

Quality Management



Leading learning and skills

04



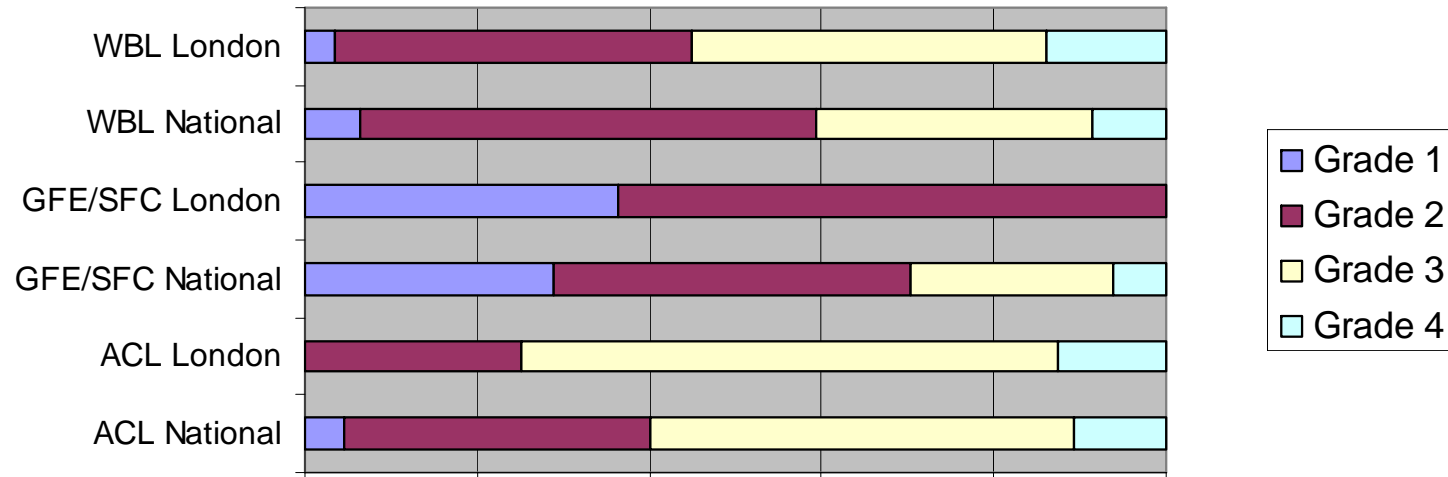
Inspections

1 April 2007 to 1 August 2008



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Overall Effectiveness

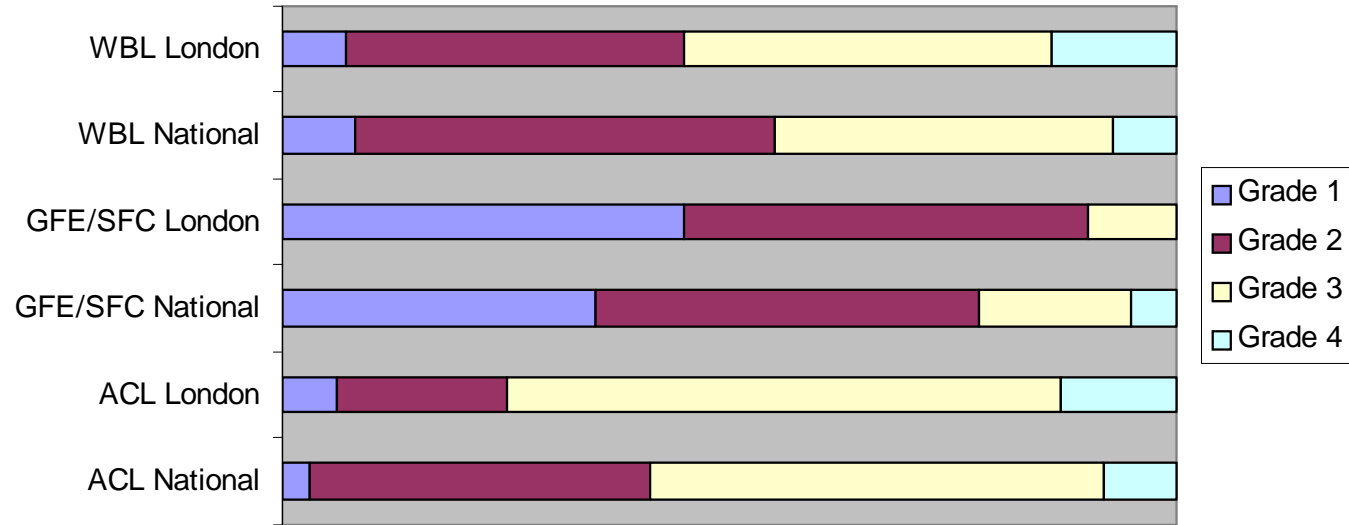


	Grade 1	Grade 2	Grade 3	Grade 4	Total
WBL London	3%	41%	41%	14%	29
WBL National	6%	53%	32%	9%	231
GFE/SFC London	36%	64%	0%	0%	11
GFE/SFC National	29%	41%	23%	6%	145
ACL London	0%	25%	63%	13%	16
ACL National	5%	35%	49%	11%	65

