

Steven Lavery

SER – A users perspective

About Me...

- 28 Years lecturing
- Course Director for HND Computing/Software Engineering
- Foundation Degree - 1999
- Head of School/Department since 2002
- SER since 1996

eti IQ:RS Strategy...IQ:RS

The key objectives of the strategy are to:

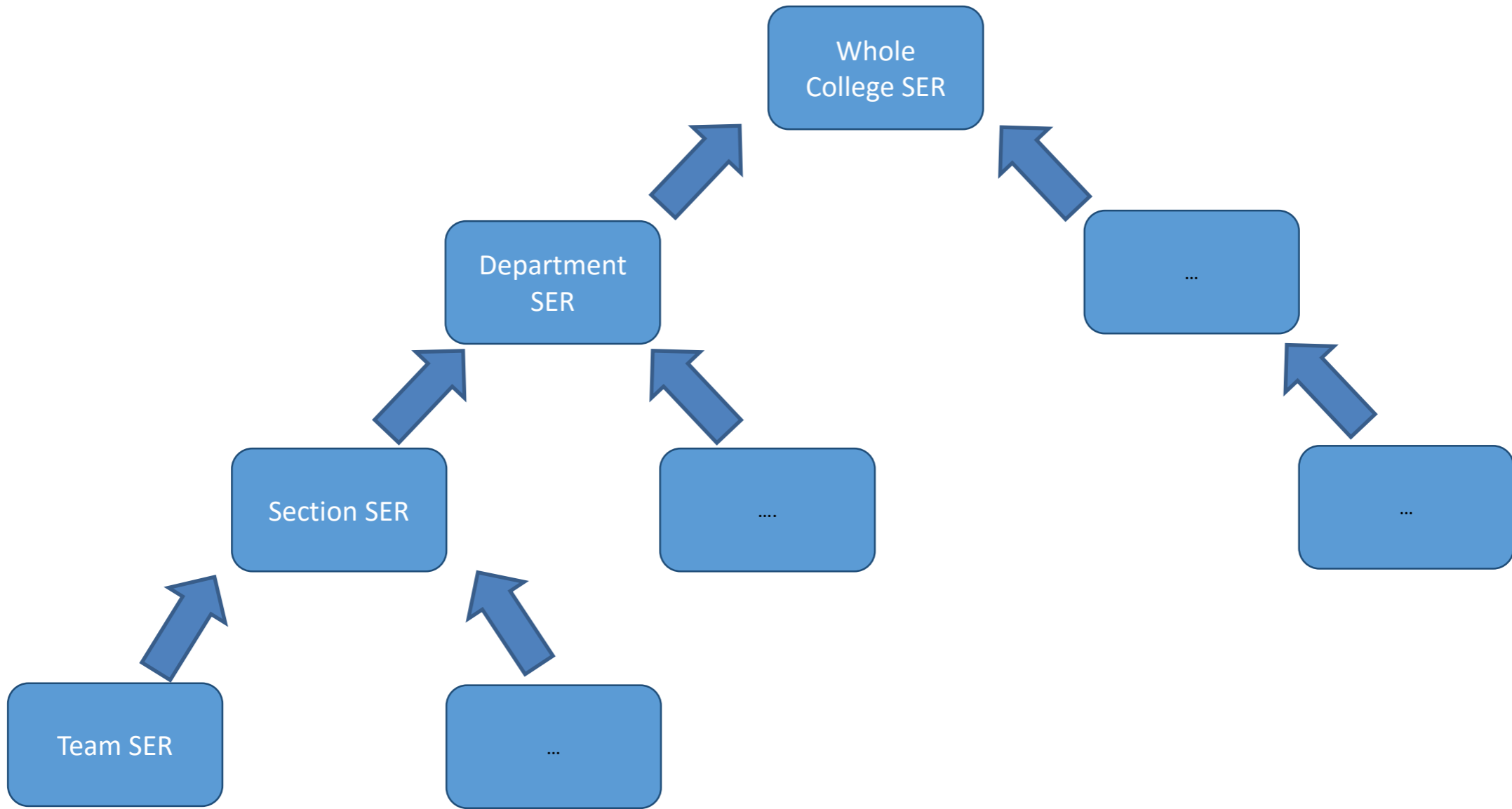
- develop and embed a culture of self-improvement that will ensure all providers of further education and work-based learning are responsive fully to the needs of learners, employers and the wider community and commit to, and achieve, continuous self-improvement and excellence;
- assist in the development of clear and coherent systems of support to ensure that inspection 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 the further education and work-based learning system.

