



Self-Assessment Toolkit for Training Institutions

Implementing Agency



This document has been developed as part of the VET Toolbox project.

The VET Toolbox was created in 2017 and provides partner countries with know-how, tools and advice to improve the effectiveness and inclusiveness of VET reforms.

It focuses on supporting VET systems to:

- become more demand-driven, with more effective private sector engagement.
- become more responsive to labour market needs.
- provide increased access to (self-) employment, including for disadvantaged groups.

The VET Toolbox is co-funded by the European Commission and the German Government.

The VET Toolbox partnership is composed by British Council, Enabel, GIZ, LuxDev and AFD.



The intended beneficiaries of the VET Toolbox are:

- National vocational authorities and regulatory bodies, including training funds;
- National and international enterprises involved in VET partnerships;
- Quality assurance organisations responsible for learner assessments and examinations;
- Public, private or mixed VET training institutes and VET pre-service and in-service instructor training institutes;
- National, regional and sectorial business and professional associations and civil society organisations.

Website: www.vettoolbox.eu

Find us on LinkedIn, Facebook and Youtube.

Publisher:

VET Toolbox Coordination Hub | c/o Belgian Development Agency Enabel

Rue Haute, 147 - 1000 Brussels - Belgium

info@vettoolbox.eu | www.vettoolbox.eu

Author: British Council | Photo credit: British Council

Copyright: © VET Toolbox partnership. All rights reserved. February 2021.

This document cannot be sold.

TABLE OF CONTENTS

Glossary of Terms	5
Introduction	7
Objectives of the Self-Assessment Tool.....	8
PART I: THE SELF-ASSESSMENT TOOLKIT GUIDE	9
Self-Assessment	9
Embedding Self-Assessment - Quality Assurance Cycle.....	10
Benchmarking and Performance Descriptors.....	11
Provider Oversight.....	11
Contextualising the Self-Assessment Toolkit.....	12
Completing the Self-Assessment Tool.....	12
Overview: Key Questions and Quality Indicators	13
Section A: Leadership and Management	16
How effective are leadership and management in raising achievement and supporting learners?	17
Section B: Learning Teaching and Assessment	22
How effective are teaching, training and learning and assessment?.....	22
Section C: Personal development, Behaviour, Care and Guidance including Safeguarding	25
How effective is personal development, behaviour, care and guidance?.....	25
Section D: Outcomes for Learners	27
How well do learners develop and achieve?	27
PART II: PERFORMANCE DESCRIPTORS	30
PART III: QUALITY CYCLE	32

PART IV: SELF-ASSESSMENT REPORT	33
Summary of Self-Assessment Performance Descriptors	34
Review of Action Plan for Quality Improvement	36
Quality Enhancement	38
Retention and Achievements	39
Evidence	44
Action Plan Summary	45

GLOSSARY OF TERMS

Achievement – Performance verified by assessment of evidence.

Benchmark – A standard, against which processes and results are measured, compared and assessed.

Compliance – Conformity with regulatory requirements, contractual obligations or recognized quality standards.

Continuous Improvement – An ongoing effort to improve products, services, or processes incrementally.

Database – An accumulation of data that has been systematically organized for easy access and analysis. Databases are usually computerized.

Drop out – Withdrawal from a programme before its completion.

Effectiveness – A measure of the extent to which an intervention or process achieves its planned results (outputs, outcomes and goals).

Engagement – Interacting and communicating with a particular group or employer's organization leading to improved understanding and mutual benefit.

Evaluation – A systematic and objective assessment involving systematic collection and analysis of qualitative and quantitative information of an on-going or completed project, programme or policy. Evaluations are undertaken to (a) improve the performance of existing interventions or policies, (b) assess their effects and impacts, and (c) inform decisions about future programming.

Key Performance Data – Specific quantitative and qualitative facts set by the providers such as retention, achievement, progression and attendance.

Learner – A generic term used to cover a student, trainee or apprentice.

Objective – A specific desired result that an intervention aims to achieve within a time frame and with available resources and meets the criteria of being Specific, Measurable, Achievable, Realistic and Time phased (SMART).

Pastoral Care – Non-academic support provided to a learner.

Performance Descriptor – A set of grading criteria that can be used to quantitatively measure performance and can be used for future benchmarking purposes to ensure quality improvement.

Performance Indicator – A set of commentaries that can be used to evaluate and measure performance against.

Provider – Generic term used to describe an institution such as a school, college, university or private training organisation.

Progression – The proportion of successful completers who progress to employment, further or higher education, or training.

Quality – The set of essential properties and characteristics that a product, process or service must have to comply with the agreed measurement.

Quality Assurance – Planned and systematic processes concerned with assessing and improving the merit or worth of an intervention or its compliance with given standards.

