

Kent Association of Further Education Corporations (KAFEC)

Peer Review and Development Project 2008

Summary Report

Partners:

Kent Association of Further Education Corporations (KAFEC) is a partnership of the seven colleges in Kent & Medway. The partnership includes six general FE colleges and one specialist land-based college. KAFEC comprises: Canterbury, Hadlow, Mid Kent, North West Kent, South Kent, Thanet and West Kent colleges.

KAFEC was established in 1994 and its main purpose is to raise the profile and reputation of FE in Kent and Medway while continuing to drive up the quality of FE provision. Through collaborative working, mutual support and the sharing of best practice, KAFEC aims to influence the development of education and training for the benefit of all learners.

Hadlow College was unable to participate in this project, due to the participation of the college with the Landex PRD group. Hadlow College was provided with updates of how the project was operating and will be included in the circulation of the final reports. They will also be invited to join the KAFEC PRD group in the next academic year.

All remaining colleges participated with the project and were partnered for the review as follows:

Canterbury College with South Kent College
Mid Kent College with North West Kent College
Thanet College with West Kent College

The following staff were involved with the review (contact details are included below):

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About the Partners:

Canterbury College

Canterbury College is a general further education college with a main campus situated close to the city centre of Canterbury. The college has a second campus on the Isle of Sheppey, known as Sheppey College. The college also operates from outreach and community venues in local towns.

For 2006/07, the college received a Learning and Skills Council (LSC) allocation of around £27 million. This is based on cohorts of 3,821 16-18 year olds and 3,801 adult learners. Work based

learning is offered in 11 curriculum areas comprising 169 apprentices and 156 advanced apprentices. There are also 420 Train to Gain learners. The college has sustained a wide range of courses in all subject sector areas, from entry level through to higher education.

The college works alongside 22 secondary schools, most of which have sixth forms. It offers a broad range of opportunities for 14-16 year olds, including 243 on an increased flexibility programme and two projects targeting young people who are excluded or at risk of exclusion from school. It works closely with three University partners to provide higher education courses for around 1,000 learners. The college has a Centre of Vocational Excellence in Travel and Tourism.

Mid Kent College

Mid Kent College is a large general further education (GFE) college with three main centres in Maidstone, Chatham and Rochester. A fourth centre at Chatham Maritime is accommodated on the Universities at Medway Campus. Plans to relocate the two Medway centres, at Chatham and Rochester, into a new £82m building by September 2009 are well advanced.

The college has a budget of £27 million and, in 2006/07, enrolled just over 9,000 learners. Of these, some 5,075 were aged 16 to 18, of whom nearly 89% were full-time learners. Of the 3,978 adult learners, 73% were studying part time. Some 46% of all learners were female. The college provides programmes in all 15 Subject Sectors Areas. Those with the highest number of guided learning hours are Health, Public Services & Care; Retail and Commercial Enterprise; Engineering, Construction; IT and Business. Work-based learning is concentrated in construction, engineering, business, and hairdressing.

Success rates for long courses have risen by 15% over the last two years and now stand at 71% some 4% above the national average for GFEs. In its Annual Monitoring Visit in March 2008 the college received three 'Significant progress' grades. The college hopes to share some of its own good practice and learn from that of other colleges through the PRD project.

North West Kent College

North West Kent College is a large further education college situated in an area of considerable economic development. The college is based on three sites and has seen considerable growth over the past years. Major developments in the area include the Bluewater retail and leisure complex, the international railway passenger terminal at Ebbsfleet and the Crossways business and distribution park.

The college has a wide curriculum offer and mainly recruits from Dartford and Gravesend. Within the college catchment area there are six grammar and eleven non-selective schools, of which all but one offers sixth form provision. The college is very successful at increasing the range of courses to meet local demand and last year increased full time provision by 15%. In 2005/06, the college enrolled 14,508 learners. Just over half of these are on long courses and 57% were aged 19+. Approximately 9% of all learners who attend the college are from minority ethnic groups.

A significant number of part-time learners attend specialist short courses offered in refrigeration, air conditioning and the mercantile industry. The college is the largest FE provider of work based learning in the region. It is a Centre of Vocational Excellence in Accounting and Financial Services. The college offers academic and vocational provision in 14 of the QCA sector/subject areas.

A partnership between the College and the University of Greenwich has contributed to the development of full-time Higher Education programmes and Foundation Degrees. The intention in the PRD group is to share good practice and work together to continue to drive up the quality of Further Education in Kent and Medway.

