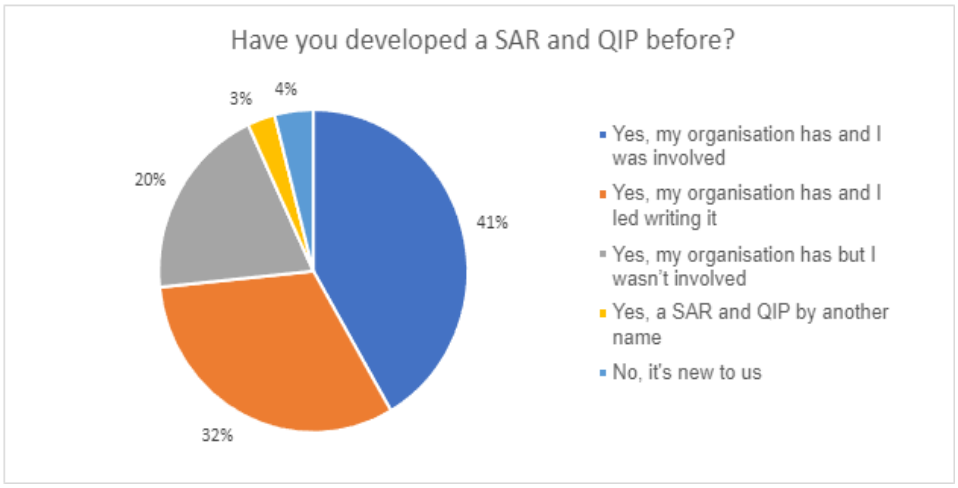
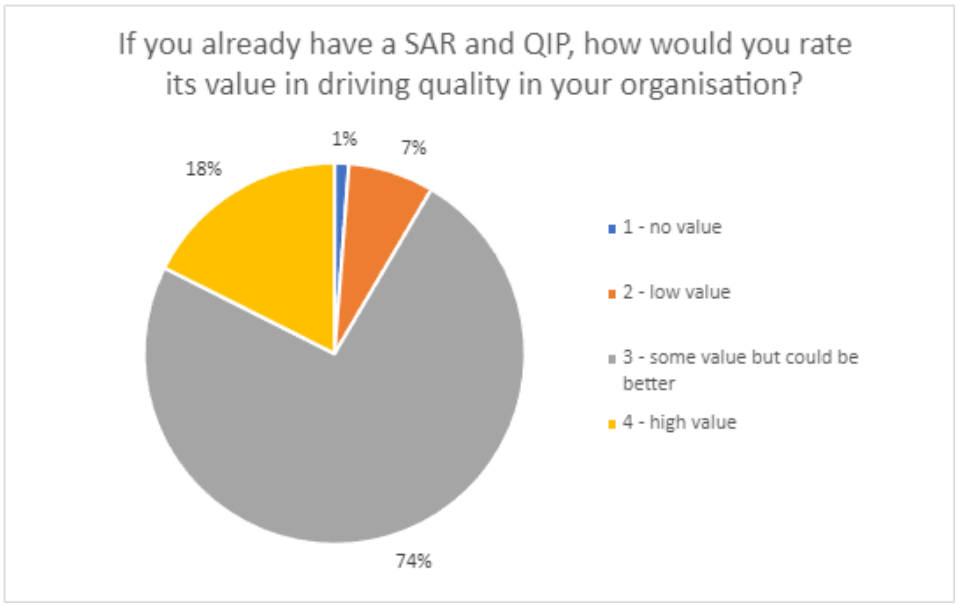
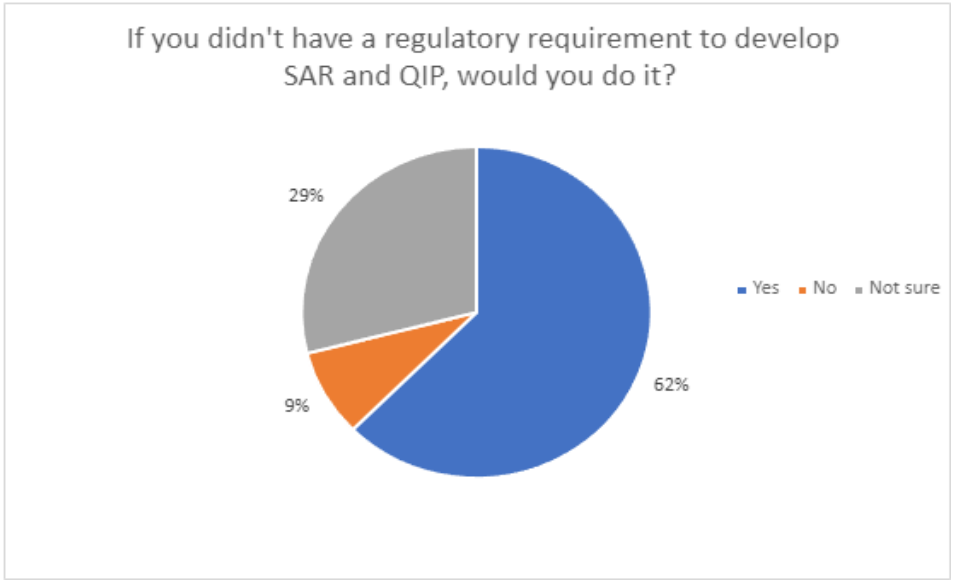
Self Assessing Brilliantly, July 2023: Poll Results







