

## Peer Review and Development - Scope for Review

### 1) Purpose of Review

- 1.1 Peer Review and Development has been designed to help providers to improve their capacity for self-assessment and self-improvement, to enable the further education system to move towards becoming self-regulating, and to implement the LSC's Framework for Excellence as it is fully rolled out.
- 1.2 The principal process to be used within the new programme will be *peer review and development*, which will enable providers to work together in peer groups to benchmark practice, validate self assessment judgments, share practice and carry out collaborative work to support improvement.
- 1.3 Through the consortium of Black Country Training Providers co-ordinated by Black Country Training Group it was agreed that Equality and Diversity would be the first focus of review. Following several meetings the purpose and scope of the first review has been agreed and is summarised below:
  - Equality and Diversity processes to be reviewed initially.
  - NACRO will be the first host organisation to undergo the review and development process.
  - Regardless of the size of the host organisation only 1 site will be visited during the review process.
  - Reviews will be carried out over 2 days, day 1 will concentrate on collecting evidence/information and interviewing staff/learners/employers, day 2 will concentrate on continuing to collect evidence and information and further interviews if required. Towards the end of the day the reviewers collate information and draft the report and feedback to the host organisation.
  - The Common Inspection Framework forms the basis for all criteria to be developed and is integral to the whole review process.
  - Documentation developed to support the review process will be used by the group and reviewed and revised as the need arises.
  - Reviewers will use agreed criteria and make reference to the possible evidence table (**Annex 1**) to make judgements about the organisations processes and will feedback recommendations during both the review process and group meetings.
  - The first review team has been agreed, future reviews will then be conducted by different members of the consortium.
  - A further meeting to be held on 15<sup>th</sup> April to discuss documentation drafted and criteria to be used.
  - Documentation for initial review to be uploaded onto the "Huddle" prior to 15<sup>th</sup> April meeting for further discussion and amendment.
  - The first Peer Review, to be conducted at NACRO, will be on the 14<sup>th</sup> and 15<sup>th</sup> May.
  - The first review report will be submitted to QIA by 31<sup>st</sup> May.

### 2) The Role of Review Lead

- 2.1 The review lead will be responsible for the effective overall management of the review process and the deployment of the team.

- 2.2 The review lead will arrange for the host providers Self-Assessment report and other associated documentation to be circulated to the review team at least 2 weeks prior to the start of the review.
- 2.3 The review lead, in association with the provider, will be responsible for the production of the review timetable (**Annex 2**) indicating timings of the reviews, team meetings and feedback meeting activities with locations. The timetable will be circulated to the review team at least 2 weeks prior to the start of the review.
- 2.4 The review lead will co-ordinate the completion of the Reviewer Profiles and copy to all reviewers and the host organisation.
- 2.5 The review lead will ensure that contingency arrangements are in place if a reviewer becomes unavailable. The review teams will select an alternate who will be included in pre-review meeting and will also receive all documentation as detailed in section 7 - Preparation for Review.

### **3) Recording**

- 3.1 It is important to keep all records during the review. These will be an important *aide memoire* when compiling the provider report and when collectively preparing the overall evaluation of the PRD process.
  - Each review team member will be required to complete the Peer Review Reporting Document (**Annex 4**) and the Staff/Learner/Employer Feedback Form (**Annex 3**).
  - The review lead will be responsible for providing a bullet-point summary report to the host provider within 2 weeks of the Peer review process end and the report to QIA.

### **4) Evaluation**

- 4.1 At the end of the first two reviews the review leads, together with the review team and the other members of the peer review consortium will reflect on the peer-review and its outcomes, e.g.
  - Judgements on the value of the review
  - Staff/learner views
  - Team suitability/approach
  - What the host organisation intends to do as a result of the peer review
  - Lessons to be learnt for the next peer review process
  - Identified areas of agreement and disagreement on the review judgements, and why.

### **5) Role of the Host Nominee**

- 5.1 Each host organisation should nominate a senior member of staff to act as the provider's main link with the review team. The nominee should:
  - Have a detailed understanding of the providers programmes and operations
  - Be sufficiently senior to ensure the co-operation of staff at all levels before, during and after the review.

5.2 The reviewers will use the nominee's knowledge to help plan the schedule of meetings and their review of the provider's documentation. The Review Lead will ensure that the nominee has the opportunity to hear the evidence on which reviewers have based their opinions.

5.3 The nominee's role during the review process is as follows:

- Provide information to the Lead Reviewer to enable them to plan the review process.
- Ensure the Review Lead is briefed on health and safety matters for the site to be visited by reviewers.
- Ensure a base room is available and that all documents required are available.
- Attend the initial meeting and final feedback meeting.
- Brief the senior management team, staff, learners, employers etc about the review arrangements.
- Liaise with the Review Lead over the team's use of the providers facilities, for example photocopiers and base and interview rooms.
- Ensure that the staff, workplace supervisors and employers are available for meetings as scheduled and that the necessary documents including learner files are available for the reviewers

## **6) Notification of Reviews**

6.1 The timetable for reviews to be carried out will be agreed by the consortia and host organisations will be involved in the negotiation of appropriate dates.

