



First Steps

Briefing Document for Schools



First Steps Briefing Document for Schools



The Extending Learning Opportunities document is an update of the Study Support Code of Practice and is recommended for use by all schools, centres and organisations who deliver study support activities for children and young people. It is a self evaluation tool which takes the user through a quality development process.

First Steps is a concept designed to introduce an audience to using the Extending Learning Opportunities document (ELO) in more detail. It essentially guides the audience through a simple set of questions; the responses to which will address certain themes in the ELO.

The concept lends itself to local interpretation and a number of LAs have designed their own First Steps programme for use with schools and centres who are interested in using the ELO. One particular LA used the model as a "readiness indicator" for schools and settings and made it a requirement before engaging with the ELO. Alternatively schools could adapt the approach to benchmark performance across departments or targeted groups.

There are a number of advantages to using this approach in schools:

- It provides an introduction to the ELO and the to the Quality Assurance(QA) process
- It is an introduction to self evaluation around study support provision and can provide useful information for school planning documents
- It will highlight areas that have perhaps not been considered and other areas that are strong.
- It could be used as an initial introduction to self evaluation across departments in a school
- It could be used by senior management to gain insight into how study support is developing across the school and whether it is supporting priorities
- It begins the QA process

Schools often deliver a range of study support activity which may not be closely monitored, by using First Steps staff can begin to see the importance of self reflection and how it can contribute to more effective planning. Introducing the ELO as a tool for developing quality across study support provision will seem a more natural step.

The ELO takes staff through a full self evaluation process which considers 15 themes. It also facilitates understanding of where the school may be on each of three levels of quality Emerged, Established and Advanced. The use of the ELO allows the school to establish what level of quality they are delivering in study support and what development they may need to improve the quality of the programme.

The First Steps Introduction –

Some of the questions as they appear in the ELO (see full table text in the Appendix):

INITIAL AREAS TO CONSIDER	RELATING TO:	RESPONSES	THEMES IN ELO
What activities do we provide and why?	Activities and purposes	<i>Record Responses</i>	1 Clear purposes 8 Developing programmes
How did we find out what was needed and decide what to offer?	Needs and planning	<i>Record Responses</i>	2 Finding out what's needed 8 Developing programme
Who is coming to which activities and who is not coming? What do we know about the reasons for participation and non-participation?	Participation	<i>Record Responses</i>	3 A distinct ethos for learning 4 Empowering children and young people 7 Communicating effectively
<i>The best way to start is to answer the questions above off the top of your head. This will leave you with a number of 'don't knows'. Asking others and looking at documents will provide some of the answers.</i>		<i>Make a note of your initial self-evaluative responses.</i>	<i>Link into the relevant themes of the framework. Use the first few 'Questions to Ask' from each theme to guide the next stage of thinking and planning. The process is cyclical and developmental.</i>

In order to introduce the concept please use the activity below:

ACTIVITY – FIRST STEPS

CHOOSE ONE OF THE QUESTIONS FROM THE ELO BELOW TO WORK THROUGH

INITIAL QUESTIONS	RECORDING RESPONSES	THEMES IN ELO
What activities do we provide and why?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points: <i>Note: The critical Friend provides a support and challenge role in the conversation</i>	Clear Purposes Developing programmes
How did we find out what was needed and decide what to offer?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points:	Finding out what's needed Developing programmes
Who is coming to which activities and who is not coming? What do we know about the reasons for participation and non-participation?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points:	A distinct ethos for learning Empowering children and young people Communicating effectively
Who is leading activities and what resources are available?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points	6. Effective resourcing Identifying leaders
How do we tell if we are making a difference by extending learning opportunities?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points:	Empowering children and young people Measuring the difference
What are our hopes and plans for developing ELOs?	Note down your initial responses to the initial question: Now go to the suggested theme or themes and use the first 2-3 'Questions to Ask' to expand the discussion with your Critical Friend/Peer. Note any key points	Getting the best from leaders of learning Developing partnerships Managing improvement Clear purposes

Allow about 20 minutes for the exercise then ask for feedback on the usefulness of the exercise or any useful insights.

