

Professional Discussion Tool:

9 Data Projects to Improve Your Provision

The key question

How do you know that you are meeting the needs of your learners?

A clear answer could be that:

- all of your learners stay with you until their planned end dates
- all of them achieve the targets set out in their individual learning plans.

Both of these evidence statements are clear and both are based on quantifiable data. It would be a fair hypothesis that, as all of the learners stay and achieve, much, if not all, of the aspects of the learner's journey are effective.

However, if your achievement and retention rates are not 100% the answer to the question is far from clear and all aspects of the learner's journey must be scrutinised.

Subjectivity

All too often, the judgements in providers' self-assessment reports are based on subjective rather than objective evidence. Even more commonplace is the difficulty in deciding whether quality improvement actions are having any positive effect.

The **9 Data Projects to Improve Your Provision** have been developed to help you understand how comparative data sets can be used to explore your provision for improvement themes.

You may also find that a thorough understanding of these data projects could help you to formulate a clear strategy to:

- develop a learner-focused management information system - over and above managing contract compliance and funding returns.
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Professional Discussion Tool (PDT)

These PDTs are designed to be used by a facilitator/note taker to help teams debate and understand key issues. Good quality self-assessment information can be collected through professional discussion rather than the completion of forms – essential when staff have so many other demands on their time.

This PDT has been divided into projects to make the delegation of responsibilities and actions easier:

Project no. 1 - Applications and Recruitment

Project no. 2 - Initial Assessment

Project no. 3 - Attendance

Project no. 4 - Progress

Project no. 5 - Assessment

Project no. 6 - At-risk learners

Project no. 7 - Retention

Project no. 8 - Achievement

Project no. 9 - Progression

Notes for use

The projects have been designed to cover learners' programmes in all of the FE's remits. When using them and comparing your thoughts to ours, please be aware that not everything may apply to your type of provision. For instance, Nextstep providers may wish to focus only on projects 1, 3 and 9.

All projects are based on the comparison of two sets of data. By comparing these sets of data, we get a clearer understanding of the quality of provision and the underlying 'story'.

Task 1 Imagine a scenario and then debate the Quality Improvement Questions (QIQs) that arise from the comparison of the two sets of data. For example:

Scenario 1

Compare the:	with the:	Possible QIQs Interpretation should be indicative to your provision
number of leavers within the first 13 weeks (or less if appropriate)	number who started in the same period	What can the comparison tell you about: <ul style="list-style-type: none"> ○ your initial advice and guidance? ○ your initial assessment practice? ○ the effectiveness of your induction programme? ○ the effectiveness of your learners' first review? ○ the management of your at-risk register? ○ the learners' employer-environments? What changes can you make to improve your provision?
7	10	

Scenario 2

Compare the:	with the:	QIQs
retention rate of those receiving support	retention rate of those not receiving support	What QIQs could you write for this scenario?
90%	55%	

The judgements that you make may well be evidence for key strengths or key weaknesses.

You are advised to consider all sets of data at a low enough level to highlight meaningful differences, eg. area of learning level, sub-area, funding group, etc. However, numbers should be sufficient to give some statistical significance, e.g. more than 10.

Task 2 Add the answers to your QIQs to your development plan after considering how they relate to your Quality Standard.

Obvious repetition of QIQs has been avoided wherever possible. For instance, many of the questions that would normally arise in, say, projects 7 and 8 will have been dealt with in earlier projects.

All projects could help you monitor the impact of your quality improvement initiatives.

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Project no. 1 - Applications and Recruitment

Applications

Compare:

- a. gender
- b. ethnicity
- c. areas of deprivation

with the:

- a. all applications
- b. respective regional averages
- c. all applications

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Recruitment

Compare:

- a. gender
- b. ethnicity
- c. areas of deprivation

with the:

- a. all applications
- b. respective regional averages
- c. all applications

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Transfers to other programmes within your provision

Compare the :

- transfer rate

with the:

- annual or sub-annual transfer-rate trends
(the most appropriate frequency after consideration of the recruitment cycle and the length of programme.)