Quality Assurance Manager – Works with other staff to establish procedures and quality standards and to monitor these against agreed targets.

Quality Improvement – Continuous improvement in the provision of services that creates a level of enhancement that can be measured in satisfaction levels.

Retention – The percentage of enrolments who complete their programme of study.

Safeguard – To take measures to protect the health, well-being and human rights of individuals, which allow people - especially children, young people and vulnerable adults - to live free from abuse, harm and neglect.

Self-Assessment – An assessment or evaluation by those who are administering or participating in a curriculum programme or those who are entrusted with the design and delivery of a curriculum programme.

Standard – A clear and measurable and objective statement of what is expected.



INTRODUCTION

The primary aim of producing this Self-Assessment Toolkit is to support providers in developing an institution-wide approach to **Quality Improvement** underpinned by a robust process of **self-assessment**. The toolkit comes in four parts:

Part 1: The Self-Assessment Toolkit Guide

Part 2: Performance Descriptors

Part 3: Quality Cycle

Part 4: Self-Assessment Report

A **Glossary of Terms** has also been provided at the start of this guide.

The self-assessment toolkit is designed to embed a philosophy of continual self-reflection so that course teams, faculties and senior managers can continually improve their ability to deliver high-quality learning and teaching across a wide range of curriculum programmes.

The focus should be on quality improvement planning underpinned by self-assessment and a firmly embedded **Quality Assurance Cycle**. Providers will then need to develop a range of policies and procedures to support learning and teaching to reinforce the quality improvement planning process. Providers will also need to implement surveys to evaluate satisfaction levels of learners in the delivery of services by the institutions.

Central to the effectiveness of the quality improvement process is the **self-assessment report** that will serve as an active working document for all programmes. **Benchmarking** of programmes against key performance indicators such as **retention, achievement** and

progression/success will need monitoring on a monthly basis to ensure programmes meet their own benchmarked targets. This programme benchmarking will also inform the end of year self-assessment reports at faculty and institution level. These programme self-assessment reports provide the evidence base to improve quality and raise standards for the next academic year. Through regular monitoring, managers can identify how well they are performing against their own Key Performance Indicators as well as the providers' wider priorities. In addition, early intervention processes devised by the providers help identify areas of concern which are then sensitively and supportively challenged. The proposed approach within this self-assessment tool guide attempts to ensure that the strategic objectives outlined by the provider can be realised and achieved.

Objectives of the Self-Assessment Tool

- develop and embed a culture of self-improvement that will ensure all providers are responsive fully to the needs of learners, employers and the wider community and commit to, and achieve, continuous self-improvement and excellence;
- assist in the development of clear and coherent systems of support to ensure that self-assessment findings are addressed effectively and efficiently, and that innovative and good practice is identified and shared; and
- develop strong and innovative leadership and management at all levels of provision.

Quality assurance procedures should be designed to serve three purposes:

- to ensure that each provider monitors and evaluates its performance continually and systematically in order to improve the quality of its provision and the levels of achievement in all courses and programmes;
- to inform the process of self-assessment and **quality improvement** planning internally; and
- to provide essential information, both qualitative and quantitative, to government, employers, learners and the public to enable them to have confidence in the institution's provision, and to inform decision making and choice at a variety of levels.

To serve these purposes, it will be necessary for the quality assurance procedures to have an internal dimension and an external dimension, and to establish an appropriate balance between the use of qualitative and quantitative indicators.



PART I: THE SELF-ASSESSMENT TOOLKIT GUIDE

SELF-ASSESSMENT

Self-assessment and quality improvement planning are key elements in the achievement of continuous improvement. They should be an integral part of a provider's quality assurance and management arrangements, and will be rigorously evaluated during evaluation activities.

Self-assessment:

- identifies and builds on the strengths of a provider
- identifies and addresses areas for improvement
- results in a quality improvement plan with time bound actions and targets for continuous improvement
- provides a sound basis for improving the quality of provision for learning, and raising standards.

The success of self-assessment and quality improvement planning is reflected to a considerable degree by the high priority given to it by the provider's senior management. It is essential that self-assessment is a continuous process and that providers identify clearly strengths and areas for improvement (AFIs) and have an appropriate quality improvement plan to bring about the required improvements, with regular reviews of progress. Evaluations should be underpinned by a rigorous and on-going analysis of **key performance data**. It is important that providers use the process of self-assessment and quality improvement

PART IV: SELF ASSESSMENT REPORT

Programme Title:

Programme Leader:

Period covered:

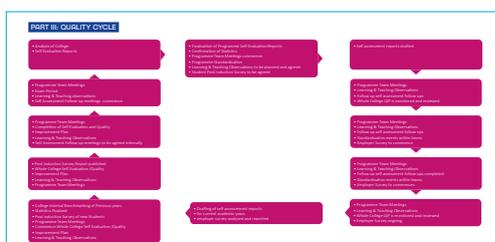
Members of Team:

planning to take any necessary corrective actions in a timely and appropriate manner. Staff at all levels and relevant stakeholders should be fully involved, and committed to the process.