A further activity to support the introduction:

Using the same questions and responses get the group to list some of the evidence they may wish to collect to illustrate their practice.

Finish the time by explaining that the ELO is a mere expansion of the process and holds more questions which “dig deeper” into their practice and with the Key Indicators and Forming the Judgement Questions it allows them to rate their level of provision, Emerged, Established or Advanced.

APPENDIX

The appendix contains various examples of First Steps documentation used in LAs:

Appendix A: Bolton LA

Appendix B: Durham LA





Appendix C: Kirklees LA

Appendix D: Stoke-on-Trent LA



Getting Started – Working towards Emerged Status Quality in Study Support

Questions to Ask	Notes/ Supporting Statement
<p>1. Why do you offer activities and how are they co-ordinated? <i>You need to show that your</i> ACTIVITIES HAVE A PURPOSE</p> <ul style="list-style-type: none"> • Why has study support been introduced? • Who has been involved in discussing its purposes and setting its goals? • What are the benefits to children; school; teachers; parents; community? <p>(DCFS Code of Practice, 1:1. Having a Purpose)</p>	
<p>2. How did you decide what to offer? <i>You need to show that you use</i> MORE THAN INTUITION AND GUESSWORK</p> <ul style="list-style-type: none"> • How have young people and other stakeholders been consulted? • What study support already exists and does this meet needs? • How have needs been identified? <p>(DCFS Code of Practice, 1:2. Finding out what's needed)</p>	
<p>3. Why do young people and tutors want to be involved? <i>You need to show that you</i> UNDERSTAND THE NEED FOR A USER FRIENDLY ENVIRONMENT</p> <ul style="list-style-type: none"> • How would a first-time user feel when they walk through the door? • How have you consulted to ensure you get the ethos right? • How well do you cater for different needs? <p>(DCFS Code of Practice, 1:3 Getting the ethos right)</p>	
<p>4. Who is doing what and what resources are available? <i>You need to show you take steps to</i> IDENTIFY EXISTING AND POTENTIAL RESOURCES</p> <ul style="list-style-type: none"> • What resources (human and physical) are available? • What resources exist in the community which can be shared? • How are you going to sustain provision? • How do you encourage teachers and other staff to support the programme? <p>(DCFS Code of Practice, 1:4 Getting the best from resources)</p>	

Getting Started – Working towards Emerged Status Quality in Study Support

<p>5. Who participates in activities? <i>You need to show that you</i> KNOW WHO IS TAKING PART</p> <ul style="list-style-type: none"> Do all young people have the chance to take part? How are young people involved in reviewing and developing the programme and learning environment? What role do the young people play in informing others about study support? What contribution do young people make to the learning (e.g. Peer Tutors, Peer Mentors)? <p>(DCFS Code of Practice, 1:5 Involving young people)</p>	
<p>6. How do you let people know about activities? <i>You need to show how you effectively</i> ADVERTISE & PROMOTE STUDY SUPPORT</p> <ul style="list-style-type: none"> Who is communicated to and how? What role do young people play in advertising study support? How is evidence of impact communicated and to whom? <p>(DCFS Code of Practice, 1:6 Letting people know)</p>	
<p>7. Who currently delivers activities and how were they selected and trained? <i>You need to prove that you</i> IDENTIFY SUITABLE TUTORS</p> <ul style="list-style-type: none"> What do school based staff offer? Who contributes from outside the school community? What procedures are in place for the selection and training of tutors? What incentives and rewards are there for people who become involved in study support? What are the contributions from non-teaching staff, volunteers and young people themselves? <p>(DCFS Code of Practice, 1:7 Identifying tutors)</p>	
<p>8. How do you measure and monitor impact? <i>You need to show that you</i> GATHER EVIDENCE OF LEARNING GAINS</p> <ul style="list-style-type: none"> What outcomes are measured and how? How are achievements recognised, celebrated and publicised? How is peer and self-assessment used to monitor progress? <p>(DCFS Code of Practice, 3:12 Measuring the difference)</p>	

