

HOLEX ACE

How to design and influence an effective
quality improvement process

**Module 4 – Drawing up an effective
improvement/action plan****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

- Aspiring and Middle Leaders
- ETF Leadership Standards provide guidance about professional expectations of leadership roles.
- This module promotes a selection of standards:



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Values and attributes



		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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Knowledge and understanding

Professional
Values and
AttributesProfessional
Knowledge and
UnderstandingProfessional
Skills

		Aspiring leaders		Middle Leaders
Knowledge and understanding	7	Develop your knowledge of effective financial and management practice	9	Maintain and update your knowledge of organisational governance and strategy translating it into an educationally sustainable operating plan
	8	Develop your knowledge of your organisation's governance structure and strategy, consider how you contribute to it.	10	Be abreast of local and national policies to enable proactive response to change
			11	Understand the key factors required with consideration to quality , financial viability and legislative compliance

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Professional Skills

Professional
Values and
AttributesProfessional
Knowledge and
UnderstandingProfessional
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	20	Critically analyse data with consideration to your area's contribution to organisational performance .

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Section 2

Introducing Module 4 Drawing up an effective quality improvement/action plan

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Module 3 Outcomes Effective improvement/action plan

Outcomes

- Understand the steps before quality improvement planning
- Building targets, ownership and accountability
- The 'Pareto' principle
- Reviewing progress and measuring success
- Staff development priorities and investment.

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Section 3

Some underpinning theory of quality management

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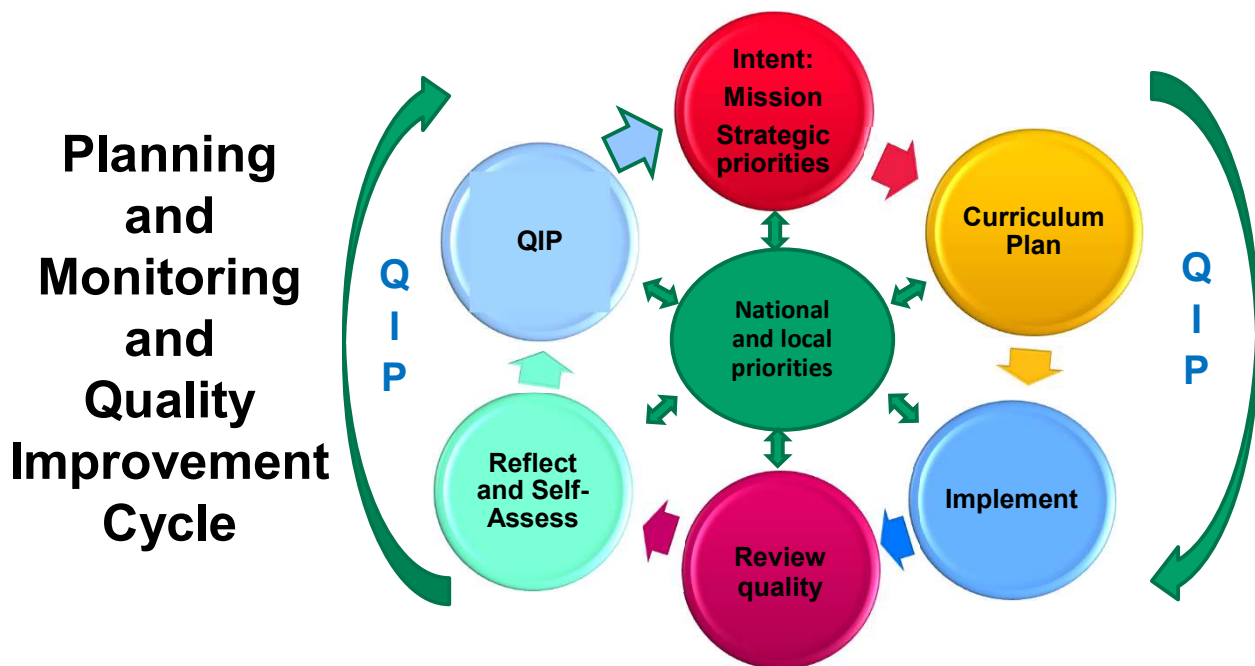
What is a quality management system?

- A quality management system (QMS) is defined as a formalised system that documents **processes**, **procedures**, and **responsibilities** for achieving quality policies and objectives.
- A QMS helps coordinate and direct an organisation's activities to meet **customer** and **regulatory requirements** and improve its **effectiveness** and **efficiency** on a continuous basis, to help achieve **excellence**.

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Three more useful definitions

- **Efficiency** – doing things ‘**right**’
- **Effectiveness** – doing the ‘**right**’ things right.
- **Excellence** – ‘**consistently**’ doing the right things right.