South Kent College

South Kent College is a medium sized general Further Education College serving Ashford, Folkestone and Dover. During 2006 -7 there were approximately 10,178 LSC funded learners, of

which 2,174 (21 %) were full time learners aged 16-18 and 1058 (10 %) were full time adults. In 2006-7 there were 21,744 enrolments – 12,043 enrolments by 16-18 students and 9,701 enrolments by adult learners aged 19 plus over half of which were on short courses. The College offers a broad curriculum reflecting the needs of the community to have ready access to a range of education and training opportunities. The College works proactively with a number of partners including local schools and employers to widen participation and improve access to learning for the community. It uses outreach centres to deliver basic skills and family literacy programmes. The offer includes distance and blended learning and commercial full-cost work. The College has a Centre of Vocational Excellence in Construction and a joint CoVE with West Kent College in Residential and Domiciliary Care. It is involved in a range of projects to improve educational provision in East and South Kent including the New Start Programme for young people experiencing problems in mainstream statutory education, a professional development programme and the Working Out Programme encouraging continued participation in education by young people.

The College had a temporary Deputy Principal (Curriculum & Quality) in 2007 who has left us with a number of new developments. First, the self assessment process has been revised and updated. New processes and procedures have been put into place, plus a new course review process. Secondly, in July 2007 a team of Pastoral Tutors was created to work with full-time students. They are responsible for delivering all group and individual tutorials. Academic tutorials are still the responsibility of the course coordinator and these are carried out during 3 academic review weeks. The pastoral tutoring is expected to produce a significant impact on retention.

The revised self-assessment process and its associated documentation would benefit from the proposed PRD work, as would the new tutorial system.

The impact measures would be:

- More confidence in the self-assessment documentation and more timely completion of the self assessment process for 2007/08
- Improved retention during 2007/08, improved tutorial system in 2008/09

Thanet College

Thanet College is a medium sized general FE College. In 2006-07, 1,541 16-18 year olds and 3,700 adult learners enrolled at the College. Over 100 learners are currently enrolled on Apprenticeship programmes. There is a CoVE in Hospitality and Catering, and extensive partnership arrangements with local schools. The intention in the PRD group is to share and develop our understanding of the college in comparison to other local providers, and to identify both best practice and strategies to embed continuous improvement.

West Kent College

West Kent College is a large general Further Education College, mainly located in the town of Tonbridge. Construction, Motor Vehicle and Engineering training centres are located in nearby Tunbridge Wells.

The College has a significant Higher Education portfolio with students mostly franchised through the University of Greenwich, some direct provision and further numbers through the University of Kent. The College has a CoVE in Care, held jointly with South Kent College. The College delivers programmes for over 1100 learners through the Train to Gain programme and has over 250 students of school age who attend through Increased Flexibility programmes, the Vocational Initiatives programme and the Alternative Curriculum. The latter has between 32-50 students who are unable to attend school. Our rapidly expanding Business Development Unit provides bespoke courses for employers.

The College is Category B financial status and has a budget of just over £20 million, (LSC funding is over £15m) and is currently working towards finalising the capital bid of circa £75m for the

redevelopment of the existing campus at Brook Street. Proposed build will start June 2008 with completion date of May 2011.

Our recently completed Annual Assessment Visit recorded reasonable or significant progress in the majority of areas but insufficient progress in setting and monitoring individual learning plan targets. We are addressing this with a new full tutorial co-ordinator post commencing April 2008.

Process:

Following a meeting of those responsible for Quality within their colleges, it was agreed that the KAFEC colleges should conduct this project in pairs, sharing outcomes with all the colleges concerned.

It was further agreed that the review should be based on each college's whole college Self Assessment Report for 2006/07.

A questionnaire was developed by Alan Ashfield of Mid Kent College, to provide a standard response format for all partner colleges. There are three parts to the questionnaire, as follows:

Part A: The context within which each college operates is given.

Part B: Here the authors of their college SAR explain, under a series of questions agreed with the Project Manager and all colleges involved, exactly how the college SAR is put together, who is involved and how the SAR is validated and monitored.

Part C: With Parts A and B completed, the documents were then exchanged and the two colleges reviewed the other's SAR. Having done so, the two authors of the report made a half day visit to each other's college to discuss the documents and to provide each other with hard copies of a wide variety of documents relating to the SARs.