Getting Started – Working towards Emerged Status Quality in Study Support

<p>9. How is the programme developed to support organisational priorities and personalised learning? <i>You need to show how you are</i> DEVELOPING A PROGRAMME TO MEET NEED</p> <ul style="list-style-type: none"> • What is the range of study support activities available? • How responsive is the programme to changing needs? • How do young people inform the development of a programme • How is the programme linked to whole school/ local/ national strategy and policy? • What is the student entitlement to study support? <p>(DCFS Code of Practice, 2:8 Developing a programme)</p>	
<p>10. How does your programme benefit from effective partnerships? <i>You need to show what you do to</i> GET THE BEST FROM PARTNERSHIPS</p> <ul style="list-style-type: none"> • What partnerships already exist? • Who are the obvious partners • Who are the not so obvious partners • How do you help partners to tune into Radio WIFM (what’s in it for me?)? • How do partners contribute to planning, developing, monitoring and evaluating the programme? <p>(DCFS Code of Practice, 2:11 Getting the best from partnerships)</p>	

Bolton Quality Standard for Study Support – Award Structure:

Level	Green Indicators required	+ Amber Indicators required	Equivalent National QISS Standard
Bronze Award	At least 3 Greens from within sections 1 -7	+ at least 1 amber from sections 1 – 10	Pre - QISS
Silver Award	At least 5 Greens from within sections 1 – 7	+ at least 2 ambers from sections 1 – 10	Pre - QISS
Gold Award	At least 7 Greens from within sections 1 – 7	+ at least 2 ambers from sections 8 – 10	QISS Emerged Standard*

*In order to achieve national QISS Accreditation at Emerged, Established or Advanced Level, study support providers need to work alongside an appointed QISS Critical Friend to engage in a process of portfolio building, self –assessment and peer scrutiny in preparation to attend a more in-depth recognition meeting in partnership with QISS.

Libraries' Quality Assurance Scheme

Name of library:

Level of achievement sought:

	Bronze	Silver	Gold
1. Understanding study support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Responding to needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Environment and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Partnership and collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Marketing and publicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Variety of provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Collective learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Monitoring and Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signed:

Position:

Signature of peer reviewer:

Section One

Understanding study support

Bronze	Knowing what activities constitute study support
Silver	Planned and co-ordinated approach to study support activities
Gold	Planned programme of study support activities which involves the community

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Two Responding to needs

Bronze	Carrying out an audit of study support provision in the local area
Silver	Programme that reflects local priorities; activities are reviews and tailored accordingly
Gold	Continuous review and improvement of the programme following consultation with community partners and stakeholders

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Three Environment and resources

Bronze	Allocated area for study support activities
Silver	Planned programme of activities which uses resources (both human and physical) to optimum effect
Gold	Flexible approach to provision which takes account of the different ages and needs of children and young people

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Four Partnership and collaboration

Bronze	Recognition of the benefits of partnership working. Existing partnerships are valued and supported
Silver	Local network of community partners, with a joint approach to service provision. Best practice is shared between partners
Gold	Long terms plans in place as a result of joint development planning and identification of future needs. Best practice is shared on a regional or national basis

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Five Marketing and publicity

Bronze	Study support activities are promoted in the local community
Silver	Co-ordinated approach to marketing which seeks to use different media and reach a wider audience
Gold	Wider stakeholders are actively involved in promoting study support activities which raises the profile of the library in the local community

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Six Variety of provision

Bronze	Variety of activities on offer which are reviewed on a regular basis
Silver	Established and varied programme of activities which reflects the priorities for lifelong learning in Libraries, Learning and Culture
Gold	Confident approach to experimenting with new ways of learning in study support activities

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Seven Collective learning

Bronze	Stakeholders are consulted over the programme of study support activities
Silver	Stakeholders are involved in planning, delivering and reviewing provision in the short and long term
Gold	Stakeholders lead on activities, are allowed to make appropriate decisions and take responsibility for their own learning

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

Section Eight Monitoring and evaluation

Bronze	Baseline assessments are in place to measure the impact of study support activities. Success is celebrated
Silver	Planned approach to evaluation, where qualitative data collection is developed and used to inform planning
Gold	Stakeholders are involved in reviewing collected data, which is used in the development and planning process for future provision

Libraries should demonstrate that they meet the criteria at the level sought and provide evidence which supports this.

