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Vocational Secondary Schools Self-Evaluation Guidelines

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# Introduction

## Aim of the self-evaluation guidelines

This self-evaluation guidelines aim to **assure and improve the quality of services offered by Vocational Secondary Schools (VSS) in Jordan**, in order to ensure that all learners have the best chance of success.

(Once this provision is assured the VSSs will be become an Accredited provider.)

## Objectives

To achieve this aim, the guidelines have the following objectives:

* Evaluate and plan school provision for student experiences and transition into the labour market.
* Evaluate how students develop skills for learning, life and work, and career management.
* Evaluate leadership at all levels, as well as the quality of learning and teaching, curriculum design and support for learners.
* Strengthen partnerships and relationships between all stakeholders in the sector.
* Determine the capacity for improvement and plan accordingly ensuring maximum impact.

## Background

One of the main priorities of the government of Jordan is the reform of the employment and vocational education and training sector. This is reflected in all sector strategies e.g. HRD Strategy 2016 – 2022, which seek to offer high quality vocational education and training.

VSSs will require support to bring about continuous improvement through effective deployment of resources and engagement with stakeholders. This can be achieved through systemic internal and external monitoring and evaluation of performance which will shape each institutional development and improvement plan.

### TVET School system model

VSSs operate under the governance of the MoE, MHESR, MoL and MSD. This multi-sector governing mechanism is provided by the ETVET Council as illustrated below:

# Purpose

The primary purpose of these Self-Evaluation Guidelines is to provide support to schools and CAQA’s external evaluators when engaging in the review and enhancement of the quality of provision and services offered. It is designed to help practitioners draw from evidence-based internal and external evaluation processes in order to inform further improvement. In addition, the framework seeks to provide a structure for supporting schools to bring about improvements in provision by promoting a quality culture in all aspects of their work.

## Endorsing self-evaluation

The framework offered will strengthen school ownership and responsibility for evaluation and planning for improvement. The challenge is to build onto school self-evaluation processes to include external feedback from stakeholders, and endorsement from CAQA.

## Building capacity for improvement

As well as providing a structure for evaluation, the guidelines address how provision can be enhanced and improvements made. VSSs, with CAQA evaluators (and other stakeholders), can use the framework to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning process and student experience.

## Building relationships with partners

The level of collaboration required in the evaluation process will rely on nurturing relationships between stakeholders and building trust. This can only be achieved through transparency and co-operation between partners. The approach adopted aims to ensure productive contributions in the evaluative activities where schools will value the objectivity of external partners to help drive improvements.

A strong working relationship with school Directors, their teams and CAQA can enhance mutual understanding of the evaluation process.

# Approach and methodology

The approach to self-evaluation in schools is structured and principled. Below those principles are listed and followed by an outlined methodology that builds on the principles by incrementally developing a framework that can be used both by schools and external evaluators from CAQA.

## Principles

Evaluation of schools’ performance is based on principles that must be agreed and shared among stakeholders, particularly those involved in any stage of the evaluation process. These principles are:

* Strategic leadership and vision
* Corporate responsibility
* Student engagement
* Relevant and high quality learning
* Quality monitoring and evaluation
* Accountability and delegation
* Financial sustainability
* Stakeholder relationships
* Student relationships
* Working partnerships
* Openness and transparency

## Methodology

The remainder of this section outlines and develops the evaluation process by identifying sub-process and the stages therein.

There are three main sub-processes involved:

* **Developing the framework** – covered in the guidelines
* **Carrying out an evaluation** – to be used by schools and endorsed by external evaluators.
* **Endorsing and Reporting** – to be used by external evaluators in collaboration with schools

Each of these sub-processes can be refined or broken down further into stages in order to guide the implementation of the evaluation.

### Developing the framework

This sub-process identifies what is regarded as indicators of quality and what evidence is required to make judgements on quality. (The stages in this sub-process are developed in the next section.)

### Carrying out an evaluation

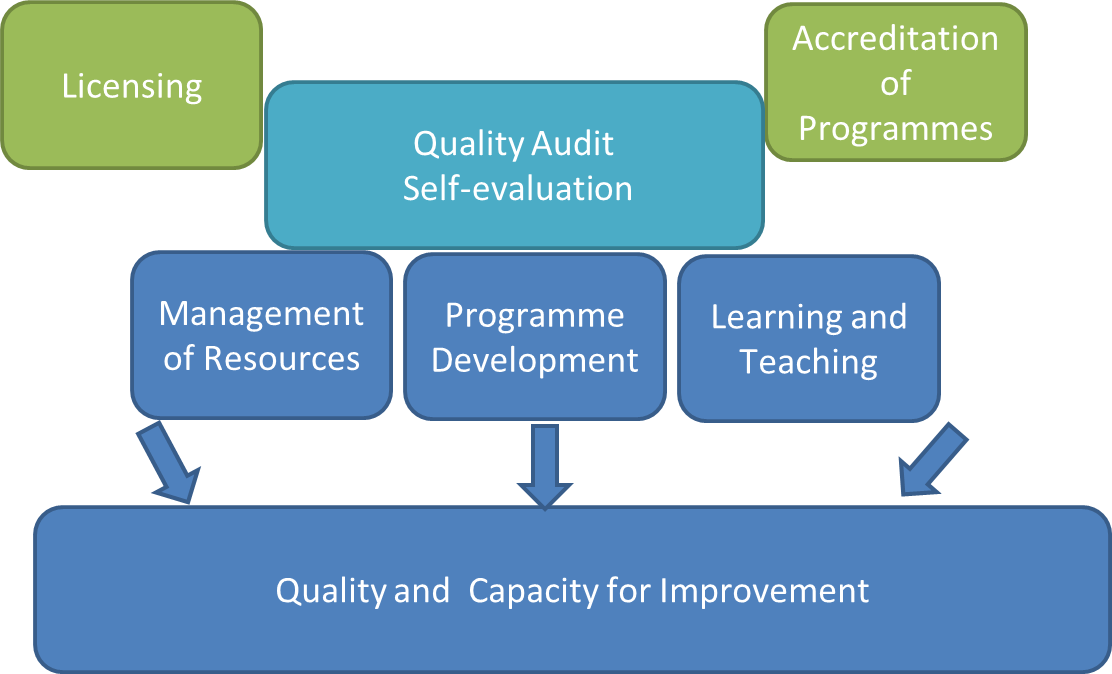
Using the developed framework, the following stages can be implemented by the school as part of the self-evaluation process. (Instruments and guidance on these stages are provided in subsequent sections of the guidelines.)

