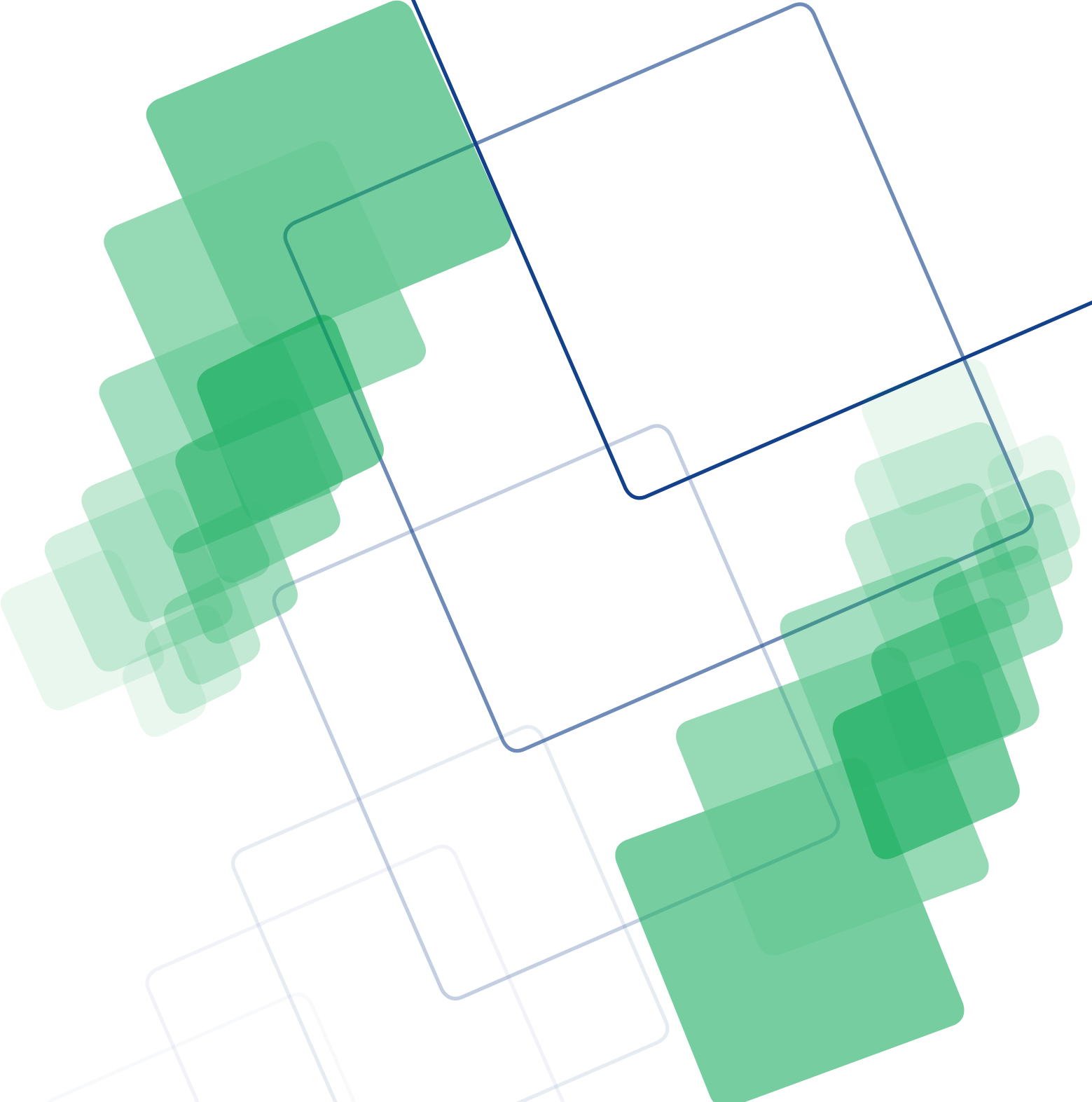


Norfolk Unites

- the one start shop for Norfolk Third Sector learning & skills



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Norfolk Unites Quality Report:

*Exploration of Quality issues for VCS learning
and skills providers*

**This report is part of a wider development work, Norfolk Unites.
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Introduction

The following report has been produced to aid VCS members in their understanding of Quality requirements connected to delivery of LSC funded provision, to include knowledge of the Common Inspection Framework.

Contained here are a set of documents to aid this understanding and awareness:

1. Common Inspection Framework requirements
2. The Common Inspection Framework and evidence
3. Help for providers preparing for self assessment and inspection
4. Surviving inspection
5. Workforce reforms
6. Framework for Excellence

1. The Common Inspection Framework Requirements

Voluntary and Community Sector

1. How well do learners achieve?

Effective practice that secures continuous improvement is evidenced by:

- learners' success in achieving challenging targets, including qualifications and personal learning goals
- improving achievement trends over time and clear action to address any equality gaps or significant variations in performance between groups of learners
- the standards of learners' work in relation to their learning goals
- learners' progress relative to their prior attainment and potential

and, where appropriate, by:

- the acquisition of skills that enhance employability, effectiveness at work and personal prosperity
- the development of skills that contribute to the social and economic well-being of the learner and extend their opportunities for active citizenship
- the behaviour of learners
- the attendance of learners
- the extent to which learners adopt safe practices and a healthy lifestyle
- learners' spiritual, moral, social and cultural development.