Level of achievement sought:	
<i>Briefly say how the library meets the criteria at this level</i>	

How would you develop this in the future?
<i>Briefly give any ideas</i>

Evidence included:

First Steps – Working Towards Emerged Status Quality in Study Support in Kirklees – Guidance Notes

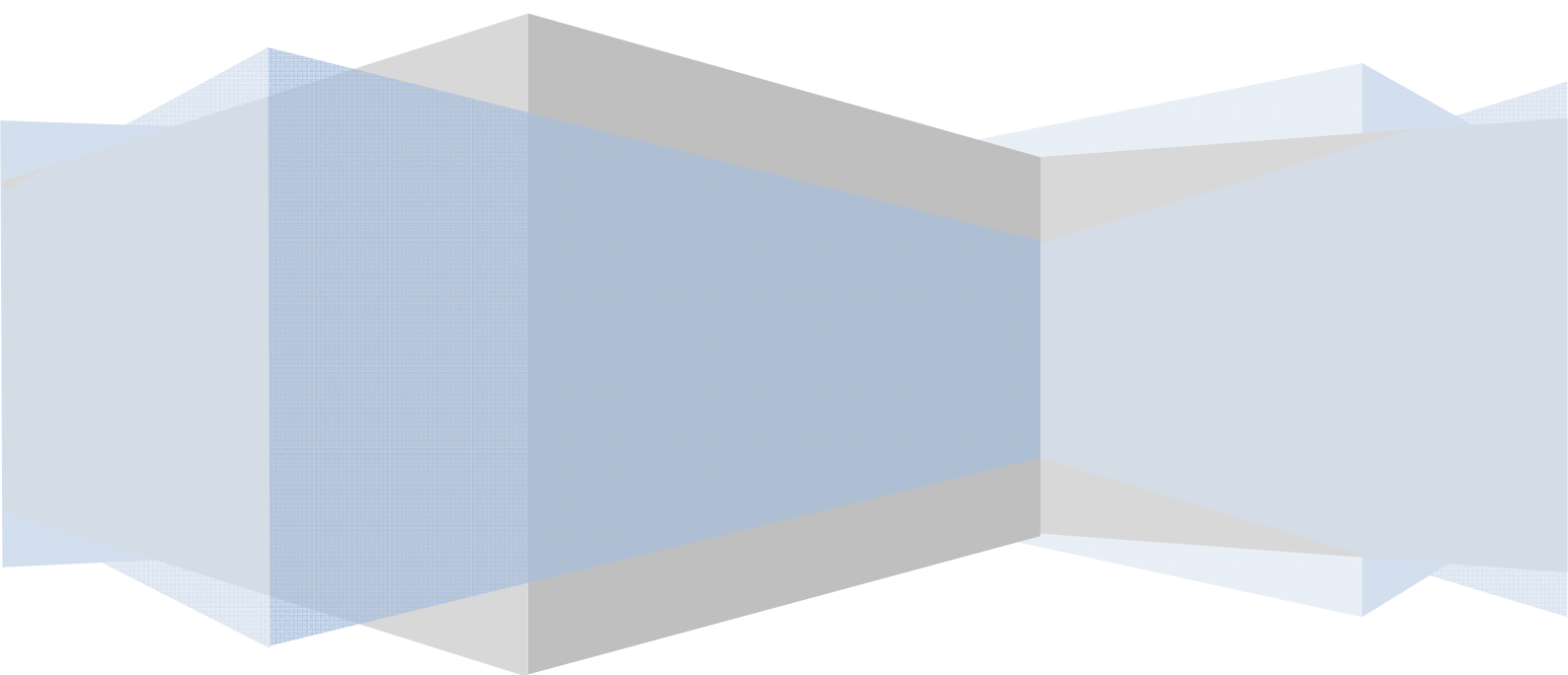
These guidance notes suggest examples of the kind of issues to address and the types of evidence which could be included in a portfolio for a study centre aiming for 'Working Towards Emerged' QiSS status in Kirklees.