To effectively meet the quality objectives set by a provider a robust Quality Assurance System that is underpinned by **Self-Assessment and Quality Improvement Planning Processes** needs to be embedded within a **Quality Assurance Cycle**.

The expectation is that all programmes will use the **Self-Assessment Report** to measure performance against the objectives set by the providers. Programme Self-Assessment Reports should be reviewed and signed off by Senior Managers. Actions highlighted should also become part of the overall faculties quality assurance priorities. The Quality Assurance Manager will review Self-Assessment action plans through a Self-Assessment Follow-up meeting that, should be held three times a year. These meetings provide a key opportunity for actions to be monitored and amended. Individual faculty quality assurance priorities can then be incorporated into the Whole College Quality Improvement Plan. Senior committees in the provider should monitor these quality processes rigorously on a regular basis.

Embedding Self-Assessment - Quality Assurance Cycle



A clear strength in any provider's quality assurance processes is the use of a **Quality Cycle** that plays a pivotal role in facilitating and supporting curriculum teams to sustain reliable and robust self-assessment and quality improvement planning processes. The work undertaken to implement the self-assessment

process will be more successfully achieved through the embedment of a '**Quality Assurance Cycle**' across all programmes. This will ensure quality assurance objectives outlined in the College Quality Improvement Plan can be met. The **Self-Assessment Follow-up Meetings** provide an effective challenge function to course teams to ensure that targets are met and that quality improvement is taking place.

Benchmarking and Performance Descriptors

PART II: PERFORMANCE DESCRIPTORS	
Definitions	Secondary / College Programmes
Retention	The percentage of enrolments who complete their programme of study.
Achievement	The percentage of completers who gain a full qualification if that is what they set out to achieve in their programme of study.
Progression	The proportion of successful completers who progress to employment, further or higher education, or training.

1. Attendance Rates	
Performance Indicator	All Programmes
Outstanding	95% and over
Very Good	90% to 94%
Good	80% to 89%
Requires Improvement	69% to 79%
Inadequate	Less than 68%

Internal benchmarking is a critical exercise that needs to be undertaken by each college to ensure year on year quality improvement both in terms of programme retention/achievement/success and in terms of institution-wide enhancement. The performance descriptors presented provide five grade levels that allow for incremental improvement on an annual basis. These can be revised as improvement is made. The Quality Assurance

Manager will set programme key performance indicators in areas such as retention/achievement/success within programme areas. These can then be monitored through the self-assessment follow-up meetings. Similarly, senior managers can also set provider-wide benchmarks in key areas attendance, retention/achievement and success that can then be monitored in college senior management meetings.

Provider Oversight

Quality Improvement is key to each provider achieving their own strategic objectives set by college management.

To optimise success of embedding an effective quality improvement process oversight of the process should ensure that:

- it rests with each Quality Assurance Manager supported by the senior managers.
- the Quality Assurance Manager is independent from the curriculum.
- the Quality Assurance Manager writes the Whole College Quality Improvement Plan that can then take account a range of available data and quality assurance priorities that are fed through from senior managers.
- each aspect of the plan should be linked to the providers' strategic objectives.
- monitoring takes place in senior committees to ensure progress is made.
- monitoring continues on a monthly basis through the Quality Cycle or monthly programme meetings.

Contextualising the Self-Assessment Toolkit

To be an effective toolkit guide it will be essential to consider how it can be applied within the context of a country or region so that quality improvement can be achieved successfully. Consequently, preliminary discussion should take place to ensure that reports appropriately contextualise and reflect:

- national priorities, ambitions and aspirations
- relevant government strategies
- regional priorities and differences
- policies and procedures

Completing the Self-Assessment Tool

The purpose of this section is to provide providers with an understanding of the criteria used when making judgments about the quality of provision. The quality indicators, guidance and questions should help providers implement a rigorous and effective self-assessment process as part of their quality assurance arrangements.

**The key question that providers should focus on is:
How effective and efficient is provision in responding to local and regional circumstances and in meeting the needs of all learners?**



OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Self-Assessment will assess the quality of provision under four broad sections, four key questions and a range of quality indicators, which will be explored in more detail in the following pages:

The **quality indicators** have been 'broadly' and non-prescriptively written to allow for self-reflection, examination and to identify whether current practice is effective or requires improvement. For example, '**good quality learning resources, materials and accommodation**' this allows teams to reflect and evaluate whether the resources they have are good, could be better or need improving in comparison to industry standards. If they are 'good' how do they impact on learner outcomes and as such they are then a strength or if they need improving what improvement is required that will form a clear action.