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 2 - Initial Assessment

Initial Assessment 1

Compare the:

- number receiving an initial assessment by area of learning (or sub-area)

with the:

- number starting the programme

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Initial Assessment 2

Compare the:

- a. number requiring additional support
- b. number receiving additional support

with the:

- a. number starting the programme
- b. number requiring additional support

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Initial Assessment 3

Compare the:

- retention rate of those receiving support
 - during first 13 weeks
 - by cohort/annual or sub-annual cycle

with the:

- retention rate of those who do not require support

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 3 - Attendance

Attendance 1 (In whatever form is appropriate)

Compare the:

- cumulative attendance rates of **individual** learners
- attendance rates of **individual** learners by calendar quarter

with the:

- required attendance rates of **individual** learners (100%)
- required attendance rates of **individual** learners by calendar quarter (100%)

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Attendance 2 (In whatever form is appropriate)

Compare the:

- cumulative attendance rates of **cohorts** of learners
- attendance rates of **cohorts** of learners by calendar quarter

with the:

- required attendance rates of **cohorts** of learners (100%)
- required attendance rates of **cohorts** of learners by calendar quarter (100%)

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 4 - Learners' Progress

Progress 1

Compare the:

- rate of progress of **individual** learners

with the:

- expected rate of progress of **individual** learners

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Progress 2

Compare the:

- rate of progress of **cohorts** of learners

with the:

- expected rate of progress of **cohorts** of learners

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Progress 3

Compare the:

- number of learners who are more than one month passed their end date
- monthly

with the:

- total number of current learners

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 5 - Assessment

Assessment 1

Compare the:

- number of assessments taken in a given period

with the:

- number of assessments planned in that same period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Assessment 2

Compare the:

- number of successful outcomes in a given period

with the:

- number of assessments taken in that same period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Assessment 3

Compare the:

- number of successful outcomes in a given period by **assessor/staff** responsibility

with the:

- number of assessments planned in that same period by **assessor/staff** responsibility

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 6 - At-risk learners

At-risk learners 1 (at risk of leaving their programme early)

Compare the:

- percentage of learners who are at risk of leaving their programme early in a given period

with the:

- same figure for the previous period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

At-risk learners 2

Compare the:

- percentage of at-risk learners who left their programme early in a given period

with the:

- percentage of learners who were at risk of leaving their programme early in that same period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 7 - Retention

Retention - induction period

Compare the:

- number who leave within the first 13 weeks (or less if appropriate)
- quarterly

with the:

- number who start within the same periods

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Retention - full programme

Compare the:

- number who leave early without achieving their ILP in a given
- month - quarter - year

with the:

- number of learners who are scheduled to complete their programme in a given
- month - quarter - year

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Retention - Leaver Reasons

Compare the:

- leaver reasons by sub-category in a given period

with the:

- total number of leavers in the same given period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 8 - Achievement

Achievement

Compare the:

- number who achieve all elements of their ILP:
 - monthly - quarterly
 - annually

with the:

- number scheduled to achieve all elements of their ILP
 - monthly - quarterly - annually

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Timely Achievement

Compare the:

- number who: achieve early, achieve on time, achieve, but not on time
 - half yearly - annually

with the:

- total number who achieve
 - half yearly - annually

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

Distance Travelled

Compare the:

- distance travelled by your 16 to 18 year old learners

with the:

- respective national average

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?

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Project no. 9 - Progression

Progression

Compare the:

- number who progress to positive destinations
 - sub-annually
 - annually

with the:

- number who leave in the same period

Task 1: Consider the identified data categories and then answer the three questions.

Task 2: Add the answers to your questions to your development plan after consideration of their relationship to the *Common Inspection Framework*.

Q1 Consider the learner - What quality improvement questions arise from the comparison of these data? *E.g. What can the comparisons tell you about...*

Q2 What are your current targets for this area?

Q3 What will your targets be next year/period?