Checkpoints for CIF 1

In effective self-assessment, achievement is evaluated by the extent to which...	
1.1	results and retention rates compare well with local and national averages
1.2	trends in performance over time show continuous improvement or the maintenance of very high standards
1.3	the analysis of added value indicates that learners make at least the progress expected of them
1.4	standards are consistently high across the provider's work
1.5	challenging learning goals and targets are achieved
In effective self-assessment, achievement is evaluated by the extent to which learners...	
1.6	make significant progress towards fulfilling their goals and potential
1.7	are prepared for effective participation in the workplace and in the community
1.8	progress to relevant further or higher education, training or employment
1.9	reach appropriate levels in basic and/or key skills consistent with their main programmes of study or training.
1.10	develop the skills of critical evaluation, research and analysis
1.11	develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively
1.12	attend regularly and are punctual

2. How effective are teaching, training and learning?

Effective practice that secures continuous improvement is evidenced by:

- how well teaching, training and resources are used to meet individuals' needs and course or programme requirements
- the suitability and rigour of assessment in planning and monitoring learners' progress
- the diagnosis of, and provision for, additional learning needs

and, where appropriate, by:

- the involvement of parents and carers in their children's learning and development.

Checkpoints for CIF 2

In effective self-assessment, teaching, training and learning are evaluated by the extent to which teachers...	
2.1	show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme
2.2	use initial assessment to provide an accurate basis on which to plan an appropriate programme of work
2.3	plan effectively with clear objectives that all learners understand
2.4	use forms of assessment that are suitable for the courses and programmes being followed
2.5	use methods and styles of teaching and training that are consistent with the aims of their programmes and learners' personal objectives
2.6	ensure that learners use learning resources that are appropriate for effective independent study
2.7	carry out regular assessments that are fair, accurate and used effectively to plan an appropriate programme of work and inform learners of their progress
2.8	challenge and inspire learners
2.9	set, use and mark assignments and other tasks in a way that helps learners to progress
2.10	work with learners to develop individual learning plans informed by initial assessment that are reviewed and updated regularly
2.11	use materials and teaching methods that promote equality of opportunity
2.12	promote good working relationships that foster learning
In effective self-assessment, teaching, training and learning are evaluated by the extent to which learners...	
2.13	acquire new knowledge and skills, while developing in confidence and self-knowledge about how they are progressing and what they need to do to improve
2.14	have their achievements towards learning goals recognised, recorded and accredited
2.15	apply effort to succeed with their work, work productively and make effective use of their time
2.16	are stimulated and show interest in their work
In effective self-assessment, teaching, training and learning are evaluated by the extent to which the learning provider...	
2.17	uses assessment information, including the analysis of the performance of different groups of learners, to guide course and programme development
2.18	ensures that assessment, verification and moderation procedures follow regulatory body requirements
2.19	regularly and clearly informs those with legitimate interest, such as employers or parents, about learners' progress

3. How well do programmes and activities meet the needs and interests of learners?

Effective practice that secures continuous improvement is evidenced by:

- the extent to which courses or programmes match learners’ aspirations and potential, building on prior attainment and experience
- how far programmes or the curriculum meet external requirements and are responsive to local circumstances

and, where appropriate, by:

- the extent to which employers’ needs are met
- the extent to which enrichment activities and/or extended services contribute to learners’ enjoyment and achievement.

Checkpoints for CIF 3

In effective self-assessment, how far learners’ needs and interests are met is evaluated by the extent to which...	
3.1	learners have access to an appropriate range of courses or programmes and, where appropriate, achieve suitable qualifications
3.2	the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression
3.3	the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners
3.4	learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities
3.5	programmes of work take account of community and employer needs
3.6	legal requirements in relation to religious education and collective worship are fulfilled where they apply
3.7	multi-site provision and resources are effectively integrated to give a coherent programme of learning

4. How well are learners guided and supported?

Effective practice that secures continuous improvement is evidenced by:

- the care, advice, guidance and other support provided to safeguard learners' welfare, promote their personal development and help them achieve high standards
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and, where applicable, career progression
- the extent to which the provision contributes to learners' capacity to stay safe and be healthy.

Checkpoints for CIF 4

In effective self-assessment, the quality of guidance and support is evaluated by the extent to which...	
4.1	support arrangements are planned and managed coherently
4.2	impartial guidance enables learners to choose the course or programme which is right for them
4.3	careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training
4.4	procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action
4.5	induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme
4.6	individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training
4.7	learners have effective personal support to help them complete their course or programme, including access to specialist support services
4.8	guidance and support are sensitive to equality of opportunity
4.9	partnerships with other providers and relevant agencies involved in advice and guidance are effective

5. How effective are leadership and management in raising achievement and supporting all learners?

Effective practice that secures continuous improvement is evidenced by:

- the effectiveness with which performance is monitored and improved through quality assurance and self-assessment
- how effectively leaders and managers at all levels set clear direction leading to improvement, and promote high-quality care, education and training
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- the adequacy and suitability of staff
- the adequacy and suitability of specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money

and, where appropriate, by:

- the effectiveness of the links with other providers, services, employers and other organisations to promote the integration of care
- the extent to which governors and other supervisory boards discharge their responsibilities.