Benefits of an effective quality management system

- **Customer** satisfaction (funding agencies and learners)
- This leads to more customers, more sales, and more repeat business
- Setting organisation-wide **direction**
- Achieving **consistent** results
- Reducing **waste**
- Preventing **mistakes**
- **Reducing costs**
- Facilitating and identifying **training opportunities**
- Engaging **staff**
- Providing **evidence** to funders and/or local authority elected members

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Section 4

Self-assessment

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What is self-assessment?

- A key part of 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
- Precursor to quality improvement action plan

Main steps in the self-assessment process

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

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

Section 5

Key features of a quality improvement plan (QIP)

Key features of a QIP

- Flexibility in your approach
- Engage staff in identifying actions
- Culture of continuous improvement
- Seek the views of staff
- Embed action plan review in meetings agenda
- Establish measurable goals/KPIs
- Consider 'stretch' targets
- Include summary of proposed review process

Quality Improvement planning pitfalls

- Poorly stated expectations
- Too many targets
- Overly ambitious targets
- Insufficient time and resources
- Poor collaboration
- Underestimation of the time
- Poorly quantified goals
- Unaffordable solution
- Unexpected new problems

Treating the cause, not the symptom

- Example – Low attendance/punctuality

Section 6

Format for a QIP

QIP template

Strategic priority	Goal	Actions	Person responsible	Success measure	By when?	Review dates	Progress notes	RAG rating

Strategic Priority

Widen participation and increase engagement with the hardest-to-reach members of the community

Goal

To foster new relationships with local voluntary, community and third sector organisations within the local authority region

Actions

Build new relationships including with local women's groups drug rehabilitation and ex-offenders' groups.

Person responsible

Family learning and community engagement managers

Success measures

- Make contact with four new voluntary and community groups
- Schedule at least two new community programmes in response to demand identified through the new links

By when?

- 4 New contacts within 3 months
- 2 new programmes commence within 6 months.

Progress review period / dates

Every 3 months

Progress notes	RAG rating

- Status report
- RAG rating or traffic lighting
- Clear visual representation of progress

Section 7

The 'Pareto' Principle

‘Pareto’ Principle

- The Pareto Principle – Vilfredo Pareto (1896)
- Also known as the 80% / 20% rule
- ...A simple technique that helps you focus your efforts on the problems that offer the greatest potential for improvement

Pareto principle in a quality context

- 80 % of the output is determined by 20 % of the input
- Remaining 20% of the output from 80% of the input
- Seek out:
 - Cost-effective solutions
 - Quick wins
 - Biggest improvements with least effort
- Helps inform how you prioritise your resources and time

Pareto principle - Example

- Low attendance and punctuality
- Possible causes:
 - Mandatory attendance
 - Session takes place a school drop-off time
 - Course not what learners were led to expect
 - Learners bored by the lessons

Section 8

What next?

What flows from QIP process?

- Curriculum plan
- Strategic plan
- Risk register
- Budget and investment priorities (costed action plan)
- Staff development priorities
- Staff performance objectives
- Schedule of review and evaluation activities
- Accountability statement

Accountability statement

- Organisational purpose
- Contextual background
- Approach to developing annual accountability
- Identify key partner stakeholders and other links
- How strategy contributes to regional priorities
- Confirmation of governance sign-off
- Links to supporting documentation

Reviewing progress

- Establish a review process and timeline
- Consider the data that will be required
- Schedule admin support to facilitate the data capture
- Incorporate progress monitoring comments into QIP
- Consider a RAG rated process

Staff training and resource priorities

- Staff skillset
- Staff recruitment
- Staff development priorities
- Physical resources
- Investing in new resources

Section 9

Characteristics of a good QIP and maximising your success

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Characteristics of a good QIP (1)

- Set in the context of vision, mission, values, corporate priorities
- Process, more than document
- Identifies the root cause of the weaknesses
- Identifies improvement action(s)
- Prioritises improvement actions
- Identifies who is responsible (individual or team)

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Characteristics of a good QIP (2)

- Identifies targets/goals
- Identifies timeline
- Includes clear review stages
- Human and physical resource implications
- Improved learner experience and outcomes.

Maximising your likely success

- Committed leaders
- Ownership of the solution
- Motivated staff/teams invested in achieving successful outcomes
- Collaboration and synergy between teams
- Promoting a team ethos and shared ownership
- Creative exchanges
- Investment
- Timely reviews
- Report progress; celebrate success

Useful links

- Providers may wish to submit their QIP to Ofsted, along with your SAR. These should be sent to: FES.SAR@ofsted.gov.uk
- Providers may also wish to review LSIP guidance which can be found [here](#).

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Thank you - Questions