Section A: Leadership and Management

Key Question: 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
- Value for Money

Section B: Quality of Learning, Teaching and Assessment

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

Quality Indicators:

- Planning
- Teaching, Training and Learning
- Assessment
- Curriculum Provision
- Learning Experiences

Section C: Personal Development, Behaviour, Care and Guidance including Safeguarding

Key Question: How effective is personal development, behaviour, care and guidance?

Quality Indicators:

- Pastoral Care
- Safeguarding
- Additional Learning Support

Section D: Outcomes for Learners

Key Question: How well do learners develop and achieve?

Quality Indicators:

- Achievement
- Standards
- Progression
- Fulfilling Potential



SECTION A: LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting learners?

Strategic Leadership: How effective are the senior management team/leadership in providing strategic leadership and clear direction in achieving high quality education and/or training?

Indicators:

Evaluate the extent to which the senior management:

- demonstrate a commitment to excellence and quality improvement at all levels of provision
- set, share and review realistic objectives and targets that meet local and regional education and training needs
- engage fully in effective development and improvement planning that is informed by an evaluation of the external and internal environments
- establish clear and open channels of communication between all staff, learners, and stakeholders
- define clear roles, responsibilities and functions, to support the achievement of key strategic objectives
- work together appropriately, and with learners, to ensure the effective governance and management of the provider
- use effective change management strategies that are sensitive to the needs of staff, learners, and stakeholders.

How effective are leadership and management in raising achievement and supporting learners?

Action to Promote Improvement: How effective are the leaders and managers, at all levels, in the use of self-assessment leading to improvement in the quality of provision?

Indicators:

Evaluate the extent to which leaders and managers:

- collate, interpret and use effectively an appropriate range of relevant and reliable data (including Key Performance Data, Performance Descriptors and Indicators as defined in the Glossary of the Guidance book) to improve performance
- provide effective curricular leadership (including responding to change and establishing new directions for further development and improvement, aligning people and resources, motivating staff, ensuring consistency across subject areas taught) and management to ensure good quality teaching, training and learning, to meet the needs of staff, learners and stakeholders
- use appropriate self-assessment and improvement planning processes to review provision and effect improvement of the quality of teaching, training and learning;
- seek and act upon the views of different user groups, to plan, manage and improve the provision, including engaging learners in internal review and self-assessment arrangements
- demonstrate the capacity to sustain continuous improvement, including effective and innovative strategies to raise standards and improve the quality of teaching, training and learning.

How effective are leadership and management in raising achievement and supporting learners?

Staffing: How effective are the leaders and managers in recruiting, deploying, supporting and developing staff, at all levels, to provide high quality provision?

Indicators:

Evaluate the extent to which leaders and managers:

- deploy staff appropriately to manage and deliver education and training effectively to meet the needs of all learners
- have systems in place to provide staff with appropriate opportunities to undertake continuous professional development
- ensure staff are appropriately qualified and experienced, and have the necessary expertise to meet curricular needs and management responsibilities
- use performance reviews effectively to identify and meet individual staff development needs, including needs related to new emerging roles
- provide a range of opportunities for staff to develop leadership and management skills and capabilities, in order to build capacity within the provider to meet present and future needs.

How effective are leadership and management in raising achievement and supporting learners?

Accommodation and Physical Resources: How effective are leaders and managers in the deployment of all resources to provide high quality education and/or training?

Indicators:

Evaluate the extent to which leaders and managers:

- make effective and efficient use of physical resources for the benefit of the learner, and the wider community, in particular through collaborative/employer links
- ensure that there is an appropriate range and quantity of good quality learning resources, materials and accommodation, which are managed effectively to meet the needs of all learners
- ensure that all learners have appropriate access to learning resources and accommodation, including specialised equipment to industry standards, which promotes inclusion and complies with current legislation
- have policies, strategies and plans to provide, update and make best use of equipment, software and electronic resources across the curriculum
- have appropriate policies and procedures in place to ensure that all accommodation and equipment are maintained, updated, and comply with relevant legislation, including health and safety.

How effective are leadership and management in raising achievement and supporting learners?

Links and Partnerships: 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?

Indicators:

Evaluate the extent to which leaders and managers:

- identify and form a range of appropriate links and meaningful partnerships, including learners, to support the provider's achievement of its key aims and objectives
- form links and partnerships with external bodies which contribute to social inclusion, economic development and enhance learning
- use effectively the links and partnerships with external bodies to inform curriculum planning and maximise the use of resources
- develop the roles and responsibilities of respective partners, including learners, to promote effective and efficient working relationships, and creative and innovative thinking
- use links with employers and communities
- external bodies to inform, plan and meet workforce training and development needs at both local and regional levels.