Purpose of SER Process...

- To involve all members of the team in the reflective review
- To review the quality of the course that the team offers to learners
- To improve the quality of the team's teaching and learning
- To focus the team's activities to improve the learners' experiences

Importance ...

- All completed SERs and QI Plans help inform the Whole College SER and QI Plan
- SERs and QI Plans also help to plan, monitor and review what is happening within the College/Dept/Team



Importance ...

- Two key parts to the document:
 - Self Evaluation Report (SER)
 - Quality Improvement Plan (QIP)
- These are the first documents that supervisory bodies will look at when they carry out an inspection
- The team should have ownership of the documents
- The document is completed by all teams within the College - support and curriculum

How the SER Process Works...

- Self evaluation is about **the team**
- **Learners** should be the team's central focus
- think...
 - what does the team do?
 - what **impact** have the team's actions had on learners?
 - what has gone well? - **strengths**
 - what has not gone so well? - **areas for improvement**

Evidence...

Strengths must have evidence to support ...

Examples of evidence include:

- course data
- student/employer/parent/school/feedback
- VLE content
- Individual Learning Programmes
- minutes of team meetings
- EV/EE Reports
- Inspectorate Reports

Evidence (Data)...

Microsoft Excel ribbon: FILE, HOME, INSERT, LAYOUT, FORMULAS, DATA, REVIEW, VIEW. Ribbon tabs: Clipboard, Font, Alignment, Number, Styles, Cells, Editing.

Formula bar: A1, fx, Three Year FLU Funded and Entitlement Framework Vocational Course Retention, Achievement and Success

Worksheet title: Framework Vocational Course Retention, Achievement and Success (courses) Last Updated: 07/11/16

			15/16 data as at date above									3 Year Average						Comp Year: 2											
Static Description	NVQ Lvl	Duration	Completion Year: 2013/2014			Completion Year: 2014/2015			Completion Year: 2015/2016			Total Enrollments	Total Retain	Total Achieve	3 Yr Retention Rate	3 Yr Achievement Rate	3 Yr Success Rate	Enrollments of 1st Year of Course	Current Enrollments	No of students achieving qualification									
			Enrollments 1st November of first year of course	No of students completing course	No of students achieving qualification	Retention Rate	Achievement Rate	Success Rate	Enrollments 1st November of first year of course	No of students completing course	No of students achieving qualification	Retention Rate	Achievement Rate	Success Rate	Enrollments 1st November of first year of course	No of students completing course	No of students achieving qualification	Retention Rate	Achievement Rate	Success Rate	Enrollments of 1st Year of Course	Current Enrollments	No of students achieving qualification						
EDEXCEL Level 2 BTEC Diploma In Applied Science	2	1Year	13	13	9	100.00	69.23	69.23	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	13	13	9	100.00	69.23	69.23	0	0	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	2Years	19	15	12	78.95	80.00	63.16	18	12	12	66.67	100.00	66.67	15	10	4	66.67	40.00	26.67	52	37	28	71.15	75.68	53.85	19	17	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	2Years	14	10	10	71.43	100.00	71.43	22	18	18	81.82	100.00	81.82	16	15	10	93.75	66.67	62.50	52	43	38	82.69	88.37	73.08	22	19	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	2Years	17	13	11	76.47	84.62	64.71	13	10	10	76.92	100.00	76.92	15	12	11	80.00	91.67	73.33	45	35	32	77.78	91.43	71.11	15	10	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	2Years	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	1	0	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	2Years	20	16	16	80.00	100.00	80.00	19	17	14	89.47	82.35	73.68	17	10	8	58.82	80.00	47.06	56	43	38	76.79	88.37	67.86	20	14	0
EDEXCEL Level 3 BTEC National Diploma in Children's Care Learning and Development	3	Short	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	2	2	2	100.00	100.00	100.00	2	2	2	100.00	100.00	100.00	0	0	0
City & Guilds Level 3 Certificate in Plumbing Studies	3	2Years	2	1	0	50.00	0.00	0.00	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	2	1	0	50.00	0.00	0.00	0	0	0
Foundation Degree in Building Technology and Management	5	More than 2	13	5	4	38.46	80.00	30.77	13	5	5	38.46	100.00	38.46	13	5	4	38.46	80.00	30.77	39	15	13	38.46	86.67	33.33	13	6	0
Foundation Degree in Sport Exercise and Fitness	5	2Years	13	12	10	92.31	83.33	76.92	18	15	12	83.33	80.00	66.67	18	15	10	83.33	66.67	55.56	49	42	32	85.71	76.19	65.31	20	18	0
Foundation Degree in Sport Exercise and Fitness	5	More than 2	10	3	2	30.00	66.67	20.00	6	3	3	50.00	100.00	50.00	1	0	0	0.00	0.00	0.00	17	6	5	35.29	83.33	29.41	0	0	0