Questions to Ask:	Evidence to Include:
<p>1. Why do you offer activities and how are they co-ordinated? <i>The key indicator which this question addresses is:</i> Activities having a purpose</p> <p>HAVING A PURPOSE</p> <p>Why has study support been introduced? Who has been involved in discussing its purposes and setting its goals? What are the benefits to children; school; teachers; parents; community?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • policy documents • missions statements • posters, newsletters and other communications • development plans • success criteria • reviews and evaluations
<p>2. How did you decide what to offer? <i>The key indicator which this question addresses is:</i> More than intuition and guesswork</p> <p>FINDING OUT WHAT'S NEEDED</p> <p>How have young people & other stakeholders been consulted? What study support already exists and does this meet needs? How have needs been identified?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • surveys and questionnaires • audit of current provision and take-up • meeting notes • reports and evaluations
<p>3. Why do young people and tutors want to be involved? <i>The key indicator which this question addresses is:</i> Understanding the need for a user friendly environment</p> <p>ETHOS</p> <p>How would a first-time user feel when they walk through the door? How have you consulted to ensure you get the ethos right? How well do you cater for different needs?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • Photographs of the room • Comments and testimonies from users or visitors • Policy documents
<p>4. Who is doing what and what resources are available? <i>The key indicator which this question addresses is:</i> Identifying existing and potential resources</p> <p>RESOURCES</p> <p>What resources (human and physical) are available? What resources exist in the community which can be shared? How are you going to sustain provision?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • Audits of current physical resources • Audit of staffing resources in school and wider community

<p>5. Who participates in activities? <i>The key indicator which this question addresses is:</i> Finding out who is taking part INVOLVING YOUNG PEOPLE Are all young people offered the opportunity to take part in activities? How are young people involved in reviewing and developing the programme and learning environment? What role do the young people play in informing others about study support? What contribution do young people make to the learning (eg peer mentors)?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • Attendance records • Newsletters, posters etc produced by young people • Programmes & plans showing young people's role
<p>6. How do you let people know about activities? <i>The key indicator which this question addresses is:</i> Advertising study support LETTING PEOPLE KNOW What is the purpose of advertising study support? Who is communicated to and how? What role do young people play in advertising study support?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • Posters • Newsletters and letters home • Publicity in the local community • Pictures of displays of work
<p>7. Who currently delivers activities and how were they selected and trained? <i>The key indicator which this question addresses is:</i> Identifying suitable tutors IDENTIFYING TUTORS What do school based staff offer? Who contributes from outside the school community? What kind of support do young people need? What procedures are there for selection and training of tutors?</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> • Lists of tutors with relevant experience and expertise • Feedback from young people • Policies and procedures for selecting and training tutors • List of incentives or rewards offered to tutors
<p>Some evidence of the following sections:</p> <p>8. Developing a programme. (Programme of activities on offer and how it matches needs of pupils)</p> <p>9. Learning Together (How do pupils and staff learn and share ideas?)</p> <p>10. Getting the best from tutors and staff. (Training and development)</p> <p>11. Getting the best from partnerships. (What partnerships exist and how do partnerships work and what are the benefits of partnerships for all stakeholders?)</p>	

First Steps in Self Reflection

Self Evaluation Document for schools and settings offering Study Support Provision



First Steps in Self Reflection

Purpose of the document

The purpose of this document is to assist schools and settings with taking the first steps towards self reflection. The tool uses the baseline key indicators which are set out in the Study Support Code of Practice. However, this is a locally designed tool with local interpretations of what each setting should be doing to achieve the criteria.

Schools completing the 'First Steps' process are encouraged to consider taking part in the Quality in Study Support recognition at Emerged Level. Support is available from the Local Authority for schools wishing to pursue this. However, it should be made clear from the outset that this is not a requirement.

Who should be involved?