### Endorsing and Reporting

These final stages of the evaluation process should be implemented by external evaluators in collaboration with schools and conclusions agreed. (Additional instruments and guidance are provided in subsequent sections of the guidelines.)

## Performance areas for quality self evaluation

The approach adopted is based on the quality themes, or performance areas, of: Leadership and Quality Management; Management of Resources; Programme Development; Teaching and Learning; Engagement with Stakeholders. Each theme underpins the quality and improvement culture in pursuit of excellence in institutional development:



Leadership and Management

Engagement with Stakeholders

Each quality Performance Area can be elaborated by identifying Quality Indicators (QI) derived from the CAQA Quality Assurance Standards, thus forming the skeleton of the quality framework.

## Quality indicators and standards

The Performance Areas (or quality themes) together with the Quality Assurance Standards provide the skeleton of the quality assurance framework:

|  |  |  |
| --- | --- | --- |
| Performance Area | Quality Indicator | Standards |
| Leadership and Quality Management  (LM) | Working strategically in partnership with stakeholders | LM1-4 |
| Communication of vision | LM5-7 |
| Leading and supporting learning and teaching | LM8-9 |
| Implementing policies and procedures consistently | LM10-12 |
| Evaluating performance | LM13-16 |
| Valuing learning achievement | LM17-19 |
| Management of Resources and Environment  (RE) | Viable and sustainable provision | RE1-2 |
| Management of physical facilities | RE3-6 |
| Management of resources and materials | RE7-10 |
| Management of human resources | RE11-18 |
| Programme Development  (PD) | Requirements for qualifications | PD1-11 |
| Curriculum development and review | PD12-14 |
| Curriculum design and content | PD15-16 |
| Teaching and Learning  (TL) | Management of programme and learner data | TL1-4 |
| Addressing different learner needs and interests | TL5-8 |
| Effectiveness of work place learning | TL9-11 |
| Effectiveness of assessment practices | TL12-15 |
| Support and motivation of learners | TL16-19 |
| Engagement with Community and Regulatory bodies  (E) | Participation in national, regional and inter-national activities | E1-3 |
| Engagement with local community | E4-7 |
| Dialogue with regulatory bodies | E8 |

## Quality assurance standards

A column can be added to list the strands where evidence is required in order to evaluate quality standard:

### Leadership and quality Management

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand |
| Working strategically in partnership with stakeholders | LM1 | Complies with legal and ethical practices |
| LM2 | Vision and strategic plans reflect stakeholders expectations |
| LM3 | Strategies relevant to needs of the labour market |
| LM4 | Strategic plan identifies needs and gaps in performance |
| Communication of vision | LM5 | Staff, learners and stakeholders are active in decision making |
| LM6 | Internal communication and accountability infrastructure is clear |
| LM7 | Stakeholder communication is effective |
| Leading and supporting learning and teaching | LM8 | High expectations conveyed and innovation valued |
| LM9 | Strategies in place to ensure a safe and supportive environment |
| Implementing policies and procedures consistently | LM10 | A framework of policies and procedures is in place |
| LM11 | Policies and procedures in place to support internal QA |
| LM12 | Assessment policy and procedures in place |
| Evaluating performance | LM13 | Self-evaluation conducted routinely |
| LM14 | Programme and dept. performance reports informs planning |
| LM15 | Feedback mechanisms in place to evaluate learning and teaching |
| LM16 | Mechanisms in place to evaluated work-based learning |
| Valuing learning achievement | LM17 | Learning experience evaluated through learners’ feedback |
| LM18 | Graduate destinations are traced |
| LM19 | Retention and success rates monitored and evaluated |

### management of Resources and environment

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand |
| Viable and sustainable provision | RE1 | Enrolment targets set and monitored |
| RE2 | Efficiency of student enrolment costs |
| Management of physical facilities | RE3 | Appropriate use of facilities |
| RE4 | Compliance with health, safety and environmental standards |
| RE5 | Utilisation and maintenance |
| RE6 | Meeting needs of staff and learners |
| Management of resources and materials | RE7 | Learners’ access to necessary technologies |
| RE8 | Staff access to computer and internet resources |
| RE9 | Utilisation and maintenance of equipment |
| RE10 | Provision of appropriate learning materials |
| Management of human resources | RE11 | Appropriately qualified staff |
| RE12 | Balance of full/part time staff and staff/learner ratios |
| RE13 | Staff induction/orientation |
| RE14 | Transparent and equitable policies supporting staff satisfaction |
| RE15 | Performance agreements in place |
| RE16 | Performance appraisal and review in place |
| RE17 | Professional development plans supported |
| RE18 | Transparent recruitment, promotion and reward procedures |