A summary of the responses from Parts B and C is included below. The individual reports including Part A may be obtained from the KAFEC Director of Operations or by the relevant contact from the college, as noted above.

Summary of Questionnaire responses:

Part B

1	What areas of the college's work does the college SAR cover?
<p><i>Canterbury College:</i> The SAR comprehensively covers the work of the college. It is well structured with grade profile summaries for the college, for all learning areas and for each SSA set out in the early pages. All aspects of the college's work seem to be covered by the SAR.</p> <p><i>South Kent College:</i> The college SAR attempts to cover all aspects of the college's work through the 5 Key Questions.</p> <p><i>Mid Kent College:</i> All areas of the college's work are covered in the full report. It focuses on the following main aspects:</p> <ul style="list-style-type: none">• Overall effectiveness of the college• Capacity to improve• Achievements and standards• Quality of provision• Leadership and management	

It also covers:

- Finance
- Responsiveness to Learners
- Responsiveness to Employers
- ECM Outcomes
- Provision in all Curriculum Areas (the college has 14 curriculum schools, which are broadly in line with Ofsted's Subject Sector Areas (SSAs))

North West Kent College:

All working areas, such as schools and support areas, within the college develop an SAR. In addition, a SAR regarding Leadership and Management is produced. All Faculty SARs have a development plan. The SAR comprises the following sections:

- Summary
- Structure
- Faculty SARs
- Management
- Facilities
- Finance
- Information Systems
- Publicity, Promotions and Communications
- 14-16 Provision
- Quality
- Staff Development
- Support for Students
- Leadership and Management Development Plan

Thanet College:

The college SAR is compiled from evidence and judgements based on the college's line management structure. All curriculum and service sections produce an annual SAR reporting on their particular areas of responsibility – these are re-cut at top level so that reporting and judgements are mapped against SSA for comparative purposes. In all, 8 service areas and 11 curriculum areas contribute to the overall report.

West Kent College:

Full SAR includes data and analysis of all curriculum areas and, in addition, the support areas.

2	How does the SAR relate to the CIF and FfE? (CIF – Common Inspection Framework and FfE – Framework for Excellence)
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Canterbury College:

The SAR relates directly to the key questions of the common inspection framework and although there is no overt link to the FfE it attempts to encompass parts of the Framework for Excellence.

The SAR is structured to deliver judgements against the Five Key Questions and Every Child/Learner Matters.

South Kent College:

The SAR is based on making judgements against the CIF and Every Learner Matters. There is no attempt to shape it so that it relates to the FfE.

Mid Kent College:

Until this year the College SAR took the format of an Ofsted report and therefore followed the CIF. This year, in anticipation of Framework for Excellence, two sections have been added:

- 1 Finance (Health, Control and Use of Resources)
- 2 Responsiveness (Learners and Employers)

North West Kent College:

Curriculum SARs are written against the CIF questions. Support SARs are mapped to the CIF but in a less explicit way. The current SAR does not reference the Framework for Excellence; however it is acknowledged that the Framework grades will have to be incorporated *when* the Framework is in formal use.

Thanet College:

For 06-07, the SAR utilises the CIF key questions and cross-college judgements exactly modelling the standard Ofsted report format. Section and Service area judgements are contained in a short annexe to the main report. FfE is alluded to in the text, but there has not yet been an attempt to recast the report to cover in detail all 3 FfE dimensions explicitly. Likewise, the report references ECM, but does not report judgements against the 5 themes.

West Kent College:

The SAR does not follow the CIF however it does include the FfE themes although finance has weak input. For next year the college plans to follow the CIF format incorporating the FfE and then awaiting new information on the transfer.

3	Please describe the process by which the SAR is put together including an indication of the yearly 'cycle' for self assessment
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Canterbury College:

The Whole College SAR template is split up and sections of it are completed by the relevant managers with their teams. All learners are involved in its compilation through the completion of questionnaires. Course reviews are completed by course teams and overseen by course tutors with Section Managers then inputting information and action from these into their Section Area SAR.

These course reviews are live documents throughout the year and are updated following completion of student questionnaires which happen in November, February and at the end of the year. This process is monitored and supported by the quality team.

There is also a programme of triennial reviews in which areas are reviewed in depth on a three year cycle and there is usually four or five of these each year. For these reviews, external consultants are bought in to observe lessons, staff and student focus groups are conducted and a triennial review document is put together. There is then a review meeting which involves the Principal, a member of the Corporation, Directors, Faculty Heads, Section Managers, employers and students.