## **7) Preparation for the Review**

7.1 Prior to the review, the Review Lead will ensure the review team is well informed about the host organisation. The following documents must be produced by the Host organisation and forwarded to the Review Lead at least 2 weeks before the review taking place:

- The host organisations Self Assessment Report
- Last ALI/OFSTED Inspection report
- Host's Organisation Chart
- If possible 3 year's data (specifically with regard to data which informs the development of Equality and Diversity activity).
- If possible data should identify overall information regarding the WBL programmes and then broken down into sector subject areas.

## **8) Information required by the Reviewers in the Base Room**

8.1 The host organisation will be asked to make only the key documents available to reviewers for the start of the review, preferably in the base room. The evidence should consist of working documents, not information prepared specifically for the review. The evidence may include some of the following:

- Development Plan, staff development plans, action plans arising from inspections, programme review or self-assessment, Quality Improvement Plan.

- Minutes from meetings of committees such as senior management team.
- Details of staff qualifications and experience and staff development.
- Reports from external/internal verifiers.
- Evidence of links with external agencies such as schools, colleges, community organisations and employers.
- Samples of learner records including reviews and ILP's
- Sample of learners assessed work.
- Examples of marketing material used by the organisation.
- Copies of policies and procedures.
- Employer Vetting Packs/Service Level Agreements
- Learner/Employer/Staff Feedback questionnaires/Analysis

## **9) Learner/Employer Feedback**

- 9.1 The host organisation will select a sample of WBL learners to be interviewed, learning venues or workplaces to be contacted and portfolios to be examined.
- 9.2 The nominee will arrange for the staff/learners/employers to meet with the reviewers following the agreed timetable.
- 9.3 The Reviewers may also observe a selection of sessions to include, induction, training sessions and progress reviews.

## **10) Review Activities**

- 10.1 The reviewers will work as a team to evaluate the five key questions from CIF with regard to Equality and Diversity. They will, where appropriate:
- Observe teaching, training, learning and assessment taking place.
  - Evaluate data, particularly with regard to how data is used to drive improvements in Equality and Diversity.
  - Examine a sample of learners work.
  - Talk with learners, teaching staff, managers and employers.
  - Evaluate the impact of key documents, including plans, policies, procedures and tutor records on learner's progress.

## **11) Meetings**

The programme for meetings is as follows:

<b>Main Purpose</b>			<b>In Attendance</b>
Day 1	AM	Initial Meeting	Review Team/Nominee
	PM	Reviewers Progress Reports	Review Team/Nominee

Day 2	PM	Draft Report Meeting	Review Team
	PM	Feedback/Recommendations	Review Team/Nominee

### **Initial meeting**

11.1 The team, including the nominee, will meet for an initial briefing on the first day of the review. The Review Lead will ensure that the reviewers and nominee are aware of:

- Timetable for the 2 days activities.
- The key issues to be covered during the review and documentation to be examined.
- Any issues raised by the host provider.
- Administrative arrangements.

### **12) Reviewers Progress Reports**

12.1 At the meeting on the afternoon of the first day, each reviewer will give a brief account of their emerging findings. The nominee and other reviewers will have the opportunity to question and comment.

### **13) Draft Report Meeting**

13.1 Towards the end of the 2<sup>nd</sup> day the reviewers will meet to draft findings and recommendations.

### **14) Feedback/Recommendations**

14.1 End of the 2<sup>nd</sup> day, the reviewers will meet with the nominee to discuss findings and make recommendations.

### **15) Consortium Meeting**

15.1 Following the first two Peer Reviews the group will meet to discuss findings, recommendations, the process of review and any improvements to the process/documentation.

### **16) Discussions with Learners**

16.1 Reviewers will seek to establish the learner's views of the provider and the extent to which they feel they are effectively guided, supported and challenged within the context of Equality and Diversity.

16.2 Discussion topics will include:

- Recruitment and selection procedures
- Organisation and effectiveness of the induction programme

- Perceptions of the quality of pastoral support and guidance (including matters relating to equality of opportunity and respect for different cultures, religions and communities).
- Opportunities to influence the programme (focus groups, learner questionnaires)
- Understanding of anti-bullying and harassment procedures

## **17) Discussions with Staff**

17.1 Discussions with managers and teaching staff provide important evidence of roles and responsibilities, procedures and policies. They clarify how and why decisions are taken and how the impact of those decisions is evaluated.

17.2 The following principles apply to all meetings:

- Reviewers will ensure that staff are clear as to the purpose of the discussion.
- The length of the discussions will be agreed in advance.
- Reviewers will offer the opportunity for staff to ask questions and make points.
- When providing feedback the reviewers will not attribute comments made in the discussions to specific individuals.
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## **18) What happens after Peer Review**

18.1 The host organisation will be issued with a draft report on the final day of review, the Review Lead will then compile a final report, taking into account recommendations and comments made during feedback. This will be issued to the host organisation and the QIA within 2 weeks of the peer review process.

