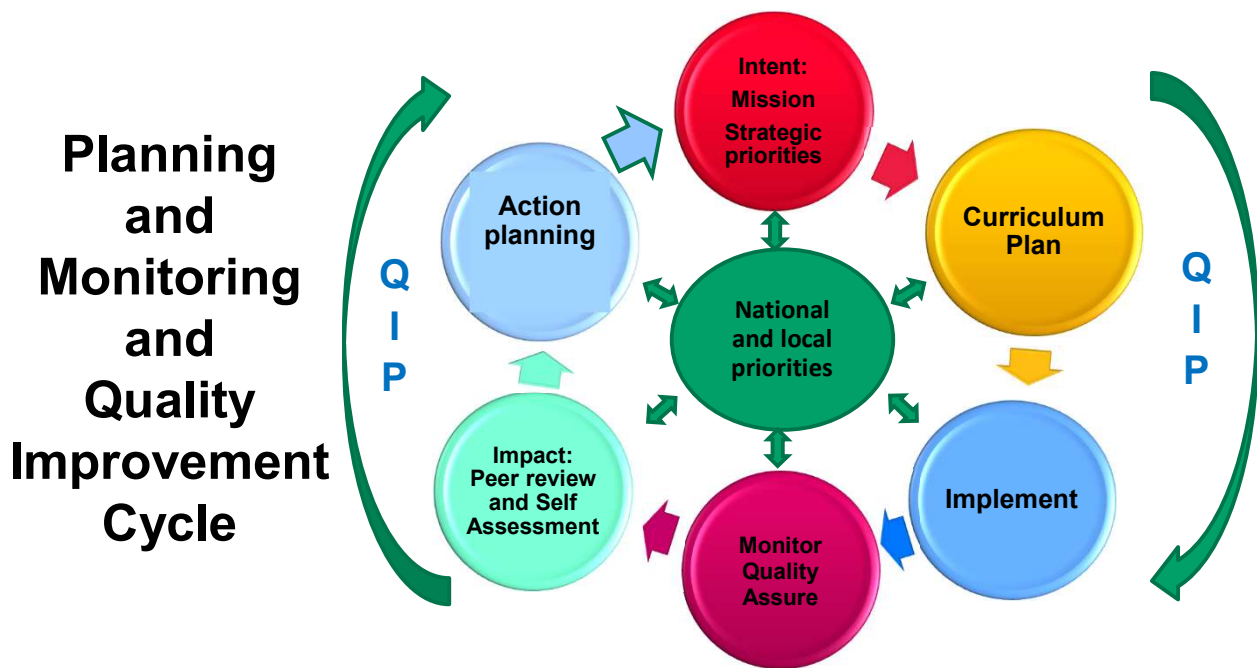
Outcomes

- How to use self-assessment as a tool for improvement
- SAR more than just a document on the shelf
- Components that contribute to self-assessment
- Shared ownership of the quality review process
- How to critique evolving findings
- Link self-assessment to quality improvement planning

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Stages within the self-assessment process

- Purpose of self-assessment
- Sources of quantitative evidence (data)
- Sources of qualitative evidence
- Self-reflection and self-evaluation
- Structure and process of self-assessment
- Features of the best self-assessment process



Section 3

Purpose of self-assessment

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Self-assessment should not be...

- A 'document' prepared by quality manager...
- ...unfamiliar to most staff...
- ...sits on the shelf until Ofsted visit...
- ...no links to review...
- ...or action planning.

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What is self-assessment?

- Several steps in the quality cycle
- An honest, self-critical review
- Inclusive - involves most/all staff
- Governors/elected members in production and sign-off
- Culmination of different quality review activities
- Production of a self-assessment report
- Review
- Identify best practice.
- Precursor to quality improvement action plan

What value does self-assessment add?

- Tried and tested quality process
- Cornerstone to your quality cycle
- Promotes a positive culture
- Managers engage staff
- Learner/employer/stakeholder involvement
- Engagement with governors/elected members
- Basis for building an effective action plan
- Strengths and weaknesses

Main steps in the self-assessment process

- Analyse quantitative and qualitative information
- (E.g. by course/subject/campus/subcontractor)
- Self-reflection and self-evaluation
- Production of draft report
- Review of draft report
- Gaining sign-off
- Informing the next stage (action planning)

Section 4

**Quantitative evidence (data)
to inform self-assessment**

Data that feeds into self-assessment

- Enrolment statistics +/- from predictions
- Retention/achievement/success data
- Value added data
- Timely achievement (Apprenticeships)
- Attendance and punctuality
- RARPA data
- Progress data
- Progression/destination data
- Performance against budget (Value For Money)
- Lesson observation grades profile
- Longitudinal Education Outcomes (LEO) dataset