Schools taking part in the 'First Steps' process, will complete a self evaluation on the study support programme. For each strand, a judgement will be made on how well the school is currently doing. This decision should not be made by one key individual within the setting, but should be collectively agreed by a group made up of a variety of individuals who represent the setting as a whole – for example, the group might include:

- Young people currently engaged in activity
- Young people not engaged in activity (including any need to reach groups)
- Tutors
- Partners
- Parents
- Wider community representation

While the group should not be so wide that no agreement could be reached, the views of a selection of key stakeholders should be taken into consideration.

How does the process work?

The group will collectively come to a decision about a grading for each of the 'First Steps' strands. It should be possible to back up this judgement with supporting evidence. A score of 0 -10 is given on each strand. An RAG (red, amber, green) traffic light style system will work.

Red

- 0** No activity in this area
- 1, 2** Serious limitations in this area

Amber

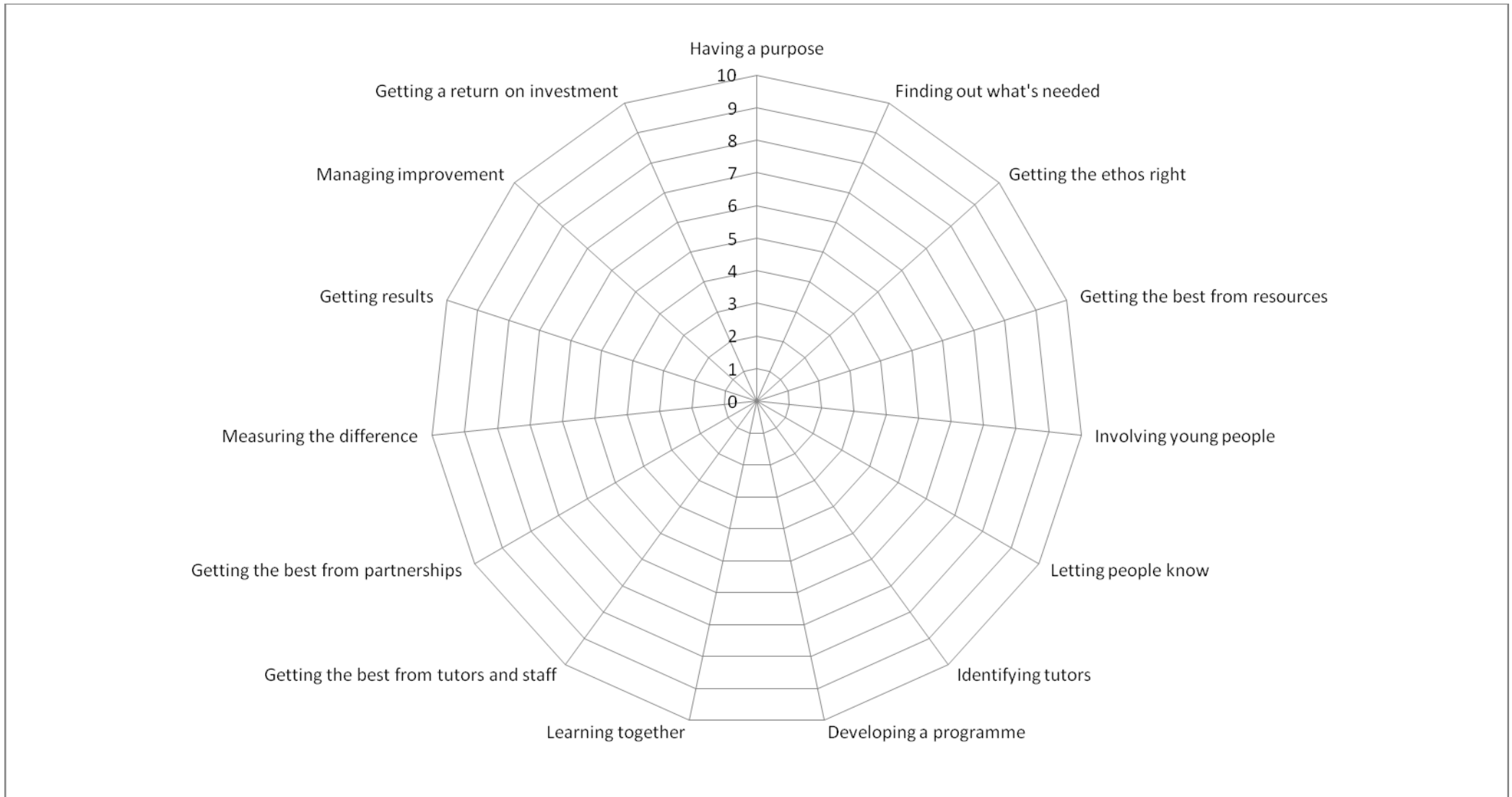
- 3, 4, 5** Some elements present, but action is required to enable the setting to hit the baseline criteria