SER....Language

Use evaluative words:

- 'outstanding'
- 'very good'
- 'good'
- 'satisfactory'
- 'inadequate'
- 'poor'
- 'modest'
- 'nearly all'
- 'most'
- 'a majority'
- 'significant minority'
- 'a small number'

Grading...

Self Evaluation Grades – to be input onto the front page of the document after you have filled in everything else:

Grade 1	Outstanding
Grade 2	Very Good
Grade 3	Good
Grade 4	Satisfactory
Grade 5	Inadequate
Grade 6	Poor

Quality Improvement Plan ...

From the **areas for improvement** the QI Plan is formed...

- The QI Plan is the most important part of the document
- Prioritise areas for improvement as identified in your SER then set very clear **objectives**
- Actions are what you need to do to meet each objective and must be **SMART**
- There must be very clear responsibility within the team for each action

SMART ...

- Be **specific** about what your team wants to do i.e. objectives and actions should be very clear
- Each action should be **measurable** i.e. set a number or % that can be measured – this will help your team see if it was reached or not
- Each objective and action should be **achievable** and **realistic** – there is no point setting something your team will never be able to do
- Give a realistic date/**timescale** when the actions and overall objective will be completed

Example of QIP for Objective 1:

No	Objective /Target	Actions	Evidence Objective / Target / action has been achieved	Key Staff Responsible	Timescale
1	Improve whole course retention by 10%	Obtain regular learner feedback regarding the programme	<ul style="list-style-type: none"> •Learner unit/module feedback requested for 75% of units/modules •Learner feedback requested for 100% of educational visits and guest speakers 	All team members	1 st Oct 1 st Feb
		Enhance learner tracking sheets	<ul style="list-style-type: none"> •Learner tracking updated once per week for 100% of learners 	All team members	1 st Nov
		Review course data at each team meeting	<ul style="list-style-type: none"> •Course data reviewed at 100% of team meetings with actions put in place to address concerns 	All team members	Every team meeting
		Reread Retention Strategy	<ul style="list-style-type: none"> •Minutes of 1 team meeting highlight discussion of Retention Strategy 	All team members	1 st Nov

Challenges ...

- “Buy in”
- Evidence needs to be gathered during the year – teams need lead time
- Timing (of the SER completion)
- Acceptance of own responsibilities – not a management bashing or whinging exercise
- Standardisation of grading
- Culture change- following the plan (QIP)

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