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Enrolment statistics

- Alignment to your strategic intentions
- Popularity with learners and employers
- Informs future thinking
- Secondary indicator of effectiveness of marketing/promotion

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Retention/Achievement/Success rate data

- Success rates – impact of teaching
- Retention – indicator of learner engagement
- Retention – effectiveness of learner support
- Timely achievement rates – apprenticeships.
- Comparative achievement of different groups of learners
- (gender, ethnicity, care leavers, SEND, etc.)
- Changes to achievement over time (Caution post-Covid)

Value-added data

- performance of learners, relative to their previous qualifications.
- Likely to be judged over a 3-year period.
- Value-added data is of little real use

Attendance and punctuality

- Level of learners' commitment.
- Dip in attendance - first indicators that something is awry
- Quality of IAG

RARPA

- Demonstrates progress and quality of non-accredited learning programmes.
- Enables increased objectivity for the performance of these courses
- Records starting and finishing points
- Indicates distance travelled
- Demonstrates progress to Ofsted and VFM to funding bodies

[RARPA - Learning and Work Institute](#)

Progress data

- Internal data to track the in-year progress
- Mainly on-programme progress data
- Are learners making the expected progress?
- Are they on course to complete in a timely manner?
- Useful data for you if reliable
- Ofsted will generally not consider internal progress data in detail
- But might be interested in how you use it as a management tool

Progression/destination data

- Progression - e.g. from a level 1 to level 2 related programme
- Progression – e.g. from a leisure/wellbeing programme to a validated programme with a qualification
- Internal or external progression
- Demonstrates joined-up thinking about curriculum design
- Progression provides a success indicator for programme

Lesson observation grade profile

- Exercise extreme caution!
- Are lesson observation grades really an indicator of quality?
- Probably best avoided grades
- But collect feedback and qualitative statements

Longitudinal Educational Outcomes (LEO)

- Connects individuals' education data with their employment, benefits and earnings data.
- Enables developments in the assessment of education policy

[Information on LEO data](#)

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Section 5

Sources of qualitative evidence

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Sources of qualitative evidence

- Learner focus groups / end-of-course surveys
- Stakeholder focus groups and surveys
- Deep dives

Learner focus groups

- Really valuable process - hear what they have to say
- Learners keen to engage
- Learners willingly highlight S/W
- Some of the most valuable information you will gather
- Course representatives

End of course survey (1)

- Gather data quickly (5 minutes at the end of the course)
- Survey Monkey or similar
- Produces both quantitative and qualitative evidence
- Allows you to compare between courses or subject areas, or centres

End of course survey (2)

- Quantitative (produce pie charts, tables, graphs)
 - Were you satisfied with the programme?
 - Has it met your aims?
 - Would you recommend to another learner?
 - Do you feel safe?
- Qualitative (text opportunity)
 - What do you like?
 - What would make the programme better?
 - What's it like to be a learner?

Employer/stakeholder focus groups

- As useful as the dialogue with learners
- They appreciate the level of engagement
- How you might make things even better
- Good activity to do in a timely manner

Stakeholder surveys

- As with learner survey – enables you to gather simple high level quantitative data, as well as some useful qualitative data

Deep dives and lesson visits

- Visits to lessons
- Interviews and discussions with learners
- Meetings and discussions with curriculum managers
- Talking to teachers
- Scrutinising learners' work (in discussion with learners/staff)
- Evaluating learning materials and resources (classroom and online)
- Assessing learners' progress from starting points
- Assessing, as a result of their learning - **what learners know; what they understand; what they can do; what they can remember**

Section 6

Self-reflection and self-evaluation

Reflecting on, and evaluating review findings

- Involve as many staff as possible
- Reflect on review findings within teams
- Review distance travelled since previous SAR or inspection
- Identify key strengths and areas for improvement
- Consider how that might lead to improvement actions

Features of effective self-assessment process

- Learner-focused – based on their feedback and experiences
- Involves most staff in discussions and conclusions
- Based on broad evidence from reliable sources
- Identifies both strengths and weaknesses
- Evaluations are honest and objective
- Evaluates distance travelled in the year
- Process fully embedded in the quality cycle

Section 7

The Report Structure and process

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Do you need a self-assessment report?