How effective are leadership and management in raising achievement and supporting learners?

Value for Money: To what extent is the provider one which is operationally feasible, provides value for money and meets the expectations of all its stakeholders?

Indicators:

Evaluate the extent to which leaders and managers:

- make effective and efficient use of resources, both locally and regionally, to support the delivery of the curriculum
- manage finances effectively to ensure that the provision is both high quality and cost effective, and avoids unnecessary duplication
- use labour market information and environmental demographics to identify current and future skills requirements; and monitor and review the provision regularly to ensure relevance of programmes and services to local and regional economies, employers and communities.



SECTION B: LEARNING TEACHING AND ASSESSMENT

How effective are teaching, training and learning and assessment?

Planning: How effective is planning to support and promote successful learning?

Indicators:

Evaluate the extent to which:

- the overall curriculum planning reflects the aims of the provider and the priorities outlined in the quality improvement plan
- the provider has clear, coherent planning for all areas of the curriculum which guides effectively the work of the staff
- the planning for the learning programme for each learner is broad and balanced
- the teachers/trainers planning is effective and identifies the intended learning, differentiation, and evaluation
- there are opportunities for the learners to contribute to the planning process.

How effective are teaching, training and learning and assessment?

Teaching and Learning: How effective are teaching and training in promoting successful learning?

Indicators:

Evaluate the extent to which teachers/trainers:

- provide an appropriate range of learning experiences, which challenge and inspire learners
- meet the needs of the individual learners, which are informed at the outset by initial assessment
- provide an integrated programme of learning to develop the learners' literacy, numeracy, ICT and employability skills
- use other resources in a relevant and interesting way, to support learning
- provide accurate and up-to-date specialist learning experiences and expertise, which are relevant to current industry practice.

How effective are teaching, training and learning and assessment?

Assessment: How effective is assessment in promoting learning?

Indicators:

Evaluate the extent to which teachers/trainers:

- plan and use an appropriate range of assessment strategies for the learning programmes
- use feedback to inform individual learners about how they are performing and how they might improve
- use formative and summative assessments to guide teaching and training and to improve learning
- track and record progress towards learning goals and/or qualifications.

How effective are teaching, training and learning and assessment?

Curriculum Provision: Does the curriculum offer coherent, broadly balanced programmes of learning which provide learners with clear progression opportunities?

Indicators:

Evaluate the extent to which the provider:

- provides a range of learning programmes, which match learners' aspirations and potential
- provides coherent programmes of study, which present learners with clear progression opportunities
- offers programmes in line with government priorities and promotes economic development
- provides a balanced and broad curriculum, and additional enrichment opportunities
- provides flexible programmes, which are socially inclusive and which widen participation in education and training.

How effective are teaching, training and learning, and assessment?

Learning Experiences: How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?

Indicators:

Evaluate the extent to which the learning experiences:

- are of high quality and are matched to the individual needs, interests and aspirations of the learners;
- encourage independent learning;
- promote a positive climate which is conducive to learning
- provide learners with opportunities to gain the knowledge and understanding to enable them to make informed choices about their health and well-being, and personal and social development.



SECTION C: PERSONAL DEVELOPMENT, BEHAVIOUR, CARE AND GUIDANCE INCLUDING SAFEGUARDING

How effective is personal development, behaviour, care and guidance?

Pastoral Care: How effectively do the care, advice and guidance and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement?

Indicators:

Evaluate the extent to which the learners are provided with:

- opportunities to develop relationships which promote mutual respect, tolerance and understanding
- an induction process which enables them to understand the structure and demands of their programmes, and know what support services are available
- effective initial assessment and personalised learning/training plans, which are used to inform teaching, training and learning
- regular and planned support to review progress towards their learning goals and their personal development
- access to an appropriate range of personal and social services
- access to appropriate learning resources to support and develop independent learning.

How effective is personal development, behaviour, care and guidance?

Safeguarding: How effective is the provider in making arrangements to safeguard and promote the protection of learners?

Indicators:

Evaluate the extent to which the provider:

- meets legislative requirements and has established a code of conduct to guide staff in their contact with all learners, and has provided appropriate training which is regularly updated
- has clear and effective policies and procedures in place for the safeguarding of learners, including provision for recruitment and selection of staff and volunteers, that are reviewed appropriately
- informs learners and all relevant parties of policies and procedures relating to safeguarding
- has appropriate procedures to deal with complaints, which identify designated members of staff responsible for safeguarding issues.

How effective is personal development, behaviour, care and guidance?

Additional Learning Support: How effective is the provider in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?