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What are the risks of not self assessing well?

- false sense of security
- Agree with you there!
- Blind spots vs. the EIF
- Thinking that it is too good to change!!
- Completely agree!
- Lack of ownership - everyone thinks its someone else's job to implement a change
- Demotivate staff if inaccurate and doesn't celebrate success - lose staff
- Reputational damage
- Complacency - post Ofsted inspection
- Everyone in the organisation not understanding the direction travel or purpose
- Learner experience not as quality as it could be, impact on staff retention through frustration
- The danger of "job done" when the SAR and QIP have been written…
- Closed mindset from some staff, links back to the case for change. Good point.
- Only concentrating on weak areas without reviewing areas we do well
- Overlapping priorities from OfS, Accountability Framework & Ofsted create risk in ownership within institution.
- QA activities lack focus and take you in the wrong direction
- Recognition a problem exists without apportioning blame
- We need to ensure we all understand the mission and vision to ensure we are on the same path in securing positive outcomes
- seeing the full context and progress over time
- The SAR / QIP is very effective to 'show' that what you are saying in that first day meeting is real, and where you are saying you are working on improvements

OKRs: Start with *your* end in mind

- Riding on infrequent, quickly outdated judgements from inspection/ external quality assurance - no one knows our provision and can see the full and frank view like we can - need to self assess through our own what constitutes good lens as individual institutions
- We are a small work-based training provider, who have a rolling stock of apprenticeship starts 52 weeks a year. We pride ourselves on communication and are self-assessing and quality improving on a weekly basis. A frustration for us is the fact that all SAR/QIP/Ofsted/EFSA/DfE requirements and/or expectations seem to

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revolve around the traditional academic/funding year, which other that QAR (once again based on academic year) is irrelevant to our apprenticeship delivery.
- Completely agree - we are similar to you barring we have local authority
- Ditto!
- totally agree if you don't onboard and recruit in line with academic years
- I understand your response Lou but there is a lot of drive to annual dates

