

# Quality Assurance System - supporting engagements with employers

Angela Whiteside

Quality Improvement Adviser

*eti*

The Education and Training Inspectorate -  
*Promoting Improvement*



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**Providing Inspection Services for**

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

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# Quality Improvement Strategy

## ◆ Success Through Excellence -

- **External** quality evaluation by Education and Training Inspectorate (ETI) well established across -
  - further education (whole college inspections)
  - training programmes
  - employment programmes

# The key objectives of the strategy are to:

- ◆ develop and embed a culture of self-improvement that will ensure all providers are responsive fully to the needs of learners, employers and . . . commit to, and achieve, continuous self-improvement and excellence; and
- ◆ develop strong and innovative leadership and management at all levels throughout funded programmes.

# Quality Framework – Improving Quality : Raising Standards (IQ:RS)

## ◆ Part A

- Outlines the arrangements for inspection activities and the processes involved
- <http://www.etini.gov.uk/index/improving-quality-raising-standards.htm>

# IQ:RS

## Improving Quality: Raising Standards

Further Education

Part of the Together Towards Improvement (TTI)  
Self-Evaluation and Quality Improvement Guidance  
2010



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CUSTOMER SERVICE EXCELLENCE

# **IQ:RS continued**

- ◆ **Part B**

- ◆ **Quality Indicators**

- ◆ Leadership and Management
- ◆ Achievements and Standards
- ◆ Quality of Provision for Learning

## OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Inspection will assess the quality of provision under three broad headings, five key questions and a range of quality indicators:

### Section A: Leadership and Management

**Key Question 1:** How effective are leadership and management in raising achievement and supporting learners?

#### **Quality Indicators:**

- Strategic Leadership.
- Action to Promote Improvement.
- Staffing.
- Accommodation and Physical Resources.
- Links and Partnerships.
- Equality of Opportunity, Diversity and Good Relations.
- Public Value.

### Section B: Quality of Provision for Learning

**Key Question 2:** How effective are teaching, training and learning, and assessment?

#### **Quality Indicators:**

- Planning.
- Teaching, Training and Learning.
- Assessment.

**Key Question 3:** How well do the learning experiences, programmes, and activities meet the needs of the learners and the wider community?

**Quality Indicators:**

- Curriculum Provision.
- Learning Experiences.

**Key Question 4:** How well are learners cared for, guided and supported?

**Quality Indicators:**

- Pastoral Care.
- Safeguarding (Protection of Children and Vulnerable Adults).
- Additional Learning Support.
- Careers, education, information advice and guidance (CEIAG).

**Section C: Quality of Achievements and Standards**

**Key Question 5:** How well do learners develop and achieve?

**Quality Indicators:**

- Achievement.
- Standards.
- Progression.
- Fulfilling Potential.



# Engagement with Employers throughout eg:

## ◆ Leadership and Management

- How effective are the links and partnerships with parents, other providers (including schools), agencies and employers and the wider community, to identify and to meet the current and future needs of learners?
- How well do colleges monitor and review the provision regularly to ensure relevance of programmes and services to local and regional economies, employers and communities?

**continued**

- ◆ Achievements and Outcomes
  - How well do learners develop the relevant enterprise and employability skills required by employers and industry for the local, regional and global markets?

# Inspection Process will include

- ◆ Curriculum
- ◆ Employer engagement
- ◆ Accommodation / resources
- ◆ First hand observations
  - directed training
  - workplace
- ◆ Standards of work
- ◆ Progress review – involving employer feedback

# Six Performance Levels

◆ Outstanding

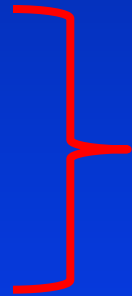
◆ Very Good

◆ Good

◆ Satisfactory

◆ Inadequate

◆ Unsatisfactory



Supplier required to submit an improvement plan

Subject to 2 monitoring visits and a final follow-up where new grade awarded

Failure to improve – consequences!!

## Continued . . .

- ◆ **Internal** evaluations ie self-evaluation, key component
- ◆ Annual requirement - self-evaluation reports submitted to the Department for evaluation
- ◆ Evaluation against IQ:RS indicators
- ◆ Subject to short confirmation inspection
- ◆ Feedback by ETI in presence of Departmental officials
- ◆ 4 performance levels instead of grades
  - high degree of confidence, confident, limited confidence, no confidence