South Kent College:

The SAR is fed by a number of other documents. One of the documents is the Annual Curriculum Quality Cycle, which sets out the monthly duties/tasks of Directors and Learning Managers. Course teams use a similar document - a prescribed monthly agenda to monitor the performance of their courses. Using the information gathered from their monthly team meetings, plus data on course performance, they complete a course review document at three points in the year – January, March and May. Learning Managers complete a yearly Learning Area Report (LAR). Directors produce a yearly self-assessment report for their directorate from the LARs for which they are responsible. The Deputy Principal (Curriculum & Quality) produces the College SAR.

Mid Kent College:

College SAR

This is compiled by the Director of Standards and Quality Improvement using the information and evidence from the School and Department SAR's. A College 'Quality Improvement Plan' (QulP) is devised from this and forms part of the SAR to address all areas of improvement.

The college SAR is validated by the following

- Senior Leadership Team (SLT)
- Peer Assessor
- Quality Sub Committee of the Governing Body (QSC)
- Governing Body

The Director of Standards and Quality Improvement meets with each Director on a regular basis to track and monitor the progress of their improvement plans.

School Self Assessment Reports (sSARs)

These are completed by the Heads of School; they are first completed in June/July following the completion of the pSARs; the first drafts are validated by a panel that is made up of:

- Principal/Vice Principal
- Director of Quality/Quality Improvement Manager
- Head of School
- Quality Co-ordinator
- Learners

They are then updated in October/November with final data and success rates. The final versions are then validated, the panel is the same as above but in addition to this we will have a peer assessor from another college.

The purpose is to evaluate each School against national averages, standards, historic data and targets. A school Improvement Plan (sIP) is devised to help improve the overall performance of the School. This informs the College SAR and covers actions from:

- weaknesses identified in the School
- issues arising from quality review weeks and/or observation reports
- issues arising from EV/moderators' reports
- issues arising from responsiveness to learners and/or employers
- issues arising from Every Child Matters /Equality & Diversity
- issues arising from other sources

The improvement plan is monitored by the Head of School with the Quality Improvement Manager/Quality Co-coordinators throughout the year.

Programme Self Assessment Report (pSARs)

These are completed by the programme teams and course tutors. They are first completed in June and a college focus day is allocated to all staff to complete these.

On completion they are sent to the Quality Office for validation. This is carried out by both the QIM and the Quality co-ordinators.

The pSARS are then updated in October/November with final data and success rates and then subject to final validation by the Heads of School and the Quality Office.

The purpose is to evaluate each programme against national averages, historic data and internal targets. A programme Improvement Plan (pIP) is completed and this forms the final section of the pSAR, this addresses all the issues as stated above in the sIP and is monitored and reviewed throughout the year.

The pSARs then feed into the School SAR evidence.

North West Kent College:

Below is the indicative timetable for the production of the Self Assessment report 2006-07:

Date	Action
Week beginning 11 June 2007	2006-07 Format issued to all Schools and Departments
From 11 th June to 28 th June	QM:SS to attend FMT/Department meetings to outline needs for SAR
Administration Week 2 July 2007- 6 th July 2007	Half day Drafting of SAR within Teams
July to 28 th September 2007	First drafts to be sent to relevant SMT member. Please note any draft not signed off by the relevant member will be returned to the School/Department. No SAR will be considered until the SMT member has agreed it.
1 October – 19 th October 2007	Moderation of drafts by SMT
22 October – 2 November 2007	Second Draft and addition of achievement/success data where possible. To be with relevant SMT Member
Week beginning 29 October	Formal Leadership and Management validation including members of the peer referencing project
5 November 2007 to 30 th November 2007	Final revisions, where necessary. Drafting of College summary.
5 November to 30 th November	Formatting of report and publication of summary. <i>Note formatting runs concurrent with the final stages of the drafting of the report</i>

The format of the report will make it clear but the following areas must be referenced within the SAR reports, most refer to the School reports:

- HE provision where relevant, future and current
- Every Child Matters
- Key Skills, data, planning and progression
- Progression: internal and external
- Employer engagement
- Full cost programmes
- Observation data, with analyses
- Minimum performing programmes
- Inspection outcomes
- PIAP outcomes', with AAV update
- Attendance
- Learner involvement and satisfaction

Thanet College:

There is still a "one-hit" approach to SAR compilation. The sequence begins with the completion of annual course reports in late June, which, in turn, informs Section SARs created over the summer. The top-level report is produced by the Head of Improvements & Innovation in the early part of the following Autumn term. There is some level of in-year collation of evidence as the action plan related to the previous years SAR at college and section level is monitored 3 times per year, but the tendency is still to focus on the SAR itself as a one-off process.