### Programme development

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand |
| Requirements for qualifications | PD1 | Relevance to school goals and labour market need |
| PD2 | Validity and appropriateness of learning outcomes |
| PD3 | Validity work place learning outcomes |
| PD4 | Coherency of programme components |
| PD5 | Sequencing of programme components ensure exit level outcomes |
| PD6 | Appropriate balance of theoretical, practical, and work place components |
| PD7 | Validity and variety of assessment techniques and instruments |
| PD8 | Appropriate entry requirements with no false barriers |
| PD9 | Identification of progression pathways |
| PD10 | Specific licensing and regulatory requirements |
| PD11 | Appropriate support to franchised programmes |
| Curriculum development and review | PD12 | Programme review procedures |
| PD13 | Informed need of programme provision |
| PD14 | Effective engagement of stakeholders in programme development and review |
| Curriculum design and content | PD15 | Attributes and skills embedded in programmes |
| PD16 | Practical context of learning and assessment activities |

### Teaching and learning

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand |
| Management of programme and learner data | TL1 | Information available to students prior to enrolment |
| TL2 | Management of current and historical programme information |
| TL3 | Management of programme reports |
| TL4 | Management of programme administration processes |
| Addressing different learner needs and interests | TL5 | Teaching and learning policy in place |
| TL6 | Availability of flexible delivery options |
| TL7 | Teachers facilitate a dynamic and supportive learning environment |
| TL8 | Self- directed learning activities embedded in programmes |
| Effectiveness of work place learning | TL9 | Policy on effectiveness of work place learning |
| TL10 | Relationship with work place providers |
| TL11 | Expectation from work place learning defined |
| Effectiveness of assessment practices | TL12 | Assessment policy understood and implemented |
| TL13 | Valid and reliable assessment instruments related to Learning Outcomes |
| TL14 | Learner awareness of assessment requirements |
| TL15 | Learner feedback on performance |
| Support and motivation of learners | TL16 | Monitoring of learner progress through programme |
| TL17 | Supportive intervention to remedy lack of progress |
| TL18 | Availability and use of counselling and careers advice |
| TL19 | Levels of uptake of student support services |

### engagement with stakeholders

|  |  |  |
| --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand |
| Participation in national, regional and inter-national activities | E1 | Engagement with stakeholders |
| E2 | Partnerships and formal agreement with stakeholders |
| E3 | Support to staff and learners to build relationships with stakeholders |
| Engagement with local community | E4 | Communications with stakeholders |
| E5 | Responsiveness to stakeholder needs |
| E6 | Support to lifelong learning in the community |
| E7 | Public perception of provider |
| Dialogue with regulatory bodies | E8 | Engagement with QA and funding bodies |

## Sources of evidence

Any evaluation of QIs in the Performance Areas listed previously, must be based on evidence. The sources and the type of evidence vary, therefore schools must know where to find the evidence in each area or strand and the form that it takes. Before considering the sources it is necessary to consider the form. This can take three forms:

* **quantitative data** e.g. examination results;
* **qualitative data** that captures perceptions and views of those involved e.g. stakeholder surveys; and
* **direct observation** e.g. from external evaluators.

Together, these data combined can be used to formulate useful information that can be used to form judgements and verify any qualitative evaluation in the 5 (6?) Performance Areas.

The follow tables suggests some sources and challenging questions on performance, which can be used to gather the evidence in the Performance Areas.

### Leadership and quality Management

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality Indicator | Std | Evidence Strand | Questions | Evidence Source |
| Working strategically in partnership with stakeholders | LM1 | Complies with legal and ethical practices | Are local and national priorities addressed?  Are strategies in place to improve provision  Is the school Dev. Plan in place?  Are stakeholders engaged? | * Health and Safety / Fire inspections * Vision and mission statements * School Improvement Plan * School handbook * Stakeholder consultations * Formal agreements with employers * Record of complaints * Stakeholder perceptions * Record of Department, Management and Staff Meetings * Record of stakeholder consultations * Policy documents, briefings, circulars * Staff development plan * Performance appraisals * Staff handbook * Student handbook * Records of support services * Documented procedures/ manuals * Plans /reports linked to improvement plan * Assessment policy * Assessment records * Internal audit reports * Self-evaluation reports * Programme and department reports * Student satisfaction/evaluation reports * Student log books * Employer feedback * Student / Parent questionnaire * Student destination reports * External observations |
| LM2 | Vision and strategic plans reflect stakeholders expectations |
| LM3 | Strategies relevant to needs of the labour market |
| LM4 | Strategic plan identifies needs and gaps in performance |
| Communication of vision | LM5 | Staff, learners and stakeholders are active in decision making | Is the vision for future provision communicated to stakeholders? |
| LM6 | Internal communication and accountability infrastructure is clear |
| LM7 | Stakeholder communication is effective |
| Leading and supporting learning and teaching | LM8 | High expectations conveyed and innovation valued | Is learning and teaching well led and supported?  Is student support led effectively?  Are staff managed and developed effectively?  Are policies and procedures implemented effectively |
| LM9 | Strategies in place to ensure a safe and supportive environment |
| Implementing policies and procedures consistently | LM10 | Framework of policies and procedures in place |
| LM11 | Policies and procedures in place to support internal QA |
| LM12 | Assessment policy and procedures in place |
| Evaluating performance | LM13 | Self-evaluation conducted routinely | Is self-evaluation evident and well led?  Are stakeholders involved  In self-evaluation? |
| LM14 | Programme and dept. performance reports informs planning |
| LM15 | Feedback mechanisms in place to evaluate learning and teaching |
| LM16 | Mechanisms in place to evaluated work-based learning |
| Valuing learning achievement | LM17 | Learning experience evaluated through learners’ feedback | Do learners value their experiences?  How are outputs identified and measured?  How are output data used to plan improvements? |
| LM18 | Graduate destinations are traced |
| LM19 | Retention and success rates monitored and evaluated |