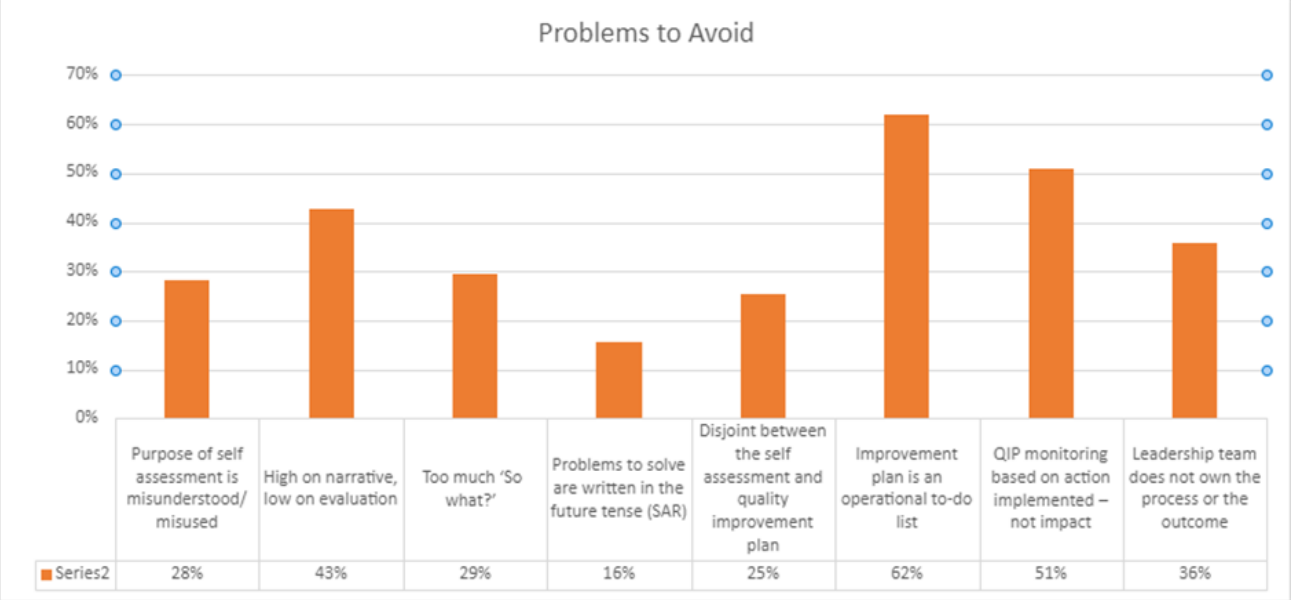
Inspection Outcome Profile (apprenticeships)

- Have you got the comparison to alternate provisions, i.e. Tertiary, FE FT only?

Regulatory Quality Indicators

- with employer feedback threshold, does anyone know what is it out of? 5?

Poll: Problems to Avoid with Self Assessment



What have you done that works really well?

- Use the QIP as a live document
- involve everyone and value contributions
- CPD sessions to staff to understand purpose of QIP/SAR
- In a year RAG rating of progress against impact, rather than completion of actions
- one idea that worked is to put an exec summary on slides and shared them with leaders and board

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- Reducing QIP actions by 50% helped focus Schools on priorities.
- It works for JACE, It involves all of the team and we work on it.
- We have invested significant time supporting staff, specifically managers to understand the concepts rather than the tasks
- Monthly QIP meetings with head of governance
- write collaboratively and less more focused QIps
- the QIP needs to be live and on-going
- Moderation
- Whoever leads on SAR attend this webinar :)
- The Team are all taught the why and then the what and the how.
- ONE KPI to focus on at a time, not trying to solve everything all at once
- If there is no reference to impact on learner journey and/or quality of education, say to yourself 'so what' and rethink
- Training for staff and making sure time is put aside to review QIPS.
- Taken areas out of the main SAR and broken down activities and followed this through to record impact
- Implemented a skills scan for learners and end of course feedback to identify where we could do better.
- I push back when anyone wants an action on the QIP that is a 'to do' and challenge them to give me the impact expected before I will include it
- The QIP reviews are linked with our mid-year SAR reviews (we do mini SARs up to a validation)
- Involve others in SAR process. And then build QIP based on results so the 2 are linked. Bring people back into the QIP process
- Fortnightly QIP meeting focused on a specific issue to drive through the fix
- Staff are involved through development days -quarterly, which improves understanding and improves responsibilities
- Included columns proposed outcome and impact on QIP
- We have a taskforce for a cohort such as High Needs or element such as EDI we focus on the achievement gaps in the SAR and what things we said we would do to put the student support or intervention in place and track the progress in year to monitor impact as we go
- Get all stakeholders together and ensure you have a healthy debate, everyone has different opinions, but its good to challenge one another's perceptions.
- monthly QIP meetings with departments
- Yes please