Checkpoints for CIF 4

In effective self-assessment, the effectiveness of leadership and management is evaluated by the extent to which...	
5.1	clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work-placement providers
5.2	demanding targets for retention, achievement, progression and employment are set and met
5.3	the quality assurance arrangements are systematic and informed by the views of all interested parties
5.4	rigorous self-assessment leads to identified priorities and challenging targets for improvement
5.5	priorities are supported through responsible financial management
5.6	there are explicit aims, values and strategies promoting equality for all, and these are reflected in the provider’s work
5.7	there are enough qualified and experienced teaching, training and support staff to match the demands of programmes and the range of learners
5.8	the professional development of staff contributes to their effectiveness

5.9	staff understand and are fully involved in the organisation’s quality assurance arrangements
5.10	the information needs of managers and other staff are met and management information is used effectively to the benefit of learners
5.11	performance management, staff appraisal and review are effective in improving the quality of provision
5.12	efficient and effective use is made of resources
5.13	learning resources and accommodation allow all learners to participate fully
5.14	specialist equipment and materials are used, including facilities which are relevant to the workplace and meet current industrial standards
5.15	accommodation provides a suitable setting for good teaching, training and learning and support for learners
5.16	learners work in a safe and healthy environment
5.17	there are effective procedures for dealing with appeals and complaints
5.18	the ‘best value’ principles of comparison, challenges, consultation and competition are applied in securing resources and services
5.19	governors or other supervisory boards effectively oversee the provider’s strategic direction, and regularly monitor the quality of provision and their own performance

What Skills for Life Provision for Learners in the Voluntary and Community Sector Should Include

Adult learning in literacy, numeracy and ESOL in the voluntary and community sector context should be underpinned by:

- the national standards for literacy, numeracy and ESOL
- the core curricula for literacy, numeracy and ESOL, with a curriculum framework for learners with learning difficulties and/or disabilities
- a common screening tool
- a common approach to initial assessment
- diagnostic assessment
- appropriate learning materials.

What an adult learner can expect

An adult learner receiving tuition in literacy, numeracy and ESOL in the voluntary and community sector context should expect:

- good advice on how to improve their skills
- a report resulting from their diagnostic assessment
- an individual learning plan
- a programme of learning relating to the national standards and matching their aims and aspirations
- full involvement in planning and reviewing their learning
- feedback and support on their progress
- flexible forms of learning which suit their needs and preferences
- a range of opportunities to acquire non-externally accredited achievements as a springboard to nationally recognised qualifications
- expert and impartial advice on progression routes to other education, training or employment opportunities.

What a learning organisation for learners in the voluntary and community sector should provide

All providers of literacy, numeracy and ESOL for learners in the voluntary and community sector must:

- prepare and undertake an annual self-assessment that informs their plans to address weaknesses and secure continuous improvement
- monitor, recognise and record all learner progress through non-externally accredited achievement as well as through national qualifications
- raise the level of competence of all teachers of literacy, numeracy and ESOL by offering opportunities for continuing professional development and access to programmes of training that lead to nationally recognised qualifications.

The Skills for Life Strategy Unit is committed to ensuring that all learners seeking to improve their skills have access to high-quality materials and support in literacy, numeracy and ESOL irrespective of past experience, skills level or learning context.

2. The Common Inspection Framework and Evidence

1. a SAR should be produced, aligned to the sections of the revised CIF, with each key question graded; an introduction, of no more than two pages, will describe the context of the college and the self-assessment process
2. the SAR will include judgements on all provision falling within the remits of Ofsted and the former ALI
3. curriculum area report sections should be aligned as closely as possible to the new areas of learning
4. an appendix should contain key data, for example, current enrolments by area of learning and age; and information on learners' success
5. judgements should be clearly referenced to supporting evidence
6. judgements should be divided into strengths, areas for improvement and improvements since the last inspection
7. there will be an agreed date for submission of the SAR
8. in general there will be no requirement for colleges to update their SARs between annual submission dates; however, when notified of their inspection, colleges may choose to provide the inspection team with an updated SAR.

The reviews will evaluate the extent to which for each area the following five outcomes for children and young people are being met:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being.

Framework Area	Possible sources of evidence	Matrix	Investors in People	Customer Service Excellence
<p>How well do learners achieve?</p> <ul style="list-style-type: none"> ● learners' success in achieving challenging targets, including qualifications and learning goals, with trends over time, and any significant variations between groups of learners (3) ● the standards of learners' work in relation to their learning goals (3) ● learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners (3) ● the extent to which learners enjoy their work (3) ● the acquisition of workplace skills (4,5) ● the development of skills which contribute to the social and economic well-being of the learner (2,4,5) ● the emotional development of learners (1) ● the behaviour of learners (1,2) ● the attendance of learners (2,3) ● the extent to which learners adopt safe practices and a healthy lifestyle (1,2,5) ● learners' spiritual, moral, social, and cultural development (3,4) ● whether learners make a positive contribution to the community. (4) 	<ul style="list-style-type: none"> * the self-assessment report * performance against targets * qualification success rates, retention rates, pass rates * analysis of performance compared with appropriate national benchmarking data i) value-added and distance travelled data for learners aged 16–19 ii) distance travelled data for adult learners on accredited courses * class registers * attendance rates and progression rates * performance records of individual learners, including tutorial records and reports of individuals' progress compared with targets in their individual learning plans * judgements relating to standards made by external examiners, verifiers and moderators * lesson observations, discussions with learners and scrutiny of learners' work, including practical work in progress and finished practical work * for work-based learners, any workplace supervisors' or assessors' records of the acquisition of workplace skills * any other evidence, whether or not quantifiable, that indicates learners' progress, their spiritual, moral, social, or cultural development, or their contribution to the community ● Initial assessments * Exit interview records of those who leave early * Learners written or practical work including portfolio evidence * Achievement data * Student satisfaction surveys 	<p>Matrix</p>	<p>IiP</p> <p>2,4,5,7,9,10</p> <p>9,10</p> <p>9,10</p>	<p>CSE</p> <p>2,3</p> <p>2,3,4,5</p> <p>5</p> <p>4</p> <p>4</p> <p>4,5</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>1,3,4,5</p>