### management of resources and environment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality Indicator | Std | Evidence Strand | Questions | Evidence Source |
| Viable and sustainable provision | RE1 | Enrolment targets set and monitored | Are enrolment targets sustainable and appropriate?  Do enrolments make programmes viable? | * Business plan * Enrolment records * Calculation of delivery costs per student * Facility plans * Teaching areas * Student areas * Catering facilities * Health and Safety and Fire Certificate * Fire drill procedures * Janitorial and cleaning support * Toilets and changing areas * Maintenance plans for facilities * Computer provision * Self-learning facilities and resources * Training in technologies for staff and students * Equipment maintenance schedules * Student surveys and interviews * Staff CVs * Staff contracts * Student agreements * Timetables * Class sizes * Staff turnover rates * Induction manual * Performance agreements * Appraisal and review records * Professional Development plans * Staff training certificates * Staff placements /engagements with employers * Staff * Recognition awards * Promotion structure |
| RE2 | Efficiency of student enrolment costs |
| Management of physical facilities | RE3 | Appropriate use of facilities | Are facilities suitable for learning activities?  Do students make full use of resources?  Are facilities safe to work and learn?  Are materials suitable for learning?  Do facilities and materials meet learner and teacher needs? |
| RE4 | Compliance with health, safety and environmental standards |
| RE5 | Utilisation and maintenance |
| RE6 | Meeting needs of staff and learners |
| Management of resources and materials | RE7 | Learners’ access to necessary technologies | Are there specified resource areas  Is training in technologies provided?  Are teaching rooms well equipped? |
| RE8 | Staff access to computer and internet resources |
| RE9 | Utilisation and maintenance of equipment |
| RE10 | Provision of appropriate learning materials |
| Management of human resources | RE11 | Appropriately qualified staff | Are staff adequately qualified and experienced?  How effective is staff recruitment?  Are new staff inducted?  Are staff asked to participate in policy making?  Do staff actively reflect on teaching and learning approaches? |
| RE12 | Balance of full/part time staff and staff/learner ratios |
| RE13 | Staff induction/orientation |
| RE14 | Transparent and equitable policies supporting staff satisfaction |
| RE15 | Performance agreements in place |
| RE16 | Performance appraisal and review in place |
| RE17 | Professional development plans supported |
| RE18 | Transparent recruitment, promotion and reward procedures |

### Programme development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality Indicator | Std | Evidence Strand | Questions | Evidence Source |
| Requirements for qualifications | PD1 | Relevance to school goals and labour market need | Does curriculum reflect LM needs  Do learning outcomes meet qualification requirements?  Are workplace LOs valid and practical?  Does the programme have a credit value?  Is the level appropriate?  Is the programme modularised with clear progression pathways?  Is the delivery balanced?  Are assessment valid, reliable practical and varied?  Are entry levels clearly defined?  Are there any restrictions to accessing programmes?  Do students with additional needs face any barriers?  Does the programme require licencing from a regulatory body  Where relevant, do programme meet franchising requirements  Are programmes relevant to LM needs and trends  Is there a clear need for programmes?  Are stakeholder engaged in programme development?  Are graduates employable?  Are core skills delivered effectively?  Are learning activities in context with practical requirements | * Programme rationale * Identified LM needs * LO specified and levelled * Work based LO specified * Credit value defined * Levelled on NQF * Programme modular structure * Core modules identified * Optional modules identified * Timetabled activities * Assessment instruments * Entry levels specified * Conditions specified * Provision for additional needs specified * License requirements * Franchised programmes on offer * Proof of programme need from stakeholder analysis and engagement * Graduate employment placements numbers * Graduate demonstration of employable skills through employer feedback * Monitoring of graduates employment experiences |
| PD2 | Validity and appropriateness of learning outcomes |
| PD3 | Validity work place learning outcomes |
| PD4 | Coherency of programme components |
| PD5 | Sequencing of programme components ensure exit level outcomes |
| PD6 | Appropriate balance of theoretical, practical, and work place components |
| PD7 | Validity and variety of assessment techniques and instruments |
| PD8 | Appropriate entry requirements with no false barriers |
| PD9 | Identification of progression pathways |
| PD10 | Specific licensing and regulatory requirements |
| PD11 | Appropriate support to franchised programmes |
| Curriculum development and review | PD12 | Programme review procedures |
| PD13 | Informed need of programme provision |
| PD14 | Effective engagement of stakeholders in programme development and review |
| Curriculum design and content | PD15 | Attributes and skills embedded in programmes |
| PD16 | Practical context of learning and assessment activities |

### Teaching and learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality Indicator | Std | Evidence Strand | Questions | Evidence Source |
| Management of programme and learner data | TL1 | Information available to students prior to enrolment | Is programme information well managed?  Is information accessible, up-to-date and accurate?  Are all learners’ needs reflected?  Is there equal access to the curriculum?  Are core skills addressed?  Do teaching approaches suit all students?  Do staff actively reflect on learning approaches?  Are students well informed about learning activities?  Do staff collaborated together in supporting students?  Do staff collaborated with partners in supporting students?  Is work related learning relevant?  How do other stakeholders influence the curriculum?  Does assessment practice contribute to learning?  Are assessment approaches effective?  Are learners motivated to learn?  Is student progression well managed?  Are students well supported about employment opportunities?  Are transitions to employment well supported?  Are students supported in making career choices? | * School prospectus * Programme handbooks * School timetable * Enrolment numbers * Progression and success rates * Flexible delivery reports * Students work displays * Subject team meetings * Policy and procedures for work placements * Staff visits to work placements * Learners’ logs * Stakeholder feedback and perceptions * Assessment policy * Programme assessment requirements * Validated assessment instruments * Verified and moderated assessment results * Programme pathways * Class observation * Careers guidance programme * Counselling services * Student handbook * Attendance rates and follow-up * Interviews with staff, learners and employers * Student satisfaction surveys * Career interviews |
| TL2 | Management of current and historical programme information |
| TL3 | Management of programme reports |
| TL4 | Management of programme administration processes |
| Addressing different learner needs and interests | TL5 | Teaching and learning policy in place |
| TL6 | Availability of flexible delivery options |
| TL7 | Teachers facilitate a dynamic and supportive learning environment |
| TL8 | Self- directed learning activities embedded in programmes |
| Effectiveness of work place learning | TL9 | Policy on effectiveness of work place learning |
| TL10 | Relationship with work place providers |
| TL11 | Expectation from work place learning defined |
| Effectiveness of assessment practices | TL12 | Assessment policy understood and implemented |
| TL13 | Valid and reliable assessment instruments related to Learning Outcomes |
| TL14 | Learner awareness of assessment requirements |
| TL15 | Learner feedback on performance |
| Support and motivation of learners | TL16 | Monitoring of learner progress through programme |
| TL17 | Supportive intervention to remedy lack of progress |
| TL18 | Availability and use of counselling and careers advice |
| TL19 | Levels of uptake of student support services |