Indicators:

Evaluate the extent to which the Provider:

- links effectively with schools or other providers to identify the needs and support requirements of individual learners
- uses an initial assessment to determine and plan for individual additional support needs, which is monitored and reviewed regularly
- uses an appropriate range of additional resources to support learning
- uses a range of external support agencies to support individual learning needs
- uses learning support to enhance the learning experience and environment.



SECTION D: OUTCOMES FOR LEARNERS

How well do learners develop and achieve?

Achievement: How well do learners achieve the highest possible standards of work and learning?

Indicators:

Evaluate the extent to which learners:

- achieve in line with appropriate performance indicators and benchmarks
- achieve consistently high standards of work across all elements of their programme, in line with their prior achievement and potential
- achieve appropriately high standards of literacy, numeracy and ICT and can apply these across a range of contexts
- achievements are in line with best practice.

How well do learners develop and achieve?

Standards: How far do learners acquire and develop the dispositions, skills and capabilities for life-long learning, and contribute to the community and the economy?

Indicators:

Evaluate the extent to which learners:

- develop independent learning skills and the self- confidence and capacity to work collaboratively with a diverse range of people and in a range of contexts, including on-line learning
- develop the relevant vocational and transferable skills and capabilities to meet the current and emerging needs of industry
- develop the relevant enterprise and employability skills required by employers and industry for the local, regional and global markets.

How well do learners develop and achieve?

Progression: How far do learners demonstrate progression within the provider, building on their prior achievements, and preparing appropriately for the next phase of their learning?

Indicators:

Evaluate the extent to which learners:

- plan, review and evaluate their work
- identify appropriate actions to progress their learning, at a pace and level in line with their prior achievement and potential
- develop the necessary skills and attributes to sustain progression in their educational, professional, personal and social development
- acquire, develop and transfer their knowledge, skills and understanding across their learning.

How well do learners develop and achieve?

Fulfilling Potential: How well do individual learners, at all levels of ability, overcome the barriers they may have to learning and achieve their full potential?

Indicators:

Evaluate the extent to which learners:

- can assimilate and apply their learning in a range of contexts
- understand how their learning can be applied to help them participate effectively in society and as contributors to the local and global economy
- are well-motivated, enthusiastic, meet deadlines and develop the work-readiness skills necessary to make an effective contribution to the economy and society
- are able to achieve their full potential irrespective of background.



PART II: PERFORMANCE DESCRIPTORS

Definitions	Secondary / College Programmes
Retention	The percentage of enrolments who complete their programme of study.
Achievement	The percentage of completers who gain a full qualification if that is what they set out to achieve in their programme of study.
Progression	The proportion of successful completers who progress to employment, further or higher education, or training.

1. Attendance Rates

Performance Indicator	All Programmes
Outstanding	95% and over
Very Good	90% to 94%
Good	80% to 89%
Requires Improvement	69% to 79%
Inadequate	Less than 68%

2. Retention Rates

Performance Indicator	College Programmes	Secondary / Intermediate Programmes
Outstanding	90% and over	80% and over
Very Good	80% to 89%	70% to 79%
Good	70% to 79%	60% to 69%
Requires Improvement	50% to 69%	40% to 59%
Inadequate	less than 50%	less than 40%

3. Achievement Rates

Performance Indicator	College Programmes	Secondary / Intermediate Programmes
Outstanding	95% and over	90% and over
Very Good	90% to 94%	80% to 89%
Good	80% to 89%	70% to 79%
Requires Improvement	55% to 79%	50% to 69%
Inadequate	less than 55%	less than 50%

4. Progression Rates

to employment, higher level training or education

Performance Indicator	All Programmes
Outstanding	90% and over
Very Good	80% to 89%
Good	70% to 79%
Requires Improvement	50% to 69%
Inadequate	Less than 50%



PART III: QUALITY CYCLE

- Analysis of College
- Self Evaluation Reports

- Programme Team Meetings
- Exam Period
- Learning and Teaching Observations
- Self-Assessment Follow-up meetings commence

- Programme Team Meetings
- Completion of Self Evaluation and Quality Improvement Plan
- Learning and Teaching Observations
- Self-Assessment Follow-up meetings to be agreed internally

- Post Induction Survey Report published
- Whole College Self Evaluation and Quality Improvement Plan
- Learning and Teaching Observations
- Programme Team Meetings

- College Internal Benchmarking of Previous years
- Statistics finalised
- Post induction Survey of new Students
- Programme Team Meetings
- Commence Whole College Self Evaluation and Quality Improvement Plan
- Learning and Teaching Observations

- Finalisation of Programme Self-Evaluation Reports
- Confirmation of Statistics
- Programme Team Meetings commence
- Programme Standardisation
- Learning and Teaching Observations to be planned and agreed
- Student Post Induction Survey to be agreed