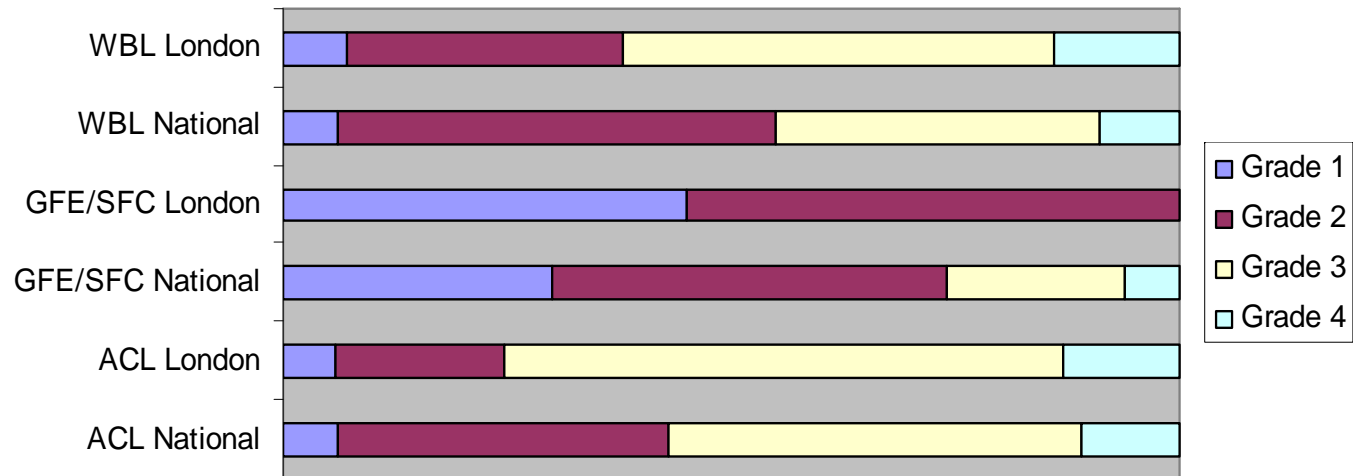


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Capacity to Improve



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Framework for Excellence



- Provider Guide Updated
- Employer Views Survey – Autumn 08
- Learner Views Survey – Jan/Feb 09

www.lsc.gov.uk/ffe

Annex C. Example self-assessment (SA) summary sheet

SA: Overall Grade Summary Sheet - 2007/08

Common Inspection Framework

Example only			06/07 grade	Grade 07/08	RAG
Overall Grade:			2	2	Yellow
Capacity to Improve:			3	2	Green

Aspect	06/07 grade	Grade 07/08	RAG	Aspect	06/07 grade	Grade 07/08	RAG
Achievement & Standards	2	1	Green	Leadership and Management	3	2	Green
Quality of Provision	2	2	Yellow	Contributory Grades:			Yellow
Teaching and Learning	2	2	Yellow	Equality of Opportunity	2	2	Yellow
Needs and Interests	2	2	Yellow	Educational and Social Inclusion	1	2	Yellow
Guidance and Support	2	2	Yellow				

Performance Indicators

Framework for Excellence							
Dimension	06/07 grade	Grade 07/08	RAG	Dimension	06/07 grade	Grade 07/08	RAG
Responsiveness	2	2	Yellow	Finance	3	2	Green
Employers	3	2	Green	Financial Health	1	2	Red
Learners	2	2	Yellow	Financial Control	2	2	Yellow
Effectiveness	2	2	Yellow	Use of Resources	3	2	Green
Quality of Outcomes	1	1	Green	Overall Performance Rating	2	2	Yellow
Quality of Provision	2	2	Yellow				

Every Child Matters				Primary Institutional Goals			
Outcomes	06/07 grade	Grade 07/08	RAG	Descriptor (illustrative examples)	06/07 grade	Grade 07/08	RAG
Being healthy	1	2	Red	Learners attendance > 85%	N/a	3	Green
Enjoying and achieving	2	1	Green	Employer fees > 10% income	3	2	Green
Staying safe	1	1	Green	Qual FT teaching staff > 90%	4	3	Green
Making a positive contribution	2	2	Yellow	Standard of accommodation	3	2	Green
Achieving economic well-being	3	2	Green	Range of vocational quals	3	3	Yellow