West Kent College:

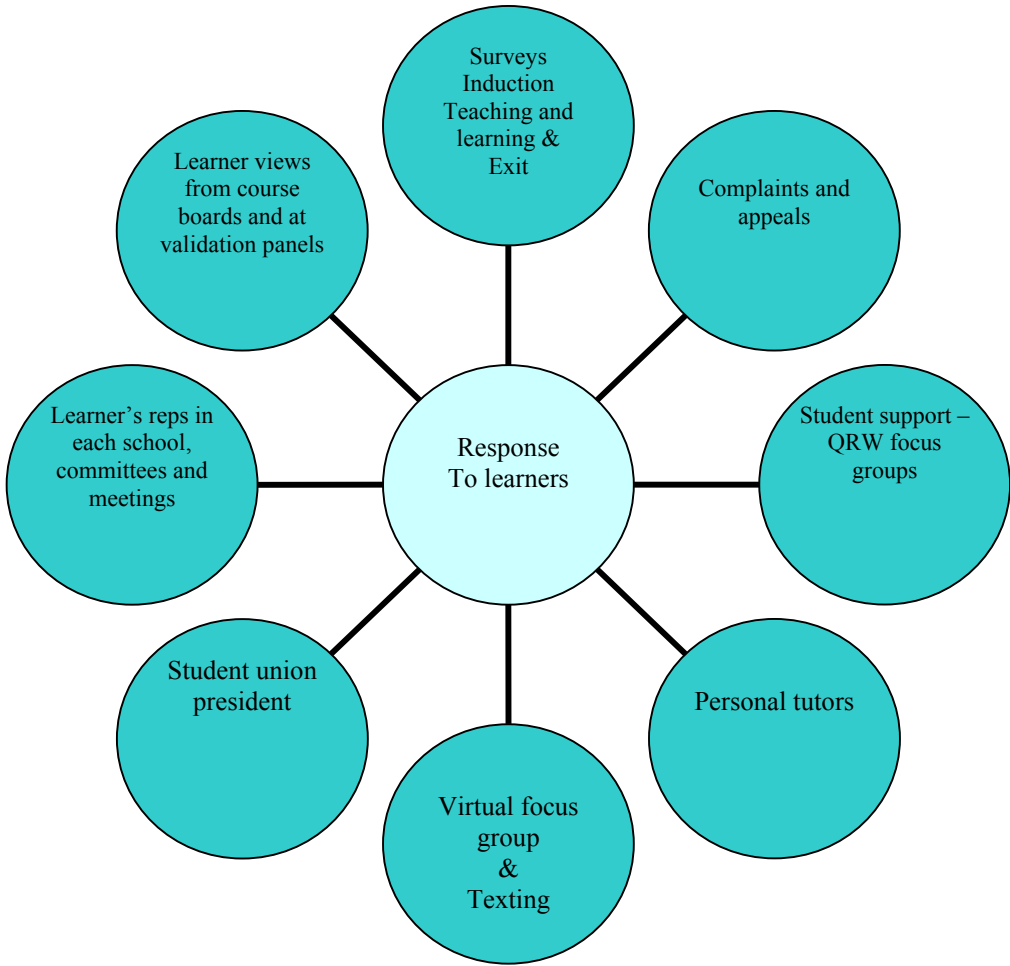
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4	Please identify those staff and learners who are involved in its compilation
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Canterbury College:
Staff at all levels, and all students, are given the opportunity (through completion of questionnaires), and some through focus groups and attendance at review meetings.

South Kent College:
All levels of staff contribute to the college SAR. Learners are involved in its compilation through focus groups and review weeks. In addition the results of the three learner surveys do help staff to comment on the learner experience in their self-assessment documents. However, the results of these surveys do not form a significant part of the SAR. They appear briefly in summary form, offering only a superficial account of their learning experience.

Mid Kent College:
Learners contribute to the self assessment process in a variety of ways as illustrated below:



North West Kent College:
The College undertakes a “bottom up” approach to SAR development. As a result most staff have an input in the development. The College has not laid down a prescriptive system for this, so some areas produce an SAR which is commented on by staff, while others meet with staff to produce a draft.