- *Ofsted does not require self-assessment to be provided in a specific format. Any assessment that is provided should be part of the provider's processes and not generated solely for inspection purposes*

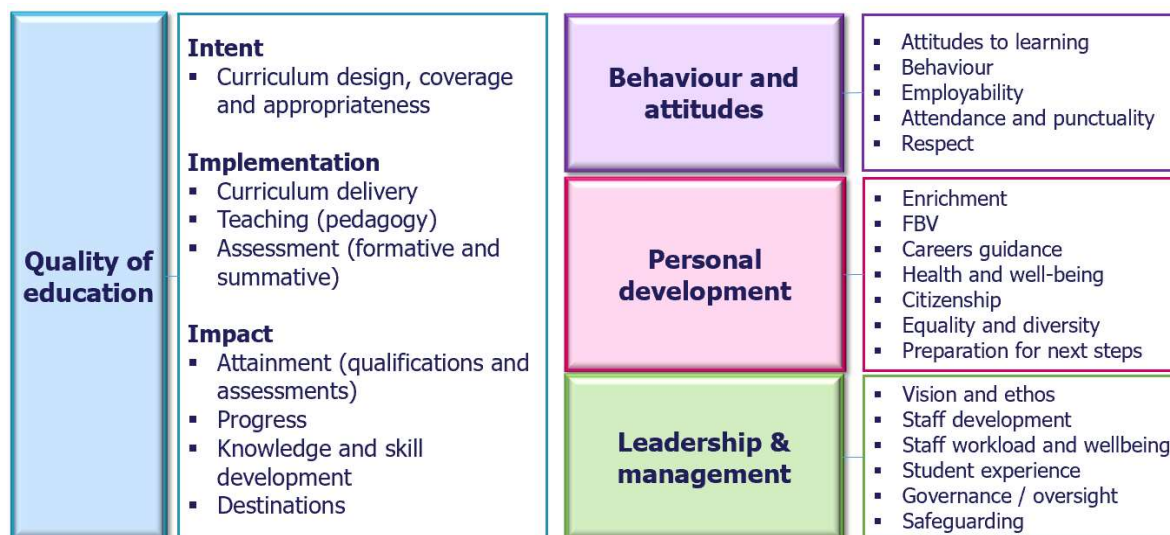
Extract from FES Inspection Handbook

- On completion of your SAR each year, you may email it to Ofsted:

FES.SAR@ofsted.gov.uk

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Structure for the self-assessment report (EIF)



Useful information from section 2 of the FES Inspection Handbook

- Consider the bullets under each key judgement
- Reflect on grading criteria for each key judgement
- Bullets and grading criteria for behavior and attitudes set out below

Behaviour and attitudes – the bullets extract

- A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.
- The setting of clear expectations for behaviour across all aspects of provider life, including at work.
- A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.
- Learner motivation and positive attitudes to learning are important predictors of attainment.
- A positive and respectful provider culture in which staff know and care about learners.
- An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse^[footnote 59] – online or offline. Staff deal with any issues quickly, consistently and effectively.

[Prevent duty self-assessment tool](#)

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Behaviour and attitudes – grading criteria

Good (2)

- Providers have high expectations of learners' behaviour and conduct and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct.
- Learners' attitudes to their education or training are positive. They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Learners have high attendance (bearing in mind the context of the pandemic as necessary) and are punctual. This includes participating in any distance-learning activities, such as online learning and virtual learning environments.
- Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action.

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Structure for the self-assessment report (EIF)



Benefits of grading your self-assessment

- Requires more in-depth analysis
- Compare performance year-on-year
- Celebrate strong areas and share best practice
- Focus more energy on the weaker areas
- Compare yourself against other providers

How to be honest in your judgements

- Use evidence and triangulate it
- Make short specific judgement statements
- Gather views and evidence from wide range of sources
- Avoid being overly influenced by your own opinions
- Take time over the process
- Ensure you have a sound validation process

SAR validation – who and how?

- Collaborative/reciprocal arrangements
- Project team (small) incorporating different partner stakeholders
- Managers/head of service from another provider
- Peer review
- Councillors/Governors from education background
- Reps from local schools/colleges, probation, DWP, other partners
- Consultant
- **Final report signed off by Councillors/Governors**

Section 8

Features of the best self-assessment process

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Features of the best self-assessment reports

- Clear executive summary – not too long
- Clearly explores strengths/weaknesses from a learner perspective
- Links clearly to corporate vision; mission, values, strategic priorities
- Makes comparisons to previous years
- Reflects the views of learners and other stakeholders
- Honest about areas for improvement
- Clearly links with the quality improvement plan
- [Link to example of a SAR](#) for Staffordshire County Council

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Summary (1)

- Consider how self-assessment dovetails with other key planning tasks
- Adopt a bottom-up approach
- Consider the subject/department/area level assessment
- Engage/empower all staff in some way
- Plan what you are doing in advance
- Be objective

Summary (2)

- Let the final judgements emerge organically if possible, over time
- Validate the draft report
- Engage governor/elected member involvement in process
- Also gain sign-off from staff, governors and elected members
- Throughout the year have a standing agenda item in all team meetings – what went well; even better if...



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Thank you - Questions