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- Hi Sally, Yes please to the EIF/ESFA AAF mapping.
- Will we receive your slides?
- discussing the root cause in depth with teams... I.e. punctuality is poor...what is really the cause of this?.. boring start of lesson? issues getting to centre, etc. that's what should be on the QIP...

Using the EIF to Guide but not Direct

- That's extremely helpful
- very helpful

What are the implications if the SAR/QIP development process isn't collaborative?

- lack of ownership of actions
- doesn't give you a proper overview
- No buy-in from the rest of the staff
- if not collaborative then no buy in
- might not identify all weakness areas
- lack of everyone working together
- change is far more difficult
- Intent and L&M think about meeting local/sector needs - esp FECs, etc
- Lack of success
- The organisation/team is not aligned with its objectives.
- Top to bottom approach
- Everyone needs to understand the provision, it all links together
- People that need to change don't change
- People can't see their provision in it and have low to no motivation to act upon quality improvement activities
- Not accurate
- Everyone going off on own journey rather than one team journey
- Totally agree Liz!
- Miss the operational input that drives improvement at a hands-on ground level

What are the barriers to involving people?

- Those not involved don't think they need to do anything differently
- Time
- Always time
- Workload, remote working

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- people see it as a waste of their time because they don't have much time
- remote staff
- Always time
- some team members not wanting to change
- Resistance to change
- Because of historic ways of doing things they don't think its their job
- too busy, if I don't know I don't have to change
- Too many people can pull Institution in different directions (depending on their teams priorities)
- They are too busy, they have a specific way of wanting to do things, Board require processes and policies to be done in a specific way
- Flexibilities with staff means that things generally take longer to collaborate
- Very limited understanding of apprenticeships within our business
- Lack of understanding or interest 'not my bag'
- Not understanding "why" it's the right thing to do...
- People are afraid of speaking up and highlighting things being done wrong
- other organisational priorities
- Time and buy-in from Senior Management
- Lack of self-reflection
- Capacity of small team, capacity of small organisations and having sub - contracted provision.
- Lack of understanding of process
- Fixed mindset
- Seen as a box ticking exercise
- Time constraints, other priorities
- Time should never be an excuse, just a reason that should be balanced with prioritising
- Ops are too busy on their other priorities (achievement, retention etc)
- We are a small training provider, so by including the team in the SAR and QIP, they feel part of the business improvements and moving the business forward.
- we are small too so everyone even admin are involved
- Confidence is a barrier - support people in what can appear to be a daunting exercise...
- Yes we are too Helen
- Sorry, have another meeting. Great session! Thank you!
- Thank you its been great I need to leave but Please could I have slides and the mapping of the AF

Ideas to involve others in SAR development

- ideas on staff questions would be useful

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- however the Services such as Facilities/IT find it difficult to find what to write. Any pointers?
- We have monthly QIP meetings, we all always know what our issues are, what the planned action is and by when, where we are with that action, what the planned outcome is and what impact it has had when it is closed down. Everything RAG rated
- Yes - we do Programme Leads and then Heads go through and give feedback on them before moving to the next step.
- Instead of a SAR I do a simple position statement for identified areas, simple Intent, implementation and impact and identified development areas as the 4 headers

Self-assessment report structure

- Makes perfect sense!
- Yes
- very clear and logical thank you
- yes, we use quotes to support the points made
- does your SAR spreadsheet then get turned into a word doc report?
- Must say we use quotes from employers and learners, but staff quotes are unused - this would be valuable.
- Yes, we use a 'judgement', 'Evidence/Example', 'Impact' approach to Self-assessment. The evidence/ example component includes quotes.