Learners are not at present directly involved with SAR production. Comments received at Formal

Programme reviews and through surveys are used within an analysis. In light of the Learner Voice strategy, current practice will need to be reviewed but there are no plans to have learner involvement at the drafting stage at present.

The system of bottom up development will be maintained in the next round of the SAR. However, ways of making contributions more effective are being investigated.

Thanet College:

Course teams/service teams generate the first-level evidence and this informs the lowest rung of the process. Section managers are responsible for the second tier and may or may not directly involve course leaders/staff in the writing/editing of the text. Most will share judgement decisions and ensure there is agreement with regard to proposed grades. The top level report writing is by one individual, but the draft is shared with SMT and text and judgements discussed before publication. Learners are involved in the process through a variety of formal and informal means, including evidence collated via QDP-managed satisfaction surveys, data derived from user surveys for service areas and vox pop evidence at course/section level. The approach is rather patchy and as yet there is no formal channel by which collective learner views on the overall college performance may be compiled.

West Kent College:

All levels of staff are expected to contribute.

5	Please identify the main sources of evidence for the SAR
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Canterbury College:

The main sources of evidence for the SAR are:

- Course Review documents
- Student Questionnaires
- Validated Data (Pro-Achieve)
- Teaching & Learning Observations
- Section Area SARs

South Kent College:

The main sources of evidence for the SAR are the documents referred to earlier. ProAchieve supplies the data to inform those documents.

Mid Kent College:

Headline sources include:

Data:

College Information System
ProAchieve
Provider Gateway (PPR , CPR and LAT)

Teaching and Learning:

pSARs
sSARs
Quality Review Week reports
Lesson Observation Week reports
Surveys

Leadership and management

Strategic Priorities documents
GB, Academic Board and Sub-Committees

SLT minutes, reports
Finance reports
Personnel reports
LSC documents

North West Kent College:

School SAR

- Retention, Achievement and Success rates
- Attendance
- Observation grades
- Enrolment / application figures
- Programme review reports
- Inspection reports where relevant
- Equalities data
- Student surveys
- Destination data
- Income
- Learners support information
- Staff information

Support SARs

- Quality standards (Response times etc)
- Area Review report if relevant
- Inspection
- Audit report
- Budget
- Any relevant external reports
- Customer satisfaction reports where relevant

Thanet College:

As noted above, the key source of evidence is the section SAR, and in the case of curriculum areas, the course reports underpinning it. Evidence for judgements in those reports is derived from a range of sources including college data sets (R/A/S, progression, age, ethnicity, gender etc), lesson observations, learner satisfaction findings, staffing, resource allocation/utilisation etc.

West Kent College:

The main source of evidence to inform the SAR is the Curriculum Development plans which then inform the Quality Improvement Plans.

6	How is the SAR validated and by whom?
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Canterbury College:

SAR validation meetings take place in October when Section Managers present their SAR to a review board chaired by the Principal and grades are awarded based upon evidence contained within the document measured against specific criteria.

South Kent College:

The SAR is validated by a validation panel meeting in December to review all curriculum and business support area self-assessment reports. The panel comprised the Deputy Principal (Curriculum & Quality), a Director, a Governor and the Quality Manager. Each Director is asked to present their strengths and weaknesses, with grades being agreed by the validation panel.

Mid Kent College:

See Question 3.

College SAR is validated by SLT, Quality Sub-Committee of the Governing Body and the full Governing Body. It is also subject to scrutiny by the SLT of Hastings College of Technology as part of our informal peer review. For this year's SAR the Deputy Principal of Hastings joined the validation panels for the sSARs.

North West Kent College:

The current system of validation is as follows:

- First draft to relevant SMT member for agreement
- Faculty moderation - each Faculty looks at its own School SARs. This is an ad hoc system at present
- Drafts presented to an SMT/ Middle Management team for validation and moderation. As a result all SAR's are reviewed by approximately six managers cross college as a minimum
- Second drafts presented to relevant SMT member
- Peer review of SAR via current Peer Review groupings
- A mop up moderation by a panel of SMT and Quality staff.
- Presentation to Governors
- Publication, after formatting, to ensure constant presentation.

Thanet College:

The overall college SAR is presented as a draft text to SMT for discussion. Underpinning section judgements and the headline SAR are challenged and discussed in a single-focus meeting. Amendments are subsequently fed back into the final version for Corporation, and ultimately publication. At present, there is no externality in the validation process.