How effective are teaching, training and learning?	Matrix	IIP	CSE
<ul style="list-style-type: none"> • how well teaching and/or training and resources promote learning, address the full range of learners' needs and meet course or programme requirements (3,4) • the suitability and rigour of assessment in planning and monitoring learners' progress (3) • the identification of, and provision for, additional learning needs (3), * the involvement of parents and carers in their children's learning and development. (3) 		<ul style="list-style-type: none"> • aggregated records of lesson observations • records of the observation of individual teachers • discussions with learners, both individually and in groups; inspectors might ask learners to bring samples of work to these meetings • discussions with teachers and managers • scrutiny of learners' marked work and practical work • inspection of lesson plans and schemes of work • analysis of learners' feedback in surveys of their opinions. • records of initial assessment and the process of establishing learning goals • learners' assessed written work and other assignments • assessment policies, records and reports • records of progress reviews with learners • course assessment plans • observation of assessment activities • interviews with assessors and internal verifiers • views of employers and parents who are supporting learners • views of learners • authorised witness testimonies • records of assessment and observation of learners' performance • records of discussions with staff responsible for learners' performance • learners' portfolios • learners' responses to written and oral questioning. • observation of clients during sessions, including job searching and employability training • literacy, numeracy and language support sessions • records of work placements • visits to work placements • clients' responses to activities • records of assessment and reviews. • observation of learners during lessons and practical activities 	<ul style="list-style-type: none"> 4 4 1 2 4 4 1,2,5 5 5 4 1 1 4 4 2 4 4 4 4 4

<ul style="list-style-type: none"> discussions with learners, tutors, managers and workers in the local community documents relating to learners' progress and achievements, including learning plans; records of individual learners' achievements; records of the accreditation of learners' prior learning and experience; learning diaries; data on, and analyses of, learners' achievements and destinations examples of learners' work, including exhibitions, displays or demonstrations of work audio, video-recording or photographic evidence of learners applying their acquired knowledge and skills community surveys demonstrating the impact that learning has had on quality of life and local affairs, for example the development of community groups. 	<ul style="list-style-type: none"> discussions with learners, tutors, managers and workers in the local community documents relating to learners' progress and achievements, including learning plans; records of individual learners' achievements; records of the accreditation of learners' prior learning and experience; learning diaries; data on, and analyses of, learners' achievements and destinations examples of learners' work, including exhibitions, displays or demonstrations of work audio, video-recording or photographic evidence of learners applying their acquired knowledge and skills community surveys demonstrating the impact that learning has had on quality of life and local affairs, for example the development of community groups. 	1,2,3,4	2 4 4 4 1,3,5
<p>How well do programmes and activities meet the needs and interests of learners?</p>		IiP	CSE
<ul style="list-style-type: none"> the extent to which programmes or activities match learners' aspirations and potential, building on prior attainment and experience (3,5) how far programmes or the curriculum meet external requirements and are responsive to local circumstances (4,5) the extent to which employers' needs are met (5) the extent to which enrichment activities and/or extended services contribute to learners' enjoyment and achievement (3,4,5) the extent to which the provision contributes to the learners' capacity to stay safe and healthy. (1,2) 	<ul style="list-style-type: none"> development plan documentary evidence of external links Information, Advice and Guidance (IAG) records promotional IAG material individual learning plans student feedback surveys/focus groups data provider action plans/strategy for encouraging participation by under represented groups 	5 5 4 1 & 3 7	1,2,5 3,5 4,5 1,5 1,2,3,5 1,3 1,3