### engagement with stakeholders

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality Indicator | Std | Evidence Strand | Questions | Evidence Source |
| Participation in national, regional and inter-national activities | E1 | Engagement with stakeholders | Is stakeholder engagement relevant to school goals?  What activities involve stakeholders?  Are formal agreements actively sought?  Do policies encourage staff and students to engage with stakeholders  How does the school market its programmes and services?  How relevant is the promotional material?  Are there links with community needs and initiatives?  What is on offer to the community?  What is the public perception of the school?  Is dialogue with regulatory bodies on-going and constructive? | * Participation at local, national and international events * Invitations and attendance reports from events * Agreements and Memoranda of Understanding * Staff and learners participation at stakeholder events * School website * Prospectus * Student handbook * Media reports * Community education programmes * Stakeholder surveys * Accreditation and funding reports |
| E2 | Partnerships and formal agreement with stakeholders |
| E3 | Support to staff and learners to build relationships with stakeholders |
| Engagement with local community | E4 | Communications with stakeholders |
| E5 | Responsiveness to stakeholder needs |
| E6 | Support to lifelong learning in the community |
| E7 | Public perception of provider |
| Dialogue with regulatory bodies | E8 | Engagement with QA and funding bodies |

## Gathering evidence

Evidence, once gathered from all relevant sources, can be combined and used to formulate and verify any overall qualitative evaluation in the Performance Areas and Quality Indicators. Before making any overall judgements, each Evidence Strand can be evaluated singularly, by completing the Evaluation Grids below. There is one grid for each Performance Area and a total of 80 Evidence Strands to be graded.

## Evaluating performance

The objective of grading each Evidence Strand is to build up an evidence base that can be used both specifically in any one strand, and holistically when evaluating the overall effectiveness in each Quality Indicator and Performance Area.

The tables below indicates the range of grades to be used. These extend to the boundaries of performance that highlight ‘Excellent’ and ‘Unsatisfactory’ practice. Evaluations in either of these should be used to highlight respective areas of:

* best practice expected from a centre of excellence; and
* under-performance or failure that requires immediate action.

**Range of grades**:

Excellent – best practice

Very good

Good

Sufficient

Weak

Unsatisfactory – immediate action required

Grades can then be used to come to an overall holistic evaluation in each Performance Area which completes the framework record.

**Copies of these tables to be used in the evaluation process can be found in Appendix 1.**

### Leadership and quality Management

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Working strategically in partnership with stakeholders | LM1 | Complies with legal and ethical practices |  |  |  |  |  |  |
| LM2 | Vision and strategic plans reflect stakeholders expectations |  |  |  |  |  |  |
| LM3 | Strategies relevant to needs of the labour market |  |  |  |  |  |  |
| LM4 | Strategic plan identifies needs and gaps in performance |  |  |  |  |  |  |
| Communication of vision | LM5 | Staff, learners and stakeholders are active in decision making |  |  |  |  |  |  |
| LM6 | Internal communication and accountability infrastructure is clear |  |  |  |  |  |  |
| LM7 | Stakeholder communication is effective |  |  |  |  |  |  |
| Leading and supporting learning and teaching | LM8 | High expectations conveyed and innovation valued |  |  |  |  |  |  |
| LM9 | Strategies in place to ensure a safe and supportive environment |  |  |  |  |  |  |
| Implementing policies and procedures consistently | LM10 | A framework of policies and procedures is in place |  |  |  |  |  |  |
| LM11 | Policies and procedures in place to support internal QA |  |  |  |  |  |  |
| LM12 | Assessment policy and procedures in place |  |  |  |  |  |  |
| Evaluating performance | LM13 | Self-evaluation conducted routinely |  |  |  |  |  |  |
| LM14 | Programme and dept. performance reports informs planning |  |  |  |  |  |  |
| LM15 | Feedback mechanisms in place to evaluate learning and teaching |  |  |  |  |  |  |
| LM16 | Mechanisms in place to evaluated work-based learning |  |  |  |  |  |  |
| Valuing learning achievement | LM17 | Learning experience evaluated through learners’ feedback |  |  |  |  |  |  |
| LM18 | Graduate destinations are traced |  |  |  |  |  |  |
| LM19 | Retention and success rates monitored and evaluated |  |  |  |  |  |  |
| Overall evaluation of Leadership and Quality  Management | | |  |  |  |  |  |  |