West Kent College:

The SAR is validated by the Boards of Study which include the Directors/Executive/Heads of Curriculum Areas. The summary SAR is then presented to the Governors for their approval prior to signing off and putting on the portal.

7	Who is responsible for its approval and how is it approved?
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Canterbury College:

The whole college SAR is approved by the Quality Committee and the Corporation.

South Kent College:

The College Corporation is responsible for its approval. Following validation, the SAR is presented to the Quality & Curriculum Enhancement sub-committee and then to the full Corporation.

Mid Kent College:

Senior Leadership Team
Quality Sub Committee of Governing Body
Full Governing Body

North West Kent College:

Approval is the responsibility of the SMT and ultimately the Governing Body.

Thanet College:

See Question 6.

West Kent College:

See Question 6. The Director of Quality and Audit is responsible for ensuring this is approved by

the Governors.

8	Please describe the relationship between the SAR and the Development Plan
<p><i>Canterbury College:</i> The areas for improvement which are identified in the SAR generate the Quality Improvement Plans/Development Plan.</p> <p><i>South Kent College:</i> This year, for SKC, the Development Plan is the Recovery Action Plan and has the same lead author. There is no expressly stated relationship between the two documents. The latter is more sweeping in its coverage than the SAR, going beyond what a routine development plan would expect to contain.</p> <p><i>Mid Kent College:</i> At programme and school level, the final section of the pSAR/sSAR is the Improvement Plan. This addresses all weaknesses identified in the SAR but is very much a working document. Throughout the year, whenever weaknesses are identified, through QRW or Observation report, or EV reports or learner surveys, these are added to this single Improvement Plan at the end of the SAR.</p> <p>At College level, a College Improvement Plan addresses both the key strengths and the key weaknesses in the College SAR. Normally each issue is the responsibility of a member of the Senior Leadership Team.</p> <p><i>North West Kent College:</i> At NWKC the development plan is to develop for each area a sub set of the SAR which will be undertaken by each area.</p> <p>At present the college has no single overarching document summarising the SAR. The College development plan currently is the SAR development plans, with the Leadership and Management section forming the core supported by the LSC three year development plan. The set is due to be replaced by a similar system as used in Mid Kent for the SAR 2007/08.</p> <p><i>Thanet College:</i> The SAR at college and section level generates focussed action plans aimed at addressing areas for improvement, but also to reinforce or build upon existing strengths. The AODP takes on board college priorities for the coming year, in line with local LSC and national agendas and the overall college strategic vision – along with quality improvement actions associated with the SAR outcomes for the preceding year.</p> <p><i>West Kent College:</i> The self assessment report includes areas for development which are then transferred to what we call the Quality Improvement Plans which are used to inform and progress the strategic plan.</p>	

9	How is the Development Plan Monitored? (By whom and how frequently?)
<p><i>Canterbury College:</i> The Development Plan is monitored by SMT and the Corporation on a termly basis; however Faculty Heads are expected to monitor their areas on a fortnightly basis.</p> <p><i>South Kent College:</i></p>	

The Recovery Action Plan is monitored by the Quality & Curriculum Enhancement Sub-Committee and the full Corporation on a termly basis.

Mid Kent College:

School Improvement Plans (sIPs) are monitored at least monthly by the Curriculum Directors at their Heads' meetings. They are also the subject of scrutiny by the Director of Quality at his monthly meetings with Curriculum Directors. Each term, at Boards of Study meetings, Heads of School are required to report on progress with the sIP.

The College Improvement Plan is monitored on a termly basis by the Senior Leadership Team and by the Quality Sub-Committee of the Governing Body. From January 2008 the monitoring versions of both School and College Improvement Plans have been posted to the Quality website on the College's intranet, SharePoint. This means that the Quality Office can monitor progress at any time.

North West Kent College:

Currently the Development Plan is monitored via a variety of ways:

- Programme review
- As part of School budgetary planning on curriculum planning
- Data/Key Performance Indicator meetings
- Director of Faculty/SMT member review
- This system is currently under review

Thanet College:

The AODP is monitored 3 times annually (broadly December, March and June), and actions signed off or progress reported as appropriate. All actions are "owned" and the respective owners report on progress to date, with the overall document reflecting the totality. The AODP as a whole is monitored by SMT and the Curriculum and Quality Committee of the college corporation who may interrogate the evidence and challenge the degree of progress made at any monitoring instance.

