

Framework for Excellence



Embedding the Concepts

Integration into the SAR
and other College Systems



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FfE – Embedding the concepts



In the beginning...

- Formed from merger of People's College and Broxtowe College in June 2006
- Merger discussions started Nov 2005 – very fast process
- Initially had to live with inconsistencies in many processes

In the beginning...

- Early decision to operate a highly devolved model of accountability
- 4 Curriculum Directorates/31 Curriculum Divisions
- 20 cross-college Support Service Divisions
- Devolved autonomy for
 - Financial management/Staffing/Resources
 - Curriculum development
 - Quality Improvement
- Need for rigorous internal review mechanism to drive excellence and financial stability

The SAR Process – Phase 1 – post merger

- SAR maintained 2 processes, models and formats
- Little ownership due to large changes in structure
- Initial SAR pulled together painfully primarily using top level data.
- Large inconsistencies between this data and team SARs
- Process succeeded largely due to availability of merged success data from day 1
- Multiple weaknesses in processes - little chance of standing up to rigorous external scrutiny

Introducing Framework for Excellence

The stealth
process.....



Introducing FfE

- Chosen as a pilot college on basis of recent merger experience
- Set up cross-college pilot team covering main areas
- Decided against 'Big bang' approach
- Introduce FfE by adapting systems and processes
- Decision for active involvement in development groups to build understanding

The SAR Process – Phase 2 - 2007

- Needed to develop single process that would stand up to rigorous external scrutiny
- Drive and mission to move to Outstanding
- Opportunity for fresh start- neither previous system satisfactory
- Decision to base SAR on FfE dimensions
- High risk approach – would FfE be another transient initiative?
- At this point little was published on FfE indicators

The SAR Process – Phase 2 – Team Level

- Common process for Curriculum and support areas with minor differences
- Responsiveness
 - Employers
 - Learners
 - National and Local Priorities
- Effectiveness
 - CIF Key Questions 1-5
 - Including ECM and E&D
- Financial Efficiency
 - Have recruitment targets been achieved?
 - Does the division operate from a secure financial base?
- Supported by high quality online data reports

FfE – Embedding the concepts



The screenshot shows a Microsoft Internet Explorer browser window titled 'Report Manager - Microsoft Internet Explorer'. The address bar contains the URL: <http://onlinereports.broxtowe.ac.uk/Reports/Pages/Folder.aspx?ItemPath=%2fSelf+Assessment+Reporting&ViewMode=List>. The page content is for 'Castle College Online Reporting Services' and is titled 'Self Assessment Reporting'. It includes a search bar and navigation links: 'Home | My Subscriptions | Site Settings | Help'. Below the navigation is a 'Contents' tab and a 'Properties' tab. The main content area lists several reports:

- [New Folder](#) [New Data Source](#) [Upload File](#) [Show Details](#)
- [Course Level SAR](#)
Report containing the SAR data for a single course. There is an option to hide the blue 'in year data' for the final report. If retention rates seem low this is because learners are not considered to be 'retained' until they reach the end of their course - use the 'in year' retention rate as a rough guide. The outstanding data columns show how many learners have yet to be 'completed' on the course and how many have yet to have achievement confirmed. NEW - NOW INCLUDES PUNCTUALITY. Updated: WEEKLY
- [Division - Faculty Level SAR Part 1](#)
Part 1 of the Faculty-Division Self Assessment Report showing the top level summary of Success, Retention and Achievement. The report defaults to a 'whole college' view. Updated: WEEKLY
- [Division - Faculty SAR Part2](#)
Part 2 of the Division-Faculty SAR showing the success rates versus Gender, Ethnicity and Additional Support Requirements. The Report defaults to a 'whole college' view. Updated: WEEKLY
- [SAR Division Summary Key Skills](#)
Part 3 of the Division-Faculty SAR showing the success rates for Key Skills qualifications. The Report defaults to a 'whole college' view. Updated: WEEKLY
- [SAR Division Summary Key Skills - Confetti and Whole College Only](#)
Part 3 of the Division-Faculty SAR showing the success rates for Key Skills qualifications. Please only use this report to look at the 'whole college' view or for Confetti. Report defaults to a 'whole college' view. Updated: WEEKLY

The status bar at the bottom shows 'Local intranet'.



View Properties History Subscriptions

Select Division: Select SubDivision (Optional):

Select Course: Show Outstanding Data: True False

1 of 1 100% Find | Next Select a format Export

2006-07 Course Self Assessment Report for Art and Design - A2 LEVEL ART AND DESIGN-AMC-DAY - A23ARDSCD

Course Title:	A2 LEVEL ART AND DESIGN-AMC-DAY			Course Code:	A23ARDSCD	Level:	3	Fund Stream:	LSC	
Learners:	6	Gender - Female: 100%	Male: 0%	Ethnic Minority: 0%	ALS: 0%	14-16: 0%	16-18: 100%	19+: 0%		
Attendance:	94%	Punctuality: 98%								
Division:	Art and Design									
Faculty:	Science and Creative Studies									
Team Leader:				Tutor(s):			Course Rep(s):			
Course Description:	A2 Level Art and Design									

Results Tables

GCE A2 Level Art & Design					Duration:	Long	1 Year			
End Year	Starts	Retention	BM Retention	Achievement	BM Achievement	Success	BM Success	In Year Retention	Outstanding Completions	Outstanding Achievements
06/07	6	100%	92%	100%	95%	100%	87%	100%	0	0
05/06	7	100%	91%	100%	94%	100%	86%	100%	0	0
04/05	6	100%	91%	100%	94%	100%	85%	100%	0	0

