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Proposals for developing Education team performance report

Executive Summary

This paper sets out the proposed direction of travel for developing the Education team's performance information. This development is in line with the new Education quality assurance model, which launched and scaled from September to December 2021. Developments are being made in line with the intentions of the new model, and following discussions with the Education and Training Committee (ETC) in November 2021.

In this paper, we have set out the aims of the report, what the report currently looks like, future work which will be used to develop our reporting, and a discussion section.

This paper should be read considering the Education team performance report (March 2022), provided as a separate paper. Reporting has been developed to the point of this report, and as noted through the paper, will continue to be developed as further data points are established.

Previous consideration	Executive Leadership Team – February 2022
Decision	The Committee is asked to discuss and approve the education team's proposed reporting to ETC in support of the new QA model. In particular, whether ETC agrees that: • The aims set out capture what audiences want to see with this report • Whether the five areas discussed in the 'Further reporting developments planned for the future' section cover any gaps in the current report
Next steps	Standard performance report developed in line with proposals and outcomes from ETC discussions
Strategic priority	1. Continuously improve and innovate 3. Develop insight and exert influence
Financial and resource implications	None

EDI impact	None immediately, but the views of stakeholders will become important performance indicators. This may be an opportunity to understand EDI in relation to the function's stakeholders when developing these indicators.
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Education team performance reporting – discussion paper

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1. Aims of the performance report

1.1. The audiences for the report are:
- the Executive Leadership Team (ELT) – monthly
- Education and Training Committee (ETC) – at each meeting (approximately quarterly)

1.2. Audiences should be able to understand where the education team and the sector is performing well, where there are challenges, and what is being done to address those challenges. The report is pitched at a strategic audience, to inform thinking related to strategy and resourcing.

1.3. The performance report has two broad aims.

- <u>Performance of the function</u> – Firstly, the report should allow the reader to understand the performance of the education team against our objectives, service levels, and key performance indicators. Metrics focus on time and quality, and commentary is provided to aid the reader in understanding information. Within this, the reader should also be able to understand the areas the education team is currently focusing on, and what will shape our work going forward.

- <u>Developments and performance of the education sector</u> – Secondly, the report should provide information about developments within the

education sector, along with how well the sector is performing in meeting regulatory requirements.

2. What the performance report now includes following the launch of the new QA model

2.1. The report is divided between our three main operational processes (approvals, performance review, and focused review), with each focusing on:
- Drivers for the work of the function
- Current performance linked to service levels
- Outcomes-based KPIs

2.2. Most of the metrics presented are currently time based, or quantitative data. The commentary is intended to add richness to the data, to aid understanding of quality.

3. Further reporting developments planned for the future

3.1. Certain areas need developing further before they can be included in regular reporting.

3.2. Stakeholder feedback
The education team currently gathers feedback from stakeholders in structured and unstructured ways, but there is little consistency with how questions are asked to allow for analysis across the range of work undertaken. We have also traditionally run large scale surveys covering two-year periods, rather than actively seeking feedback regularly. Plans are being developed to identify when and where feedback is best sought, and to underpin feedback with consistent themes which can be acted upon and analysed through reporting. We expect to deliver this by the end of the current academic year (August 2022).

3.3. Regional engagement
Following establishing a regional approach to stakeholder engagement, the team has been focusing on establishing good working relationships with individuals within providers and other regional bodies (such as funding bodies). This provides a rich source of information and intelligence, which helps inform our work and our understanding of focuses for our stakeholder. Ways of working are currently being developed to track regional engagement and the intelligence gathered within the function. This will give us the tools to understand any gaps in engagement, and to draw together key themes to inform our work and the work of others. These tools will also be designed to allow us to provide useful insight via our performance report. We expect to deliver this by the end of the current financial year (March 2022).

3.4. Internal quality checks

Quality checking has always been an important part of our work, but within the previous model was not underpinned by a clear strategy or aim, and was not consistently recorded. Within the new model, quality checking has been embedded into processes, with clear intentions of each quality check. We are also in the process of developing our system to allow for quality checks to be recorded, which will allow us to understand areas which need to be focused on with members of the team, and to report outcomes through the performance report. We expect to deliver this by the end of the current financial year (March 2022).

3.5. Building a data set over time

As the model is new, we do not have historical performance data. The longer we run the model, the more we will understand what 'good' performance looks like, which will help to drive development of baseline service levels and KPIs.

3.6. KPI performance metrics to Council

The KPI performance metrics currently used for Council are based on targets for the legacy model. Where there is some insight gained from continuation of using these KPIs, the function needs to develop replacement KPIs which show how well the function is performing in the new model. The intention is to report two key KPIs to Council, one time-based and one quality-based.

4. Further work to analyse and report on our performance

4.1. Data set for the 2020-21 academic year

Continuing our approach for the last number of years, we have produced an annual data set rather than a full 'annual report', and have picked out and provided commentary on key highlights of the data, including links to our performance.

The data set produced this year (due to be submitted ETC in March 2022) is the last from the legacy quality assurance model, which was replaced by our new model in September 2021. Although there is limited learning from the data in terms of process application or development, it is still a useful marker or how the function performed in the 2020-21 academic year.

4.2. New quality assurance model – first year review

Towards the end of the summer, we will undertake a full review of how the model has scaled up and implemented, focusing on whether model objectives have been met and benefits delivered. This analysis is intended to provide us with any learning to further develop the model, give internal and external stakeholders confidence that the model delivers as intended, and to move the model from being considered as 'new' to business as usual.

We will draw conclusions against pre-defined measures and benefits, using internal assessment data and stakeholder feedback. Through this review, we will consider which measures can be used to understand performance of the function on a longer-term basis. These measures will then be integrated into performance reporting.

5. Timeline

November 2021	Discussions with ETC on what they need to understand about the performance of the function, and what they would like from a performance report
February 2022	• Next iteration of the performance report delivered, along with a paper focused on the development of the performance report for discussion at ELT and ETC • Data set for the 2020-21 academic year produced and reviewed by ELT ahead of ETC in March 2022
March 2022	• Annual data set presented to ETC • Performance report presented to ETC • ETC discussion on the development of the performance report • Regional engagement and internal quality checking metrics delivered • Work begins to integrate seeking stakeholder feedback
Summer 2022 (delivered prior to September)	• Review of the application of the new QA model delivered • Stakeholder feedback embedded into performance reporting

6. Discussion and decision

The Committee is asked to discuss and approve the education team's proposed reporting to ETC in support of the new QA model. In particular, whether ETC agrees that:
• The aims set out capture what audiences want to see with this report
• Whether the four areas discussed in the 'Further reporting developments planned for the future' section cover any gaps in the current report