How well are learners guided and supported?		Matrix	IiP	CSE
<ul style="list-style-type: none"> the care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards (1,2,3) the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression. (3,5) 	<ul style="list-style-type: none"> recruitment and guidance procedures arrangements to support learners with learning difficulties and/or disabilities tutorial and additional support polices and procedures learner interview records individual learning plans observation records for induction sessions observation records for additional support sessions IAG records advice and guidance materials procedures for monitoring attendance, punctuality and performance risk assessments of relevant activities learner feedback through surveys 	ALL		3,5 3,5 3,5 4 4 4 3 1,3 5
<ul style="list-style-type: none"> how effectively performance is monitored and improved through quality assurance and self-assessment how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected the adequacy and suitability of specialist equipment, learning resources and accommodation how effectively and efficiently resources are deployed to achieve value for money 	<p>How effective are leadership and management in raising achievement and supporting all learners?</p> <ul style="list-style-type: none"> policy and operating statements and Business plans organisation and management structures, including the corporation's committee structure quality assurance policies and procedures, and evidence of their implementation quality improvement procedures and arrangements equal opportunities and race equality policies and procedures, and evidence of their implementation arrangements for communication with staff arrangements for informing governors of curriculum, quality assurance and financial issues information on the membership of the governing body moderators', verifiers' and Financial reports written agreements with subcontractors targets for staff/subcontractors and monitoring arrangements self assessment reports development and action plans 	Matrix 1,2,5,6,7,8 1,2,5,6,7,8 8	IiP 1,2,3,9 4,5 1,2,7,9,10 2,9,10 1,3,5,6 1,4,5,9 1,10 2,4,5,7,9,10 4,5,6,7,9,10	CSE 1,2,3,5 2, 2,3,4,5 3,4,5 2,5 4,5 4,5 4 4,5 2,3,5 2,5

<ul style="list-style-type: none"> • how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being • how effectively governors and other supervisory boards discharge their responsibilities. 	<ul style="list-style-type: none"> • management information • arrangements for monitoring and recording learners progress • agenda and minutes of meetings • procedures for dealing with bullying/harassment • equal opportunities data • complaints and appeals procedure and records • analysis of the cost of training • records of learners achievements and retention rates • tutor observation records including monitoring lesson plans and materials used • records of interviews with learners/learner surveys • records of visits to monitor service level agreements with subcontractors • staff qualification and professional development records 	7	7	9,10 4,5 7,8,9 3 3 9,10 9,10 6,9,10 6,7,10 2,3,4,5,6,8 2,5
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3. Help for Providers Preparing for Self-Assessment and Inspection

How to prepare for self-assessment and inspection

The purpose of inspection is to ensure that learning programmes maintain good standards across the country. No learner should receive a worse deal because she or he has attended a venue run by the voluntary and community sector rather than the best college or local authority.

Many people working within the voluntary and community sector have yet to experience their first inspection. It may help to look on inspection as a means of helping you towards the goal of continuous improvement. Avoid the trap of 'window dressing' to make your provision and practices fit what you perceive to be required. Instead, concentrate on providing evidence to support your achievements and those of your learners. This will include:

- sound data on retention, achievement and progression
- case studies of learners who have achieved excellent results, or who have progressed to other forms of education or employment
- a good variety of learners' work
- copies of ILPs, session and course plans and progress reviews
- records of learners' achievements, such as certificates, photographs or learning journals
- records of staff development
- copies of relevant plans and policies.

Those organisations or groups receiving LSC funding, or who are subject to inspection, will be familiar with preparing self-assessment reports. All who offer Skills for Life provision will benefit from reviewing their work and evaluating their success. Organisations and groups in the voluntary and community sector should familiarise themselves with the Common Inspection Framework (CIF). They should address the five questions in the CIF in their self-assessment. Self-assessment should involve staff, learners, managers, learner supporters, partners, support agencies and members of the management committee (or board of directors).

It should be a document that is perceived to be useful rather than purely one that is produced for funding or inspection purposes. Self-assessment should be based on an analysis of strengths and weaknesses in making progress against targets, in achieving the priorities outlined in the development plan and of the results of monitoring quality. It should focus on learners' progress and experience.

It should also:

- be rigorous
- be honest
- have clear strengths and weaknesses supported by evidence
- contain SMART targets for improvement.

How to monitor and record progress

Each step of a learner's journey from the moment they first approach the voluntary and community sector organisation or group should be recorded. This not only provides valuable evidence for inspection but enables the organisation to ensure that a learner is on the right path: that they are getting the best advice and support and that they are making at least the progress that is expected of them.

The outcomes of initial assessment should inform SMART targets that are recorded in the individual learning plan (ILP). Where the learner is working towards learning goals in other subjects, the ILP should show how literacy, numeracy and language targets contribute towards achieving those goals. Progress against these targets should be recorded carefully in the ILP and monitored during progress reviews that are held at regular intervals. New or amended targets or learning goals that emerge as the learner progresses should also be recorded. Learners should have the opportunity to work towards nationally recognised accreditation. Where the learning programme is too short, or where they are content to work towards non-accredited outcomes, their achievement and milestones should be carefully recorded. It is especially important to track the progress and refresh the ILPs of those learners who are among the hard to reach and who may attend erratically, although of course regular attendance should be encouraged.

How to help ensure effective staff development

The best learning organisations encourage their staff to develop and update their skills and knowledge. New teachers and learner supporters should complete the qualifications outlined in the Skills for Life National Qualifications Framework (NQF), while existing staff should have access to continuous professional development.

Staff development needs should be identified through an audit of skills and qualifications, the results of appraisal and teaching observation, and linked to the organisation's or group's priorities. These should then be addressed in a plan that:

- includes targets for staff qualifications
- describes arrangements for staff to work towards these awards
- identifies the staff development needs of Skills for Life managers and coordinators

- anticipates participation in local, regional and national training programmes
- makes provision for Skills for Life awareness training at all levels of the organisation.