### management of resources and environment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard |  | | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Viable and sustainable provision | RE1 |  | | Enrolment targets set and monitored |  |  |  |  |  |  |
| RE2 |  | | Efficiency of student enrolment costs |  |  |  |  |  |  |
| Management of physical facilities | RE3 |  | | Appropriate use of facilities |  |  |  |  |  |  |
| RE4 |  | | Compliance with health, safety and environmental standards |  |  |  |  |  |  |
| RE5 |  | | Utilisation and maintenance |  |  |  |  |  |  |
| RE6 |  | | Meeting needs of staff and learners |  |  |  |  |  |  |
| Management of resources and materials | RE7 |  | | Learners’ access to necessary technologies |  |  |  |  |  |  |
| RE8 |  | | Staff access to computer and internet resources |  |  |  |  |  |  |
| RE9 |  | | Utilisation and maintenance of equipment |  |  |  |  |  |  |
| RE10 |  | | Provision of appropriate learning materials |  |  |  |  |  |  |
| Management of human resources | RE11 |  | | Appropriately qualified staff |  |  |  |  |  |  |
| RE12 |  | | Balance of full/part time staff and staff/learner ratios |  |  |  |  |  |  |
| RE13 |  | | Staff induction/orientation |  |  |  |  |  |  |
| RE14 |  | | Transparent and equitable policies supporting staff satisfaction |  |  |  |  |  |  |
| RE15 |  | | Performance agreements in place |  |  |  |  |  |  |
| RE16 |  | | Performance appraisal and review in place |  |  |  |  |  |  |
| RE17 |  | | Professional development plans supported |  |  |  |  |  |  |
| RE18 |  | | Transparent recruitment, promotion and reward procedures |  |  |  |  |  |  |
|  | | | Overall evaluation of Management of Resources and Environment | |  |  |  |  |  |  |

### Programme development

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Requirements for qualifications | PD1 | Relevance to school goals and labour market need |  |  |  |  |  |  |
| PD2 | Validity and appropriateness of learning outcomes |  |  |  |  |  |  |
| PD3 | Validity work place learning outcomes |  |  |  |  |  |  |
| PD4 | Coherency of programme components |  |  |  |  |  |  |
| PD5 | Sequencing of programme components ensure exit level outcomes |  |  |  |  |  |  |
| PD6 | Appropriate balance of theoretical, practical, and work place components |  |  |  |  |  |  |
| PD7 | Validity and variety of assessment techniques and instruments |  |  |  |  |  |  |
| PD8 | Appropriate entry requirements with no false barriers |  |  |  |  |  |  |
| PD9 | Identification of progression pathways |  |  |  |  |  |  |
| PD10 | Specific licensing and regulatory requirements |  |  |  |  |  |  |
| PD11 | Appropriate support to franchised programmes |  |  |  |  |  |  |
| Curriculum development and review | PD12 | Programme review procedures |  |  |  |  |  |  |
| PD13 | Informed need of programme provision |  |  |  |  |  |  |
| PD14 | Effective engagement of stakeholders in programme development and review |  |  |  |  |  |  |
| Curriculum design and content | PD15 | Attributes and skills embedded in programmes |  |  |  |  |  |  |
| PD16 | Practical context of learning and assessment activities |  |  |  |  |  |  |
| Overall evaluation of Programme Development | | |  |  |  |  |  |  |

### Teaching and learning

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Management of programme and learner data | TL1 | Information available to students prior to enrolment |  |  |  |  |  |  |
| TL2 | Management of current and historical programme information |  |  |  |  |  |  |
| TL3 | Management of programme reports |  |  |  |  |  |  |
| TL4 | Management of programme administration processes |  |  |  |  |  |  |
| Addressing different learner needs and interests | TL5 | Teaching and learning policy in place |  |  |  |  |  |  |
| TL6 | Availability of flexible delivery options |  |  |  |  |  |  |
| TL77 | Teachers facilitate a dynamic and supportive learning environment |  |  |  |  |  |  |
| TL8 | Self- directed learning activities embedded in programmes |  |  |  |  |  |  |
| Effectiveness of work place learning | TL9 | Policy on effectiveness of work place learning |  |  |  |  |  |  |
| TL10 | Relationship with work place providers |  |  |  |  |  |  |
| TL11 | Expectation from work place learning defined |  |  |  |  |  |  |
| Effectiveness of assessment practices | TL12 | Assessment policy understood and implemented |  |  |  |  |  |  |
| TL13 | Valid and reliable assessment instruments related to Learning Outcomes |  |  |  |  |  |  |
| TL14 | Learner awareness of assessment requirements |  |  |  |  |  |  |
| TL15 | Learner feedback on performance |  |  |  |  |  |  |
| Support and motivation of learners | TL16 | Monitoring of learner progress through programme |  |  |  |  |  |  |
| TL17 | Supportive intervention to remedy lack of progress |  |  |  |  |  |  |
| TL18 | Availability and use of counselling and careers advice |  |  |  |  |  |  |
| TL19 | Levels of uptake of student support services |  |  |  |  |  |  |
| Overall evaluation of Teaching and Learning | | |  |  |  |  |  |  |

### engagement with stakeholders

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Participation in national, regional and inter-national activities | E1 | Engagement with stakeholders |  |  |  |  |  |  |
| E2 | Partnerships and formal agreement with stakeholders |  |  |  |  |  |  |
| E3 | Support to staff and learners to build relationships with stakeholders |  |  |  |  |  |  |
| Engagement with local community | E4 | Communications with stakeholders |  |  |  |  |  |  |
| E5 | Responsiveness to stakeholder needs |  |  |  |  |  |  |
| E6 | Support to lifelong learning in the community |  |  |  |  |  |  |
| E7 | Public perception of provider |  |  |  |  |  |  |
| Dialogue with regulatory bodies | E8 | Engagement with QA and funding bodies |  |  |  |  |  |  |
| Overall evaluation of Engagement with Community and Regulatory bodies | | |  |  |  |  |  |  |