- Drafting of self assessment reports for current academic years
- Employer survey analysed and reported

- Self-assessment reports drafted

- Programme Team Meetings
- Learning and Teaching Observations
- Follow up self-assessment follow-ups
- Whole College QIP is monitored and reviewed

- Programme Team Meetings
- Learning and Teaching Observations
- Follow up self-assessment follow-ups
- Standardisation events within teams
- Employer Survey to commence

- Programme Team Meetings
- Learning and Teaching Observations
- Follow up self-assessment follow-ups completed
- Standardisation events within teams
- Employer Survey to commences

- Programme Team Meetings
- Learning and Teaching Observations
- Whole College QIP is monitored and reviewed
- Employer Survey ongoing



PART IV: SELF-ASSESSMENT REPORT

Programme Title:

Programme Leader:

Period covered:

Members of Team:

Summary of Self-Assessment Performance Descriptors (please insert)

Performance Descriptor:

Please complete the table with the appropriate performance descriptor for each quality indicator. If the performance descriptor selected is 'Outstanding', no additional text is required. If one of the other performance descriptors – 'Good', 'Satisfactory' or 'Inadequate' – has been selected, explanatory text should also be included in addition to the performance descriptor.

Self-Assessment Quality Indicators	
Outstanding	the team has demonstrated a high level of capacity for sustained improvement in the interest of learners.
Good	the team demonstrates the capacity to identify and bring about sustained improvement in the interest of learner however.....
Requires Improvement - the team needs to address important areas.....	
Inadequate - the team needs to urgently address.....	

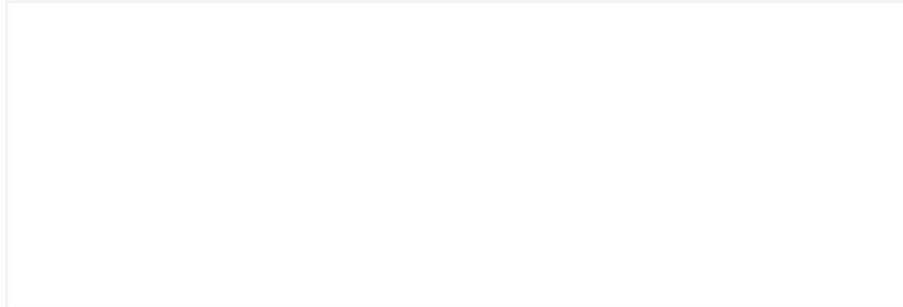
Self-Assessment Quality Indicators	Performance Descriptor
A. Leadership and Management	
B. Learning, Teaching and Assessment	
C. Personal Development, Behaviour and Welfare including Safeguarding	
D. Outcomes for Learners	

Signed: Programme Co-ordinator

name:

signature:

(add jpg or png)



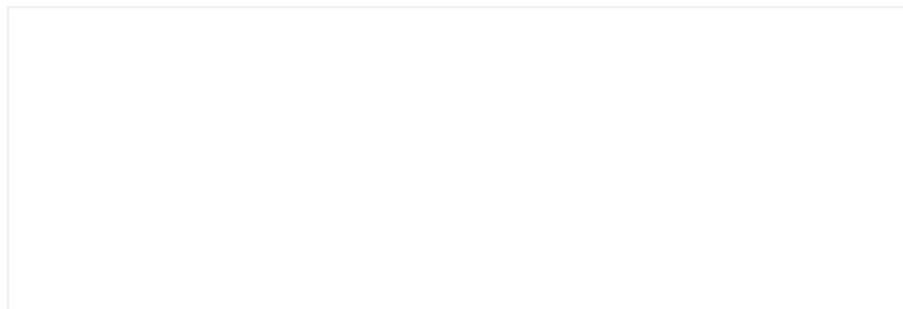
date:

Signed: Head of Department

name:

signature:

(add jpg or png)



date:

Review of Action Plan for Quality Improvement

Priority Actions from previous year's Action Plan	Were the actions achieved?		If Priority Action not achieved, please say why and when it is likely to be achieved
	YES	NO	

Quality Enhancement - example

Select one action point/area of good practice from last year that you, as a team, believe has had the greatest impact on improving the quality of the student learning experience	Evidence to support this	Describe how this was disseminated (a) within your department (b) across the College
<p>Example:</p> <p>The team has established an Industry Advisory Board that meets three times a year. The Board’s composition consists of academic staff, placement officer and employers regionally. The aim is to advise on a range of issues such as assessment, technical resources and placement opportunities. The success of the Board has meant that the academic programmes are now more industry facing and relevant and are improving outcomes for students in terms of success rates and employability</p>	<p>Minutes of Board meetings. Changes to assessment design. Greater number of placement opportunities available. Student satisfaction surveys have improved.</p>	<p>a) Within the department the Industry Advisory Board has impacted positively through the changes made to assessment practice.</p> <p>b) Institutionally, the team has shared its experiences of establishing this Board with other programme areas also interested in developing an Industry Advisory Board.</p>