Last updated on 02/04/2008

The SAR Process – Phase 2 – College Level

- 30 Curriculum Team SARs consolidated into 4 Directorate SARs
- College SAR assimilated using FfE headings from team/directorate SARs and high level data
- Internal moderation through review cycle
- External Moderation
 - Peer Review at team level
 - External panel at college level
- Additional elements added retrospectively
 - WBL/HE/International
 - Financial Health/Control

The Business Review Process

- Introduced as key internal review mechanism to drive quality improvement and Financial Health
 - Quarterly assessment of all Areas
1. Responsiveness and Effectiveness Review
 2. Financial Review
 3. Feedback to Executive

Responsiveness and Effectiveness Review

Q1 Review

- Internal Moderation of SAR
- Early recruitment (Curriculum Areas)
- Service Standards (Support Areas)

Q2 Review

- SAR Action Plan
- Learner Responsiveness
- MLP – Notices to improve (Curriculum)
- E&D Measures (Curriculum)
- Detailed Service Standards (Support)

Q3 Review

- In Year Retention - especially NTI (Curriculum)
- Teaching Observation Profiles
- Divisional Performance Summaries
- Service Standards (Support)

FfE – Embedding the concepts



Financial Review

- Focus on Financial Health
- Income and Expenditure against Budget
- Monitoring of Financial Control

The SAR Process – Phase 3 - 2008

- Undertook two reviews of process
- Independent Peer Review (Notts/Leics Partnership)
- Whole college evaluation led by Learning and Standards Forum
- FfE detail becoming clearer
- No longer a high risk approach

Peer Review identified areas for development

- Ownership within teams
- Rigour of review process
- Consistent use of data
- Benchmarking against high percentiles

Whole college evaluation

- Better incorporation of non-FE activity (WBL, HE, TtG etc.)
- More detail behind data – ability to drill down
- Areas of duplication to remove
- Involve the SU in preparing a Likes and Dislikes section

The SAR Process – Phase 3 - Changes

- Internal Moderation embedded within Responsiveness and Effectiveness Reviews
- Extended Financial section in line with FfE KPIs
- Drill down in data reports
- Streamlined, user-friendly templates
- Responsiveness to Community and External Partners
- HE SAR linked to IQER incorporated into process
- Mechanisms for WBL, TtG
- Learner, employers and external partners involvement in process

Further Embedding of FfE

- Restructuring of Quality team
 - Responsiveness Specialist
 - Effectiveness Specialist

- Raising Awareness with Governors
 - Reorganisation of Key Performance Indicators
 - Grouped around FfE Measures with additional measures introduced
 - Briefings on FfE

Castle College Integrated KPI's

	c Priority	Outcome 2004-05	Outcome 2005-06	Outcome 2006-07	Target 2007-08	Outcome April 08
a Responsiveness						
Responsiveness to Learners						
Learner Satisfaction (F/T)	1	92%	88%	91%	92%	NA
Learner Satisfaction (P/T)	1	95%	96%	91%	95%	NA
Disadvantaged Learners	2	NA	44%	49%	50%	48%
Recorded disabilities minimum	2	NA	12.5%	14.7%	15.0%	17.7%
Ethnic minorities participation	2	NA	13.6%	18.2%	15.0%	21.4%
Responsiveness to Employers						
Employer Satisfaction Survey	1	NA	NA	Good	Good	tba
Volume of Employer Training (sponsored/full cost)	1	tba*	tba*	Exempt	Good	tba
Employer Fees/Volumes	1	tba*	tba*	Exempt	Good	tba
b Effectiveness						
Quality of Outcomes						
Long Course Success Rates	1	62%	68%	73%	72%	NA
Short Course Success Rates (5-24 wks)	1	75%	81%	81%	77%	NA
Very Short Course Success Rates (<5 wks)	1	96%	97%	92%	97%	NA
WBL Apprenticeship Success Rates	1	41%	49%	53%	58%	NA
Quality of Provision						
Validated SAR Grade	1	NA	3	2	2	NA
c Financial - Efficiency						
		Actual	Actual	Actual	Budget	Forecast
Financial Health						
Historic cost surplus (£000)	3					
Current Ratio	3					
Status - borrowing as a % of reserves/debt	3					
LSC Tuition Fees % collected	3	22%	33%	49%	55%	49%
Financial Control						
Assessment of Financial Controls	3	NA	NA	Good	Good	Good
Use of Resources						
LSC FE Main Allocation (%)	3	98.20%	99.4%	98.1%	£23,500k	100%
LSC WBL Allocation (%)	3	NA	NA	92.3%	£833k	100%
LSC PCDL Allocation (%)	3	NA	NA	100%	£600k	100%
% Funding on Priority Provision	2	44.9%	54.2%	69.4%	75%	82%
LSC target 16-18 FT	2	1,577	1,737	1,869	1,990	1,873
LSC target - basic skills	2	1,656	1,776	2,357	2,300	1,872
Adult Full Level 2	2	1,026	1,151	1,085	1,450	977
Adult Full Level 3	2	1,074	1,052	901	1,050	687

Measures in blue are direct Framework for Excellence measures

FfE – Embedding the concepts



Further Embedding of FfE

- Work with Senior Managers/Executive on Overall Performance Ratings
- Measurements of employer engagement
 - Looking at Fees and Volumes work as internal measure for Directorates
- Main Franchise Partner – Confetti adopting FfE into internal systems
- Future: Using OPRs at Division/Faculty Level

FfE – Embedding the concepts



In the Beginning.....

- The next merger (January 2009)
- Possibly the shortest lived college in history!!
- Opportunities to use FfE to mould the new systems and processes.....