### Grade Descriptors

When evaluating evidence and making judgements on effectiveness in any Performance Area, QI or Strand, the follow guidelines should be applied:

|  |  |
| --- | --- |
| Grade / Level | Description |
| Excellent | This aspect of the VSS’s work is outstanding with practice worthy of sharing at a national level exemplifying the very best practice.  The experiences and achievements of learners are of a very high quality.  There is a deep professional understanding which is being shared with learners and stakeholders.  Very high-levels of performance are sustainable. |
| Very good | There are major strengths in this aspect of the school’s work with little room for improvement.  There is a high standard of provision for learners and is achievable by all.  There is an expectation that the school will plan further improvements and will work towards improving provision and performance to excellent. |
| Good | This is an important strength of the school that has a significant positive impact on most learners.  There remains capacity for improvement that the school should address in order to enhance this area of important strength. |
| Sufficient | Strengths in this aspect of the school’s work outweigh the weaknesses, indicating a basic level of provision with a positive impact.  Any weakness will not have an adverse impact, but does limit the overall quality.  Action is required to address any weakness and build on identified strengths. |
| Weak | This is a significant weaknesses in the school.  There may be some strengths, but the weaknesses diminish the quality of learners’ experience.  This requires prompt, structured and planned action. |
| Unsatisfactory | This is a major weakness in the school that requires immediate action.  The risk to the learners’ experience is significant.  The school Directors (and/or CAQC) should address this in planning and take the necessary action to improve provision and mitigate against the risk.  External stakeholders or agencies who can provide support should be involved. |

## Summarizing findings

By this stage in the evaluation process there should be enough recorded evidence to summarize the quality of performance in the Performance Areas and Quality Indicators. This summary can then form the basis of the Evaluation Report and used as an integral element in the development planning process.

Using the data recorded on the evaluation grids, the overall effectiveness of a school can be summarized. This summary builds on the evidence gathered using the Quality Indicators and Evidence Strands in each of the Performance Areas (Leadership and Management, Processes Supporting Learning, and Results and Impact). This can then be used to make an evaluation on the effectiveness and performance in each area and the overall effectiveness of the school. The pyramid below indicates the hierarchical nature of the evaluation process:

The next section provides an example of the type of summary that would be expected from a school that was effectively performing in all areas.

# Example of effective Practice

The tables below illustrates practice in each Performance Area at the level of ‘Very good’, using the grade descriptors above. This could be regarded as the benchmark which schools should be aspiring to, whilst allowing for improvement to the ‘Excellent’ level indicating the very best practice.

### Leadership and quality Management

|  |  |
| --- | --- |
| Quality Indicator | ‘Very good’ performance |
| Working strategically in partnership with stakeholders | All stakeholders are engaged in forming the shared aims of the school, which are ambitious and focused on improvement. Staff and students are motivated towards these aims. Strengths and areas for improvement are clearly defined and evidence-based. Senior staff guide and pace strategic changes that lead to improvement |
| Communication of vision | Self-evaluation is integral to the work of the school and documented. All stakeholders are actively involved and are aware of the strengths and areas needing improvement. Documentation is complete and purposeful. |
| Leading and supporting learning and teaching | Staff roles and responsibilities at all levels are clearly defined. Senior staff are approachable and supportive. Feedback from stakeholders is monitored and necessary action taken. Staff at all levels are effective in leading learning. Staff share understanding of the curriculum and pedagogy. Senior staff facilitate professional development of staff that has measurable impact on learning. Staff discuss and share professional practice. Students are actively engaged in discussing their learning activities. |
| Implementing policies and procedures consistently | Improvement Plans are well constructed using SMART objectives. |
| Evaluating performance | Self-evaluation is integral to the work of the VSS and documented. All stakeholders are actively involved and are aware of the strengths and areas needing improvement. Documentation is complete and purposeful. Development Plans reflect areas for improvement |
| Valuing learning achievement | The learning environment is positive, nurturing and challenging. Employability and core skills are developed and measured. Sustainable learning skills are embedded across the curriculum. Progression of learning is monitored and supported. |
| Overall evaluation of Leadership and Quality Management | This is a very well-managed school with a strong sense of vision and leadership. Staff and students are well motivated and supported. Strengths and achievements are celebrated and areas requiring improvement are addressed. |

### Management of resources and environment

|  |  |
| --- | --- |
| Quality Indicator | ‘Very good’ performance |
| Viable and sustainable provision |  |
| Management of physical facilities | School facilities are well maintained, safe, and secure. |
| Management of resources and materials | Use of financial resources are transparent and are in line with the VSS’s aims, plans and priorities. Use and impact of resources is monitored, with some workshop equipment regarded as obsolete. School facilities are well maintained, safe, and secure. Student care services are effectively managed. |
| Management of human resources | Staff development and welfare is regarded as very important. Staff use development opportunities to impact on their professional development. |
| Overall evaluation of Management of Resources and Environment |  |

### Programme development

|  |  |
| --- | --- |
| Quality Indicator | ‘Very good’ performance |
| Requirements for qualifications |  |
| Curriculum development and review | The aims of the curriculum are clear and shared by all stakeholders. Programmes are relevant with valid learning outcomes and content. There is a strong focus on job specific and core skills required by the labour market. Curriculum development is part of the Improvement Plan. |
| Curriculum design and content |  |
| Overall evaluation of Programme Development |  |

