

# Provider Development



## Drivers



### LSC Statement of Priorities

- 1. Create Demand for Skills
- 2. Transform FE
- 3. Better Skills, Better Jobs, Better Lives
  
- **Responding to the 2006 ‘Leitch Report’**  
The LSC is tasked with creating a culture of demand for skills, ensuring that learners and employers have access to high quality learning and training opportunities.
  
- **Raising Expectations—enabling the system to deliver changes to meet the MOG requirements**



# PERFORMANCE MANAGEMENT WITHIN A SELF-REGULATING FE SYSTEM



## NATIONAL IMPROVEMENT STRATEGY

INDIVIDUAL RESPONSIBILITIES	PROVIDER RESPONSIBILITIES	COLLABORATIVE RESPONSIBILITIES	SECTOR-WIDE RESPONSIBILITIES
Professional Review and Development	Organisational Review and Development	Peer Review and Development	System Review and Development
Continuing professional Development- accredited, non-accredited  Codes of professional conduct and practice  For governors, clerks, managers, teachers, and other practitioners	<ul style="list-style-type: none"> <li>Identifying client needs</li> <li>Setting performance goals</li> <li>Managing performance risk</li> <li>Benchmarking performance</li> <li>Self-assessing performance</li> <li>Validating self-assessment</li> <li>Acting on underperformance</li> <li>Spreading good practice</li> <li>A self-improving culture</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking performance</li> <li>Validating self-assessment</li> <li>Identifying improvement needs and opportunities</li> <li>Sharing/transferring practice</li> <li>Joint planning/action on underperformance</li> <li>Monitoring impact</li> </ul>	<ul style="list-style-type: none"> <li>Codes of Conduct and Practice</li> <li>Information and Guidance Standards</li> <li>Managing Underperformance</li> <li>Development Support Programmes</li> <li>Single Quality Framework</li> </ul>

## EXTERNAL REGULATION- INSPECTION/ FFE/ INTERVENTION

# Self Regulation



- Assuring that all providers have the skills and knowledge to develop the quality and responsiveness of provision
- Providing tools to enable providers to measure their own performance and identify areas of strength and weakness
- Identification of national performance benchmarks
- The Single Voice, chaired by Sir George Sweeney represents the sector in discussions with Government on regulatory matters



# Self Assessment



- Reviews the effectiveness of all a providers activities, but particularly teaching and learning, the success of learners, and leadership and management
- The output of Self Assessment is the production of an SAR with an integral Quality Improvement Plan to carry forward the areas for improvement it has identified.
- SAR is structured around 5 key questions in the Common Inspection Framework although moving in-line with FFE indicators
- Changes to the CIF consulted upon later this year and new CIF launched as Single Evaluation Schedule (SES) 2009



# Self Assessment



- The Single Voice for Self Regulation organisation is working on SAR guidance for publication but this has been delayed. In the interim the LSC and QIA will produce a SAR document this Autumn.
- New providers are not expected to submit a SAR for the first year of contracting. One complete year of performance data is needed to inform Self Assessment.



# Inspection

- The Office for Standards in Education, Children's Services and Skills (Ofsted) has a statutory responsibility to formally address all publicly funded provision of training and learning.
- The Education and Inspections Act, which established the new Ofsted, specifically requires that everything they do should;
  - Promote service improvement
  - Ensure services focus on the interests of their users
  - See that services are effective, efficient, and promote value for money



# Inspection

## Ofsted grades are awarded for:

- Overall effectiveness
- Capacity to make further improvements
- Achievement and Standards
- Quality of Provision
- Leadership and Management
- Equality of Provision
- Curriculum Areas