Of course staff develop their skills and knowledge and improve their effectiveness through means other than training. There should also be:

- opportunities for staff to work and meet together, and to share ideas and materials, including opportunities to meet staff from other organisations, especially if they work in isolation
- sound staff induction and appraisal arrangements
- opportunities to visit other areas of the organisation, or other organisations, to explore good practice
- encouragement for learner supporters or teachers of other subjects, to become qualified Skills for Life teachers if they have the appropriate qualities and skills
- a culture that values individual contributions, rewards initiative and encourages reflective practice.

4. Surviving Inspection

- Evidence, evidence, evidence ... is the key ... as is preparation
- Identify the lead person for inspection – plus an understudy
- If sub-contracted follow the main contractors quality guidelines to the letter
- If contracted directly ensure that you have a robust quality system that is understood by all
- Consider how you will demonstrate that you operate a quality operation
- Use the guidance within the CIF and Inspectors handbook to produce a checklist of what evidence you need to have in place – make sure you have this all in place NOW
- Be clear about your strengths and have evidence to hand to support these but always ask yourself are your strengths just the norm or is there real value added
- Be equally clear about your weaknesses – make sure that you are clear why they are weaknesses and what you need to do to improve
- Benchmark achievement, success rates etc. against others
- Have “distance travelled” measures for soft outcomes
- Ensure that all your staff have the appropriate qualifications and training
- Make sure you have feedback from your learners – they will be seen as part of the inspection process
- Ensure that everyone is fully briefed about inspection, is aware of the Self Assessment strengths and weaknesses and understand their role
- Consider using a “critical friend” to validate your self assessment
- Have hard evidence to hand – registration forms, registers, ILPs etc
- Be inventive in recording soft outcomes – visual, video or computer methods – but be consistent across groups/teams

5. Workforce Reforms

In September 2007, the government introduced regulations aimed at ensuring that the further education and skills sector has a qualified, professional workforce with up-to-date subject and teaching skills.

These reforms cover the whole sector and apply to all those delivering FE provision through a contract or funding agreement with the Learning and Skills Council (LSC). The regulations are statutory only for FE colleges and are being incorporated into LSC contracts, **including those for providers operating in work-based, adult and community, offender and voluntary settings.**

Deadline for VCS Tutors to Register with Institute for Learning

30th September 2008 deadline for LSC funded provision.

The 2007 regulations require all teachers in further education colleges in England to be registered with the Institute for Learning by the 31st March 2008. The professionalisation agenda for teachers extends beyond the regulated sector, with local Learning and Skills Council contracts requiring the same degree of compliance from teachers in other funded provision. Given the type and nature of provider contracts in the wider learning and skills sector there is a longer lead time for registration, with these teachers needing to be registered by the 30th September 2008.

The qualification requirements stand for all new teachers in the wider sector. The achievement of the Preparing to Teach award within the first year of employment and progression, through to the Certificate or Diploma routes, to Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) within 5 years of employment.

New Teachers (post September 2007) must:

- Register with the Institute for Learning within 6 months of appointment.
- Complete the Preparing to Teach award within 12 months
- Complete initial teacher training (Diploma or Certificate)
- Achieve QTLS or ATLS status within 5 years of appointment
- Demonstrate commitment to CPD.

Existing teachers (pre-September 2007) must:

- Register with the Institute for Learning by 31st March 2008 if working in an FE College or by 30th September 2008 if working in other LSC funded provision.
- Demonstrate commitment to CPD
- Electively apply for QTLS from September 2008 (personal choice).

For further details visit the Institute for Learning web site

6. The Framework for Excellence

How the framework will be used

Learning and Skills Council

- The Framework for Excellence (the Framework) will define the level of interaction between the LSC, other agencies and colleges and providers
- The LSC will use the outcomes from the Framework, together with other findings, to support assessment of risk to local and regional delivery
- The Framework will assess value for money and the return on public funds
- The LSC will expect all providers to use the Framework's scores as part of the evidence for self-assessment

Ofsted

- Within the single framework for provider performance assessment, the Framework for Excellence and inspections are strongly linked and complement each other.
- Ofsted will use risk assessment to determine the urgency/priority of a provider/service for inspection, and also the degree of the inspection's intervention
- The revised inspection handbook for September 2008 will include information on how inspectors should begin to take account of performance scores from the Framework
- The Framework for Excellence score for the overall quality of provision will be based on the current inspection view of overall effectiveness. This will be derived from the most recent inspection judgement

LSIS

- The new LSIS (formerly the QIA) will use the Framework's data to underpin the development and targeting of its programmes and services.

Benefits

- The Framework for Excellence will raise the visibility of the Further Education (FE) sector and enhance its reputation. It is designed to provide an appropriate balance between fitness for purpose, sustainability, cost and bureaucracy. The use of the Framework across colleges and providers will enable employers and members of the public to make informed choices about the best provider for their needs. Improved decision-making will result from better information, at learner, provider, commissioner and national levels.