Is this evaluative?

- No
- no
- No
- no
- No
- No
- no
- No
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- No
- no
- no
- no
- nO

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- no
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- No
- No
- no
- No
- no
- no
- no
- no
- No, descriptive
- no
- no
- Yes
- no
- No
- SO WHAT!
- yes
- no
- :)

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- No
- no
- no
- No - telling what we do
- no
- no
- no
- yes
- no
- No!
- no
- no
- no
- no
- No
- no
- No
- No
- no
- descriptive - no
- no
- no
- SO WHAT?
- no, so what
- No recognition of impact
- What's the impact?
- what does regular tell you ?
- regular is too vague, not SMART
- no data
- no
- No
- So what?
- How effective is review / impact
- no, so what
- No as it does not show impact
- What we do, but not what we do well

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- So when does it happen and what was content
- regular is too vague, not SMART
- no data
- no
- No
- So what?
- How effective is review / impact
- no, so what
- No as it does not show impact
- What we do, but not what we do well
- So when does it happen and what was content

What is the issue with the way this is written?

- In the future
- why/how
- future tense?
- Future. Not current/reflective
- it's in the future
- Future
- future
- Future tense
- 'will'
- Future plan
- Future tense
- what it might do
- talking about future so no evidence
- Future
- future tense
- why
- future tense
- does not say what it will improve
- written in future tense
- what about now?
- Needs to be in present

Ideas to ensure the QIP does it job

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- We tend to say 5 big ticket items

Closing section

- Do we get a copy of the slides?
- Will we get a copy of these slides?
- we'll be sending out a time-limited recording of the session
- slides would be really beneficial please. My brain is swimming!
- Thank you :-)
- Agreed!
- https://mesma.co.uk/get-mesma-starter-for-free-v2/
- Thank you that was a great session!
- Thanks Lou :)
- Thank you very much Lou for this session today, very informative :-)
- Thank you Lou, great session!
- Thank you :)
- Thank you, a really informative session
- Thank you - great session :)
- Thank you very much
- Thank You
- Fantastic session thank you :)
- Thank you, extremely helpful.
- Thank you this was great :-)
- Fantastic session, thank you, Lou. So many ideas to implement!
- Thank you, really useful :)
- Thank you, great session
- Yes please I would like to receive more information regarding your organisation. Thanks again.
- Great session - extremely useful. Many thanks!
- Thank you so much! Very sorry, have to go! Hopefully see you soon!
- thanks Lou, great session 😊
- Thanks!
- Thanks so much
- Thank you!
- Thank you so much Lou.
- Thanks
- Very informative session, thank you!

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- Thank you - very informative
- Thank you great session
- Thank you
- Thanks - really helpful
- Great session, thank you
- Thank you very much, excellent and insightful
- Thank you, this was really informative and appreciate all the info shared :)
- Thanks - very helpful as ever!
- thank you
- Thanks Lou - brilliant as usual :)
- Thank you.
- really useful thanks
- Thank you very much. Very informative.
- thanks
- Thank you for a great webinar
- Thanks very much
- yes please I would like to receive more information.
- Thank you
- Thank you 🙏🏾
- Thank you
- Thank you, very informative as usual :)
- Thank you Lou, as usual, very useful.
- Many thanks Lou, very informative!
- Thanks Lou - very useful session!
- Thank you. very useful
- Thank you, really helpful
- Thank you Lou great session
- Excellent and very useful
- Thank you
- Thanks a million, you were great as always Lou!
- Thank you look forward to the resources

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