Quality Enhancement

Select one action point/area of good practice from last year that you, as a team, believe has had the greatest impact on improving the quality of the student learning experience	Evidence to support this	Describe how this was disseminated (a) within your department (b) across the College

Retention and Achievements

Vocational Course Title [please list below]	No. Enrolled	No. Completed	Retention Rate	No. Achieved	Achievement Rate	Success Rate
--	--------------	------------------	-------------------	-----------------	---------------------	-----------------

Double click on the table to activate as a spread sheet and enter data.

Enrolled – No of students enrolled

Completion – No of students who completed the course in full

Achievement – No of students who achieved the course in full

Success – No of students who achieved from those enrolled

Note:

It is important that for each row in this table, both columns 'Enrolled' and 'No. Completed' are filled in or left blank.

If only one of these columns is filled in in the same row, an error message will appear.

You can easily remove this error message by clicking OK.

SECTION A	Leadership and Management			
Performance Indicator:	Outstanding	Good	Requires Improvement	Inadequate
<p>Please evaluate</p> <ul style="list-style-type: none"> ◦ Strategic Leadership: How effective are the senior management team/leadership in providing strategic leadership and clear direction in achieving high quality education and/or training? ◦ Action to Promote Improvement: How effective are the leaders and managers, at all levels, in the use of self-evaluation leading to improvement in the quality of provision? ◦ Staffing: How effective are the leaders and managers in recruiting, deploying, supporting and developing staff, at all levels, to provide high quality provision? ◦ Accommodation and Physical Resources: How effective are leaders and managers in the deployment of all resources to provide high quality education and/or training? ◦ Links and Partnerships: 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? ◦ Value for Money: To what extent is the organisation one which is operationally feasible, provides value for money, meets the expectations of all its stakeholders? 				
<p>Strengths</p>				
<p>Areas for Improvement</p>				

SECTION B		Quality Learning, Teaching and Assessment		
Performance Indicator:	Outstanding	Good	Requires Improvement	Inadequate
Please evaluate <ul style="list-style-type: none"> ◦ Planning: How effective is planning to support and promote successful learning? ◦ Teaching and Learning: How effective are teaching and training in promoting successful learning? ◦ Assessment: How effective is assessment in promoting learning? ◦ Curriculum Provision: Does the curriculum offer coherent, broadly balanced programmes of learning which provide learners with clear progression opportunities? ◦ Learning Experiences: How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential? 				
Strengths				
Areas for Improvement				

SECTION D	Outcomes for Learners			
Performance Indicator:	Outstanding	Good	Requires Improvement	Inadequate

Please evaluate

- **Achievement:** How well do learners achieve the highest possible standards of work and learning?
- **Standards:** How far do learners acquire and develop the dispositions, skills and capabilities for life-long learning, and contribute to the community and the economy?
- **Progression:** How far do learners demonstrate progression within the organisation, building on their prior achievements, and preparing appropriately for the next phase of their learning?
- **Fulfilling Potential:** How well do individual learners, at all levels of ability, surmount the barriers they may have to learning and achieve their full potential?
- **Performance Against Targets:** Have targets set for retention, achievement, and success been achieved?

Please complete:

	Target set (date)	Target Achieved	
		Yes	No
% Retention			
% Achievement			
% Success			

Strengths

Areas for Improvement

Evidence

Please indicate where evidence may be located to support Sections A-E above e.g. team minutes, lesson plans etc.

Leadership and Management
Quality Learning, Teaching and Assessment
Quality of Personal Development, Behaviour and Welfare including Safeguarding
Outcomes for Learners

Action Plan Summary

Course Title:

Date:

**Staff responsible
for delivering
the action plan:** Name:

Job title:

email address:

Please complete the table with the priority actions to address main areas for improvement. These could include actions in the areas of leadership and management; learning, teaching and assessment; employer engagement / placement; pedagogy; staff development; IT / physical resources; and / or any other relevant actions. In completing the table, please consider retention, achievement and success targets as appropriate.

Priority Action(s) to Address Main Areas for Improvement	Review comment	Target date Review Date Date achieved



*Would you like additional support
to put this guide into practice?*

Please contact us!

VET Toolbox Coordination Hub

Enabel – Belgian Development Agency, Rue Haute 147, 1000 Brussels – Belgium
info@vettoolbox.eu | www.vettoolbox.eu



The VET Toolbox partnership is composed by British Council, Enabel, GIZ, LuxDev and AFD.



Co-funded by the European Union