Learners

- The Framework will provide information for learners and their supporters, such as their parents and guardians, to enable them to make informed choices

Employers

- The Framework will provide a consistent rating of providers, so that employers are able to factor this into their decision-making process
- Skills brokers will use the Framework scores to support recommendations to employers
- There will be two quality marks for employer training: the Training Quality Standard (TQS - formerly known as the New Standard) and the Framework for Excellence

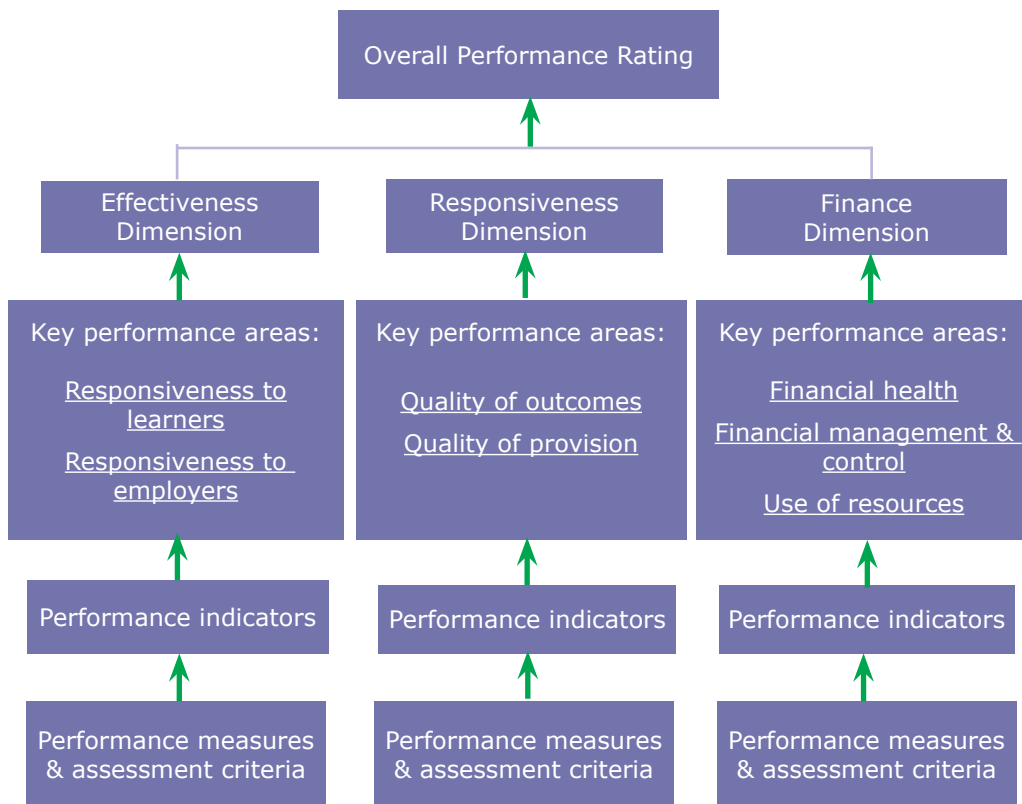
Providers

- Providers will be able to use the Framework to assess and improve their own performance, and incorporate the findings of self-assessment into reports for governing bodies and boards
- Providers will be able to compare themselves against standards of excellence and support continuous improvement through self-assessment
- The Framework will enable providers to demonstrate excellence where it already exists and help to develop it
- Providers who achieve the TQS will automatically be rated 'outstanding' across the whole 'Responsiveness to Employers' Key Performance Area (KPA), for the period for which it is awarded (usually three years)

Scope

- In 2008/09, the Framework for Excellence (the Framework) will apply to all FE, tertiary, sixth-form, agricultural and horticultural, and art and design colleges, and to private training providers that deliver Apprenticeships, Train to Gain and other LSC employer responsiveness-funded provision.
- The Framework will be piloted in 2008/09 by adult and community learning providers, independent specialist colleges and other providers not included for implementation in 2008/09.
- From summer 2009 the Framework will apply to all providers that receive some element of LSC funding, except learndirect and providers that deliver European Social Fund provision only
- The Framework will apply to all FE providers from summer 2010.

Structure



Performance Dimensions

The Framework for Excellence comprises three performance dimensions that are widely recognised as critical constituents of performance; Finance, Effectiveness and Responsiveness. Finance consists of three Key Performance Areas (KPA):

- Use of Resources
- Financial Management and Control
- Financial Health

Each KPA is graded and the results combined to arrive at the overall grade for the Dimension.

The Use of Resources KPA consists of three Performance Indicators:

Funding Economy - assesses to what extent a provider has used LSC funds to deliver priority provision and has delivered in relation to their original allocation or contract value

Resource Efficiency - assesses a provider's use of LSC funds for each successful outcome and their comparative cost for each learner

Use of Capital – n/a for 3rd sector

The Financial Management and Control KPA examines a provider's financial management and governance in the use and application of LSC funds. Providers self-assess and grade their financial management and control arrangements using the LSC's Financial Management and Control Evaluation (FMCE) form.

The LSC supplies guidance to help providers complete the forms in a consistent manner. On receipt, the LSC validates the forms, taking into account the results of audit work at providers and other relevant information, to arrive at the final grade for this KPA.

The Financial Health KPA measures provider's financial status in terms of current financial performance and ability to meet ongoing financial commitments. It consists of three Performance Indicators

Solvency - Current ratio = current assets divided by current liabilities

Sustainability - Operating surplus/deficit divided by turnover/income

Status - Total debt as a percentage of reserves and debt

For non-college providers, there is no standard means of submission or collection of this data. Much of the data is readily available, for example, from Companies House. Where additional information is required this is likely to be readily available from providers' existing records. Options for data collection to support data already collected may include the use of an electronic submission via the existing provider gateway or the collection of financial accounts within the LSC's contracting processes.