Green

- 6 -10** Baseline criteria are met

For each judgement, the group are asked to support their decision with some basic evidence and identify possible strategies to embed the strand further. This will form the initial stages of an action planning document.

First Steps in Self Reflection



First Steps in Self Reflection



Strand: Having a purpose	
Core criteria: Are there clear goals and purposes for the activities that you are offering?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Finding out what's needed	
Core criteria: Does the activity support an identified need? Are we able to evidence that need? Is consultation an ongoing, embedded part of the programme? Have you looked at a range of different types of data and information to help with decisions about what sort of activities to offer?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Getting the ethos right	
Core criteria: Does the learning environment support the needs of individuals with different learning styles? Does the learning environment promote the types of skills and knowledge that we need to foster?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Getting the best from resources	
Core criteria: Have you considered how current resources can be used to maximum potential? Do staff utilise opportunities to identify additional resources and analyse the potential benefits of these? Does the allocation of resources reflect the intended outcomes?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Involving young people	
Core criteria: Are there a variety of different opportunities for young people to influence the programme on offer? Are young people's suggestions put into practice and can you evidence this?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Letting people know	
Core criteria: Are a range of different strategies used to promote the activities that you offer? Are successes celebrated publically?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Identifying tutors	
Core criteria: Are there clear criteria setting out expectations from teachers, tutors and volunteers? If you use volunteers are they recruited and used appropriately?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Developing a programme	
<p>Core criteria:</p> <p>Has the programme been designed to address identified priorities?</p> <p>Are the objectives of each session made clear to all stakeholders?</p> <p>Is the programme refined to meet the needs of the cohort and individuals?</p>	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Learning together	
Core criteria: Are young people encouraged to reflect on their own learning styles and set their own personal targets? Are the skills gained from taking part in activities transferred to other contexts (e.g. in lessons)?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Getting the best from tutors and staff	
Core criteria: Are tutors and staff taking part in regular training and development opportunities? Do tutors and staff regularly self evaluate? Are activities quality assured? (even if only informally)	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Getting the best from partnerships	
<p>Core criteria:</p> <p>Are relationships with key partners positive and conducive to further development of the programme? Where there are conflicts in priorities, have strategies been put in place to establish common ground and identify new ways of working together? Have attempts been made to identify additional partners to support the programme?</p>	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Measuring the difference

Core criteria:

Are you making attempts to measure the impact of the activities you are offering?

Is appropriate baseline data collected?

Are there ongoing assessments as well as end of programme data collection?

Is the data collated to identify key findings?

Self evaluation judgement:

Evidence to support judgement

Strategies for improvement

First Steps in Self Reflection

Strand: Getting results	
Core criteria: How are learning outcomes defined and measured? Are achievements celebrated in a range of appropriate ways?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection



Strand: Managing improvement	
Core criteria: Is self evaluation ongoing and thorough? Are the findings from self evaluation acted upon?	
Self evaluation judgement	
Evidence to support judgement	Strategies for improvement

First Steps in Self Reflection

Strand: Getting a return on investment	
Core criteria: Do the activities provide value for money? Is there a process for monitoring quality as a part of best value?	
Self evaluation judgement:	
Evidence to support judgement	Strategies for improvement

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Quality in Study Support and Extended Services

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