18.2 After 2 host organisations have been reviewed the consortium will meet to discuss the process and how improvements can be made to take forward with further reviews.

## Annex 1

### Examples of Possible Evidence against each area of the Learner Journey (E & D Focus)

<b>Learner Journey</b>	<b>Evidence</b>
Recruitment	Marketing Material Performance Data Interview Documentation
Induction	Grievance Procedure Induction Documentation Employers SLA/Policies/Induction Process/Checklists Whistle blowing policy Lesson Plans (Induction) Course Folders
Initial Assessment	APA/APL Process ILP's IA Documentation/Results Learner Interviews
Learning Plans	ILP's Application Forms
Teaching and Learning	Lesson Observation Criteria Lesson Plans Staff Qualifications Resource Plan (Business Plan) Quality Improvement Plan Staff Induction Information Copies of CPD Staff Training Schedule Learner Feedback on teaching/learning
Progress Reviews	Review Documents ILP's
Assessment	Learner Portfolios' IV Documentation Assessment Documents Tracking Documents
Achievement	MI Data
Progression	Exit Reviews MI Data

Timetable Format

Day 1						
AM			PM			
<b>Review Lead</b>	<b>Initial Meeting</b>					<b>Reviewers Progress Reports</b>
<b>Reviewer (1)</b>	<b>Initial Meeting</b>					<b>Reviewers Progress Reports</b>
<b>Reviewer (2)</b>	<b>Initial Meeting</b>					<b>Reviewers Progress Reports</b>

Day 2						
AM			PM			
<b>Review Lead</b>					<b>Draft Report Meeting</b>	<b>Feedback/ Recommendations</b>
<b>Reviewer (1)</b>					<b>Draft Report Meeting</b>	<b>Feedback/ Recommendations</b>
<b>Reviewer (2)</b>					<b>Draft Report Meeting</b>	<b>Feedback/ Recommendations</b>

**Annex 3**

**Staff/Learner/Employer Feedback Form**

**Staff Member                      Learner                      Employer                      (Circle as Appropriate)**

Topics for Discussion:

Evidence to be discussed:

Question	Response	GP √	Afl √

GP = Good Practise / Afl = Area for Improvement

**Annex 4**

**Performance Criteria**

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>1</b>	<b>RECRUITMENT</b>					
1.1	Promotional literature is reflective of local community, free from bias and reflects diversity					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
1.2	Interview methods are not discriminatory					
1.3	IAG is free from bias and non discriminatory, there is clear evidence of referral to appropriate and alternative provision					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
1.4	Recruitment and selection data is used to inform management decisions					
1.5	Recruitment staff are appropriately trained and developed					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>2</b>	<b>INDUCTION</b>					
2.1	E & D is effectively addressed during induction					
2.2	The induction materials used are inclusive and do not discriminate?					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
2.3	E & D for employers is effectively addressed during the recruitment of employers					
2.4	Learners fully understand their rights and responsibilities with regard to E & D					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
2.5	Employers understand their responsibilities and their statutory obligations with regard to E & D					
2.6	Employers carry out appropriate induction of learners into the placement which includes E & D issues					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
2.7	Learners have an understanding and are aware of grievance procedures – how secure would learners feel about making a complaint – either within the training centre or work placement					
2.8	Staff are trained to address specific E & D issues arising from a complaint?					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>3</b>	<b>INITIAL ASSESSMENT</b>					
3.1	Initial assessment tools including APL/APA are fully accessible, appropriate and free from bias					
3.2	Initial Assessment & Diagnostic is used to inform the ILP					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>4</b>	<b>LEARNING PLAN</b>					
4.1	Individual additional support needs are negotiated with learner and identified in ILPs and any other associated documentation					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>5</b>	<b>TEACHING &amp; LEARNING</b>					
5.1	E & D is used as a criteria in the lesson observation scheme matrix					
5.2	There is evidence that lesson plans show differentiation					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
5.3	Staff are suitably qualified and developed					
5.4	Accommodation is appropriate and accessible					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
5.5	E & D is included in staff induction and CPD					
5.6	Staff are trained to recognise and challenge inappropriate behaviour					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
5.7	Learner feedback is used to inform planning of teaching and learning					
5.8	The organisation effectively communicates E & D information/legislation to staff?					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>6</b>	<b>PROGRESS REVIEWS</b>					
6.1	There is evidence that the review process effectively addresses E & D issues					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
<b>7</b>	<b>ASSESSMENT</b>					
7.1	Assessment processes are regular, varied, inclusive and appropriate to the learner					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
8	<b>ACHIEVEMENT &amp; PROGRESSION</b>					
8.1	E & D data is captured and effectively used to drive improvements within the organisation					

	STATEMENT	EVIDENCE	NARRATIVE	STRENGTHS	AREAS FOR IMPROVEMENT	ACTIONS FOR DEVELOPMENT
8.2	E & D data is available for the use of staff at all levels and is accurate					
8.3	Organisation analyses trends and uses this to inform quality improvement planning					