West Kent College:

The plan is monitored through regular team meetings and updated formally three times a year. Each department monitors their own plan and then the information is passed to the Director of Quality and Audit, who will log the cross-college progress under the strategic plan drivers.

Part C

10	Please comment on the process described in Part B
<i>South Kent College's comments on Canterbury College's SAR:</i>	
Key Strengths	
<ul style="list-style-type: none"> • Comprehensive reporting of performance at different levels of college activity – overall against 5KQs, SSA and section • Comprehensive reporting of the learner voice in the SAR • Comprehensive reporting against 5KQs • Detailed breakdown of teacher observations • Comprehensive QIP using RAG coding for risk assessment 	
Areas for possible development	
<ul style="list-style-type: none"> • SAR could include a separate commentary describing how the self-assessment process works • Overall summary at start of SAR could be set out in KQ order to match the format in the QIP • Reduce size of document. • Develop coverage of Framework for Excellence in document. 	

- Employers could be directly involved in validating the SAR

Canterbury College's comments on South Kent College's SAR:

Key Strengths

- Business support areas complete SARs as well as curriculum areas
- SAR includes a description of the self-assessment process
- Detailed comments under ECM

Areas for possible development

- More comprehensive reporting of the learner voice in the SAR
- A more formal role for learner representation in SAR validation
- SAR validation should be carried out earlier than December
- There may be some duplication between the contents of the LAR and the Director's SAR
- SAR could include aspects of the FfE in future
- Employers could be directly involved in validating the SAR
- Fuller use could be made of supporting data/charts
- Course review document could become less cumbersome
- Coverage of the 5 Key Questions is not underpinned adequately enough by supporting data/charts.

North West Kent College's comments on Mid Kent College's SAR:

Key Strengths

- Effective college summary, allowing an organisation wide view of the College.
- Clear linkage to the Common Inspection Framework, allowing effective year on year comparison
- Good validation process at school level
- Good clear evaluative use of data
- Effective use of the "Learner Voice"

Areas for possible development

- Extend the SAR process to cover all departments within the college including Curriculum and non-Curriculum
- Consider adding a section within the summary report detailing movement against the College Improvement Plan over the year to support the capacity to improve analysis
- Consider how to embed the Peer Review system that is developing within Kent
- Review process to ensure all stakeholder views of the college are incorporated explicitly

Mid Kent College's comments on North West Kent College's SAR:

Key Strengths

- Comprehensive document which reviews all areas of the college's activities
- Described by Ofsted in last inspection as broadly accurate
- Clear mapping to the CIF Key Questions and to ECM issues
- Designed to be driven from the bottom up
- Mature and well understood process

Areas for possible development

- The identification of the College's Key Strengths and Weaknesses at the beginning of the SAR
- The production of a single whole-college Improvement Plan which addresses the maintenance of those strengths and the elimination of weaknesses

- The introduction of a standard format for Faculty SARs
- The inclusion of learners in validation processes
- The production of a summary version for posting to the Provider Gateway

West Kent College's comments on Thanet College's SAR:

Thanet College's comments on West Kent College's SAR:

Joint comments from Thanet and West Kent College:

The SAR process has served its purpose for the last two years, and meets external requirements in terms of structure and content. Judgements have been broadly confirmed in a full Ofsted inspection and two annual visits. However, the lack of an external view is a concern, and the need to more closely reflect the expectation of FfE is something that will be an issue from 2007/08.

Plans to change annual course review to an ongoing programme area risk assessment/monitoring model will focus attention on taking action rather than reporting on situations. The overall expectation of contributors to the process that reports should be judgement-rich and focussed on improvement is beginning to influence how reports are compiled and used.

There is a clear need to further develop the learner voice strategy and embed the views of learners into the SAR process as a whole.

The requirement of service areas to self-assess, and recent work on defining clear service level agreements for all non-curriculum areas, is a strength that encourages all participants in the college's business to participate in the process and contribute to the overall judgements about effectiveness of performance.

Next Steps:

The KAFEC PRD group will continue to work together into the academic year 2008/09, with the inclusion of Hadlow College. The group will share information and good practice and work to review the processes that each college undertakes in their self assessment. The group plans to extend the project through reviewing additional areas in the next academic year. These additional areas will include a cross-college theme and a curriculum area, both of which will be selected by the college under review. There will also be a more in-depth review undertaken of the SAR in the next academic year.

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