Grade 1 = Outstanding

Grade 2 = Good

Grade 3 = Satisfactory

Grade 4 = Inadequate



# Framework for Excellence and Inspection

The Framework for Excellence focuses on

- Finance
- Learner and Employer Responsiveness
- Effectiveness



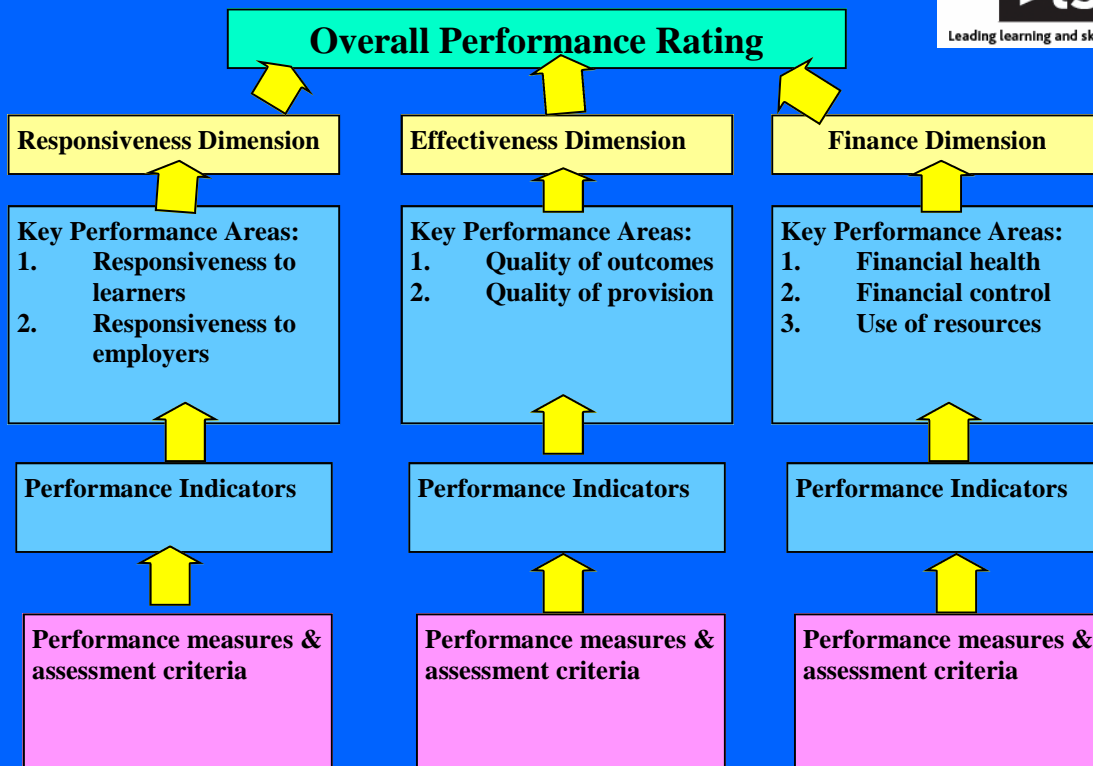
Inspection focuses on:

- Quality of teaching and learning
- Learner support and guidance
- Leadership and management and achievement in standards

Ofsted will use the outcomes of the Framework for Excellence as part of its risk assessment to determine inspections



# Framework for Excellence



# Scope of the Framework



Version 1 from June 2008	Version 2 from June 2009	Version 3 from June 2010
General FE, Tertiary and Specialist colleges	As in Version 1, plus:	FE provision in Higher Education Institutions
Sixth-form colleges	Former External Institutions	Learndirect (Ufl)
Work-based Learning Providers except Local Authorities	Specialist Designated Colleges	Organisations with ESF contract only
Train to Gain Providers	Local Authorities	<p><b>NOTE</b> Colleges and Providers will be expected to incorporate Framework for Excellence outcomes in their <u>self-assessment reports</u> from the time they come into scope</p>
<p><b>NOTE</b> All provision within a college or provider is potentially in scope once the college or provider is in scope</p>	Adult Safeguarded Learning	
	Offender Learning Providers	
	Independent Specialist Colleges	

# Minimum Levels of Performance



- In 2007, Minimum Levels of Performance were introduced to help the LSC to identify and then remove funding from poor quality providers
- MLP currently applies to colleges and work-based learning providers delivering accredited qualifications
- There is a published Minimum Level of Performance for Train to Gain provision although this is currently indicative only.



# LSIS– A New Provider Led Improvement Service



From 1st April 2008, QIA and CEL began working together to form a new sector-owned organisation, and on 10th June the new organisation LSIS was officially launched.

Combining the best aspects of two different and highly successful sector bodies, LSIS will focus on learners and on developing excellent and sustainable FE provision across the sector. Leadership development will be an important part of its strategic role in the sector.

Will lead on peer review for the Framework for Excellence



## Role of Agencies



### **Ofsted:**

Assess Provision

### **LSIS (QIA/CEL):**

Improves Provision

### **LSC:**

Assures that it is funding the providers delivering the best quality provision available.

As a minimum, the provision commissioned must be of at least a satisfactory standard (for example, it must meet the minimum levels of performance and Ofsted requirements) and must be improving.



## More information and links



### **The Single Voice and Self Regulation**

<http://www.feselfregulation.org.uk>

### **Framework for Excellence**

<http://ffe.lsc.gov.uk>

### **Common Inspection Framework**

<http://www.ofsted.gov.uk> (Type 2434 in the search box to find the CIF)

### **Identifying and Managing Underperformance**

[http://readingroom.lsc.gov.uk/lsc/National/natidentifyingmanagingunderperformance\\_yr2\\_pt1-jan08.pdf](http://readingroom.lsc.gov.uk/lsc/National/natidentifyingmanagingunderperformance_yr2_pt1-jan08.pdf)



## More information and links



### **Lifelong Learning UK**

<http://www.lluk.org/>

### **QIA Excellence Website**

<http://excellence.qia.org.uk/#>

### **National Institute of Adult Continuing Education**

<http://www.niace.org.uk/>