### Teaching and learning

|  |  |
| --- | --- |
| Quality Indicator | ‘Very good’ performance |
| Management of programme and learner data | Targeted levels of attainment and achievement are reached by almost all students at all stages including Final Exams. Attendance levels are high at 91% in the last year. 97% of this year’s graduates progressed to a sustainable post-school destination |
| Addressing different learner needs and interests | Student well-being is supported and their needs addressed, despite some class sizes being too large. A recent student survey indicated that 83% were ‘satisfied’ or better with levels of support. Attendance is monitored and unexplained absence addressed. Students with physical or learning impairments (4%), have equity of access and support to the curriculum |
| Effectiveness of work place learning |  |
| Effectiveness of assessment practices | High levels of attainment and achievement are expected. Formative assessment is embedded in teacher pedagogy with high-quality feedback. Students are active in self-assessment. Students are well prepared for summative assessments. Attainment and achievement are recorded to support grades and inform plans for improvement in learning and teaching. |
| Support and motivation of learners | There is a climate of support, well-being and security. Staff are sensitive and responsive to students’ needs. Stakeholders are aware of, and adhere to, legislation regarding support and inclusion. Inclusion is positive. Female student enrolment rate has increased in the past year from 34% to 43% following a campaign targeted at girls in elementary schools. Students’ development and personal welfare are paramount. Students are engaged and make informed choices. Most students effectively demonstrate core skills. Work-based learning enriches students’ personal development and employability. Career guidance is integral and ongoing. Student progression is monitored and supported. Students are supported to make informed decisions regarding their transition to work or higher education. Destination and tracer studies are carried out. Facilities and equipment are well maintained but sports facilities are under-utilised. |
| Overall evaluation of Teaching and Learning | The curriculum is relevant and purposefully focussed on the needs of students entering employment. Learning, teaching and assessment are very effective. Student support is very well managed and very effective. There are strong positive relations with stakeholders, particularly employers. |

### engagement with stakeholders

|  |  |
| --- | --- |
| Quality Indicator | ‘Very good’ performance |
| Participation in national, regional and inter-national activities |  |
| Engagement with local community | Communication for stakeholder engagement is well established and used regularly. Stakeholders are engaged and consulted on all aspects of the VSS’s work. Feedback from stakeholders indicate strong relationships based on mutual trust and respect which impacts on learning. |
| Dialogue with regulatory bodies | All stakeholders are engaged in forming the shared aims of the VSS. |
| Overall evaluation of Engagement with Stakeholders |  |

### Summary statement

|  |  |
| --- | --- |
| Summary Statement | This school is a highly effect provider of ETVET education to XXX full-time and XXXX part-time students (session 2018/19). The leadership is strong and management effective. Learning is very well supported with almost all students attaining targeted qualifications. Students are well cared for, and well supported in making decisions. Staff are very well motivated and supported in their work. Resources in the school are good but some modern equipment is required, particularly in the xxxx dept. - this is being addressed in the School Improvement Plan. Some class sizes are too large to be effective, but this is being resolved by planning an increase in work placements. This school has the capacity to develop and become a centre for excellence in ETVET education. This will require support from the education authority (or other source) by providing resources to equip class rooms and some workshops with state-of-the-art technologies. The School Improvement Plan is appropriately ambitious and attainable to achieve this goal of excellence. |

# Planning Improvement

## Identifying capacity for improvement

Findings in the quality evaluation should underpin VSSs’ Capacity for Improvement and Development Plans.

The findings from the outputs of the evaluation of performance can be filtered in order to identify

This information should be used to formulate the school’s Development Plans.

## Building into the Development Plan

The school’s Improvement Plan, amongst other things, should address areas deemed as priorities for improvement that have been identified in the evaluation process. Any areas of weakness should be given particular attention and resources. Consideration should also be given to areas where simple measures would lead to significant improvement in a particular area e.g. increasing the employer representation on the School Board in order to be more representative of the local labour market. Other areas evaluated should be considered for inclusion before decisions are made on what to include in the Development Plan and, if not included, reviewed in the next cycle of Evaluation and Development Planning. Objectives of the Development Plan should be SMART:

* Specific; Measurable; Attainable; Realistic; and Timely.

# Endorsement

Prior to reporting the findings of the evaluation and subsequent use in the development planning process, the Evaluation Report requires the endorsement of the CAQA external evaluator. The external evaluator should be presented with a draft Evaluation Report prepared by the school together with the evaluation grids at the start of the external evaluation process.

The external evaluator will look to endorse the judgements of the school by scrutinising the evidence and through direct observation and consultation with stakeholder groups or individuals e.g. students, staff, parents etc. This process may take several days and involve more than one evaluator from CAQA. Thereafter, the evaluator will be in a position to validate any evidence looked at, and verify the school’s judgement. It will also be possible to moderate any school judgement where the external evaluator has a different judgement based on the evidence provided. However, any proposed change to the school’s judgement, no matter how small, must be discussed with the school Directors and agreement reached. The CAQA evaluator should then support the school in formulating the final version of the Evaluation Report.

# Reporting

When formulating an Evaluation Report all evidence should be recorded, considered and used to form judgements and conclusions. Both qualitative and quantitative data should be used when reporting on progress.

The example of an Evaluation Report illustrated previously, indicates the kind of information that would be expected. This is a concise document that requires careful consideration on what to include and what to leave out. As the Report is fairly short it will be necessary to make some generalisations when making judgements. Care should be taken in weighing up evidence before coming to any conclusions. However that does not mean that specific indicators cannot be included, particularly when at the extremes of the grading spectrum.

The Report should focus on areas of provision that are, or not, being effectively delivered, and whether or not progress has been made from previous evaluations. There is also room for reflection on what measures have worked, or not, in the pursuit of improvement. When complete, and agreement reached between the school and the external evaluator, it should be signed and recorded before being used in formulating the school Improvement/Development Plan. Thereafter, the Evaluation Report can be used by the schools and CAQA to inform the ongoing monitoring and planning of school provision and outcomes.

Once agreement is reached on the Evaluation Report, it can be signed off and put on record and presented to the school Board together with a rationale on: how it will impact on the school Development Plan; and what other action is deemed necessary. To encourage transparency and openness, the Report should be publically available for stakeholders to access. Therefore, it must protect the dignity and identity of any individual associated with the school.

**An Evaluation Report template can be found in Appendix 2.**