Mapping of key performance assessment areas against the Common Inspection Framework



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Key performance areas	Indicative mapping to CIF
KPA (1) -Learner responsiveness	KQ3 -How well do programmes and activities meet the needs and interests of learners?
KPA (2) -Responsiveness to employers	KQ3 -How well do programmes and activities meet the needs and interests of learners?
KPA (3) -Quality of outcomes	KQ1 -How well do learners achieve?
KPA (4) -Quality of provision	Overall Effectiveness Grade (from inspection and including judgements taken from all KQs)
KPA (5) -Financial Health	KQ5 -how effective are leadership and management in raising achievement and supporting all learners?
KPA (6) -Financial control	KQ5 -how effective are leadership and management in raising achievement and supporting all learners?
KPA (7) -Use of resources	KQ5 -how effective are leadership and management in raising achievement and supporting all learners?

Must read:

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For information

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Framework for Excellence: Provider Guide 2008/09

September 2008

Of interest to everyone in the learning and skills sector, including employers and learners

For information

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Framework for Excellence: Putting the Framework into Practice

June 2008

Of interest to everyone in the learning and skills sector, including employers and learners

In partnership with

Department for Innovation, Universities & Skills

LSIS

Ofsted
Quality Standard
Improving lives

Success Rates

(07/08 figures are provisional)



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Apprenticeships

	London National		E2E	London National	
05/06	43%	50%	05/06	51%	48%
06/07	54%	60%	06/07	54%	51%
07/08	61%	64%	07/08	49%	52%

FE	London National	
04/05	73%	74%
05/06	77%	76%
06/07	79%	79%

<http://www.lsc.gov.uk/providers/Data/statistics/success/>

Look out for:

Identifying and Managing Underperformance

- mid-October



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© For action



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Identifying and Managing Underperformance

LSC Guidance on Identifying and Managing Underperformance and the Operation of Notices to Improve Applying to the 2008/09 Academic Year

January 2008

Of interest to everyone involved in delivering LSC-funded provision

Learner Health, Safety and Welfare



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Safeguarding Vulnerable Groups:

The LSC remit and application

Ofsted remit

Further information

Safeguarding;



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What is the LSC remit?

LSC remit to protect vulnerable learners:

Seek assurance that a process is in place to manage the legal requirements (as applicable)

Sign post to the Local Safeguarding Children Board for advice and decisions on actions

What is not the LSC remit?

Ensuring the system is working/robust

Advising what the process should be or look like

Stating how to apply the legislative requirements

Ofsted Inspector remit



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(as per Ofsted handbook)

All colleges have relevant protection policy

- Referred to in the prospectus
- Conforms to the LSCB policy/guidance
- Policy includes recruitment/selection of staff and allegation process in suspected cases

Procedures for safeguarding relevant learners

Designated senior member of staff

Appropriate training

Duty to assist local social services Depts.

Ensuring that employers are aware of safeguarding and appropriate safeguarding is in place

In Scope of legislation



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Those under 18 years of age – in education

Those over the age of 18 and classed as
'vulnerable' and in education/college

Work experience / work related learning /
diploma learners

Not in scope under the legislation

Those not in education

Those not classed in 'vulnerable' group

Those who are employed (general term)

Definitions



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Young person' - anyone up to the age of 18

'Vulnerable adult' – anyone 18 years or over and who is, or may be, in need of Community Care Services

because of:

- Learning or physical difficulties
- Older age
- Physical or mental illness
- Is or may be unable to take care of themselves
- Or unable to protect themselves from harm or exploitation by others

Background information



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Safeguarding requirements should be assessed in the same way as any other H&S element:

Eliminate the need to apply safeguarding requirements (remove vulnerable situations – easiest to manage)

Reduce risks to the lowest level possible (ensure right setting/situation)

Relevant 'checks' required when controlled situation still has specific risk setting

CRB checking is not the core of Safeguarding law compliance – it is a necessary action in certain circumstances

Further information



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- Your H&S competent person/HR dept/Nominated person
- <http://www.safelearner.info>
- HSE website www.hse.gov.uk
- NIACE Website:
http://www.niace.org.uk/Publications/S/SaferPractice_Handbook.pdf
- Criminal Records Bureau website: www.crb.gov.uk
- “Safeguarding Children & Safer Recruitment in Education” –
www.everychildmatters.gov.uk
- www.teachernet.gov.uk