Effectiveness includes the following Key Performance Areas (KPA):

Quality of Outcomes

Quality of Provision.

Quality of outcomes

- The Quality of Outcomes KPA consists of a single performance indicator - Success Rates

Quality of provision

- The Quality of Provision Key Performance Area (KPA) has one performance indicator: Ofsted's current judgement on the overall effectiveness of the provider
- New providers that have not been inspected in the current or previous cycles, will be exempt from the Quality of Provision KPA until such time as they have been inspected by Ofsted.

The Quality of Provision KPA will also take into account the findings of monitoring visits which identify provision as 'satisfactory but improving' and 'satisfactory and not improving'.

Responsiveness

The Responsiveness to Learners dimension of the Framework for Excellence consists of two Key Performance Area's (KPAs):

- The Results of a Learners Views survey
- Learner Destinations

Learner views

The performance measure is a score derived from a Learner Views questionnaire that captures learner's perceptions about:

- The information, advice and guidance they received from their provider
- The quality of teaching and learning on their programme
- Their overall satisfaction with their learning experience
- Their satisfaction with their learning experience
- Their satisfaction with the level of support available to them from their provider
- Whether they are treated fairly and with respect

Details of the scoring methodology for Learner Views will be provided in the September 2008 provider guide update.

Learner destinations

All learners on a priority programme who achieved at least one relevant qualification will be included in this indicator.

- all learners aged 16–18
- all learners on Apprenticeships and Advanced Apprenticeships
- all learners on Train to Gain programmes
- all learners on target-bearing Skills for Life programmes
- all adults on programmes contributing to a full Level 2 or full Level 3 qualification, as flagged on the ILR.

The performance measure for Learner Destinations is the proportion of learners completing an LSC-funded programme in one academic year, and progressing in the next academic year to a destination defined below:

- enrolled in priority learning with the same level of highest learning aim
- progressed to learning with a higher level of highest learning aim

- remained in employment/self-employment with improved job security or enhanced career prospects
- entered employment or self-employment from learning
- entered employment or self-employment or training having previously been outside the labour market.

Responsiveness to employers

The Responsiveness to Employers Key Performance Area (KPA) has two performance indicators:

1. Employer Satisfaction
2. Amount of Training

This is unlikely to apply to 3rd sector organisations unless delivering LSC funded training to employers

Weightings and overall performance ratings (OPR)

- The data/success rates used to monitor outcomes will be produced nationally.
- The three dimensions of the Framework will be weighted equally
- The provisional assessment criteria for the different grades for each PI are explained in the 2008/09 Provider Guide (see publications below)
- In May 2009, there will be a limited publication of Framework scores for 2007/08. All outputs from the Framework will be published in spring 2010.
- Discussions are currently underway as to how best to publish data and to what level. A study is to be carried out, investigating user expectations and requirements which will inform the publication methods

Preparation

- New guidance will be published in autumn 2008 to outline what providers need to do to incorporate the Framework for Excellence into their SARs.
- The June 2008 Version 1 of the Framework details data collection methods to be used for providers who are not yet in scope, and how that information will inform decisions. These providers should begin to consider the Framework in the context of their business and their self-assessment.

Calendar

Month	Event / Publication	Description	Date
June 2008	FfE Provider Guide	This guide provides a detailed description of the Framework for Excellence as it will be implemented in the academic year 2008/09	03/07/2008
June 2008	FfE Policy Document	Following extensive piloting during 2007/08, this latest policy document describes arrangements for the first year of the Framework's implementation (Version 1) by colleges and work-based learning providers	01/07/2008
Sept 2008	Update of FfE Provider Guide	This guide provides a detailed description of the Framework for Excellence as it will be implemented in the academic year 2008/09	TBC
Oct 2008	Revised Learner Views survey questions made available		31/10/2008
Oct 2008	Publication of Contextualisation report		TBC

Publications

The following useful publications can be downloaded from this document

Framework for Excellence: Provider Guide 2008/09

Date published: 03/07/2008

Guide for Providers relating to the implementation of the Framework for Excellence

Framework for Excellence: Putting the Framework into Practice

Date published: 03/07/2008

Framework for Excellence: Putting the Framework into Practice - policy document

Framework for Excellence Pilot Evaluation Report

Date published: 05/06/2008

Evaluation of Framework for Excellence Pilot Programme

Implementing measures of success: the handbook section 10 - recognising and recording progress and achievement

Date published: 11/04/2008

Recognising and Recording Progress and Achievement (RARPA) describes an approach to the quality assurance of provision in the learning and skills sector that focuses on individual learner achievement. The RARPA approach gives providers a framework for supporting the progress and achievement of learners, through consistent and effective methods of recognising and recording.

Qualification Success Rates

Date published: 11/04/2008

Updated section on quality success rates for the implementing measures of success handbook.

Framework for Excellence: How the Framework Will Work

Date published: 20/03/2008

This June 2007 policy document outlines the Framework for Excellence, the new performance assessment and performance management framework for the FE sector.

