Resource 7b Sample Peer Review Questions by QI

This resource is taken directly from the CLD quality framework 'How Good is the Learning and Development in Our Community?'

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What key outcomes have we achieved?
1.1 Improvements in performance

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This indicator focuses on partners overall performance against aims, outcomes and targets and the extent to which trends are improving over time. It takes into account how we gather, analyse and use data to identify priorities and how we plan provision, set targets and improve services.

Themes
- Performance against aims, outcomes and targets
- Trends in performance

Challenge questions
- How well are our priorities and plans informed by high quality analysis of current statistical and other information?
- How well informed is our analysis of needs? How well do we meet needs identified through CLD strategic analysis?
- What evidence do we have of positive impacts and wider benefits resulting from CLD partners' work?
- Does analysis and reporting of data demonstrate improvement? Are trends in performance improving over time?
- How well do we share information across partnerships and wider stakeholders?
- How well does our benchmarking and use of comparative information demonstrate improvement? Do we set challenging targets that lead to improvement?
- How well do our systems demonstrate our progress against outcomes and targets?
- Does shared analysis of data amongst partners demonstrate effective performance in achieving intended outcomes?

Evidence of demonstrable outcomes will include but is not limited to:
- Information indicating improvements in the lives of participants, for example, gaining skills for learning, life and work
- Achievements of participants in CLD provision resulting in improved life-chances
- Performance information demonstrating benefits relevant to priority needs. These may include reductions in crime, improving health and wellbeing, improving employment prospects and quality of life
- Benchmarking and other comparative information showing how well we are performing relative to similar services and partnerships
- Measurable outcomes or indicators that demonstrate progress against targets set in strategic, business and operational plans

This indicator relates to the impact of our delivery on learners. It focuses on the extent to which we are having a positive and sustained effect on improving the life chances of individuals and families. This includes looking at the difference made through early intervention and prevention. It takes account of how well learners are achieving, progressing and contributing to their communities.

Themes

The extent to which we:
- Have a positive and sustained impact on people's lives
- Improve learning, increase life chances, secure and improve physical and mental health and wellbeing
- Support learners to participate, achieve positive outcomes and progress
- Actively involve learners in shaping their learning

Challenge questions
- How well do we meet the needs of learners? What evidence do we have that we are making a positive and sustained impact on their lives?
- How do we know that we are targeting the hardest to reach individuals/families in the community?
- What evidence do we have that learners are achieving, attaining and progressing?
- How well do we reflect the context of learner's lives, address barriers and meet their individual and community needs? How do we record this and address any concerns raised by learners?
- How well do we enable learners to understand their learning and apply skills in different contexts?
- How do we ensure learners are actively engaged in shaping their own learning? How well do we ensure learners are involved in service design and improvement?
- How do we work with others to support learners to acquire skills for learning, life and work?
- How clear are learning pathways?
- How well do we use accredited learning opportunities to raise and encourage learners to progress?
- How well do we value, support and actively promote fairness, equity and diversity?

Evidence of demonstrable outcomes will include but is not limited to:
- Qualitative information that demonstrates the extent to which learning pathways are having a positive and sustained impact on the lives of learners and are enhancing civic life. This may include direct observation, focus groups, case studies, feedback from both learners and key stakeholders in their lives including their families
- Quantitative data which indicates positive impacts on the lives of learners. This may include participation rates, progression and trends over time
- Qualitative data which demonstrates positive impact of learning that we deliver
- Qualitative and quantitative information which shows that participation is resulting in positive impact in other areas of learners' lives
- Feedback from learners showing their involvement in evaluating learning pathways
- Records of change, progression, achievement and attainment. This may include but is not limited to successes, accreditation achieved, progression by learners to employment, training and/or further/higher education and participation in wider community life
- Examples of learners applying their learning in other contexts
- Information gathered from stakeholders; including partners, public, private and community organisations
- Information demonstrating the effective consideration and inclusion of potentially under-represented people including those from equalities groups

Impact on the community
4.1 Impact on the local community

This indicator relates to the direct impact that we are having on communities, whether geographic or of interest. It focuses on measuring the extent to which communities are stronger, more resilient, supportive, influential and inclusive as a result of our input. It considers what difference we are making to improving local communities and communities of interest.

Themes
- Confident, skilled, active and influential community members
- Community members involved in delivering local services in response to identified needs
- Productive community networks and relationships with a thriving sense of 'place'
- Community groups and organisations with effective planning, management and evaluation arrangements
- Inclusive organisations and community groups that value social and cultural diversity

Challenge questions
- How well do we support communities to be strong, resilient, supportive, influential and inclusive? What difference is this making?
- What evidence do we have that individuals, groups and communities we work with are more confident, skilled, active and influential as a result of our input?
- How well do we develop relationships and partnerships with communities? How well do we support communities to improve and increase networking? How effective are these partnerships and networks?
- How well do we support individuals, groups and communities to increase their connection to place?
- How well do we support community groups and organisations to plan, manage and evaluate their work?
- How well are communities encouraged to be inclusive and value social and cultural diversity?
- How effectively do we support the communities we work with? How do we measure this?

Evidence of demonstrable outcomes will include but is not limited to:
- Quantitative and Qualitative evidence including discussion with stakeholders and feedback from community members, focus groups and other sources that shows a positive impact on communities
- Quantitative and Qualitative data showing participation, retention, achievement, progression and access to services by people and communities
- Records and evaluations of effective participation in community networks and partnerships
- Records which demonstrate the influence of communities that we support and where they have contributed to decision making
- Examples of how communities plan, manage and evaluate their work effectively
- Examples demonstrating that organisations and community groups are inclusive and value social and cultural diversity

This indicator relates to relevance, suitability and quality of the learning offer planned with individuals and groups. It takes a closer look at how well we tailor learning to needs and ensure a degree of flexibility. It looks at the quality of the learner journey from initial engagement through to a meaningful outcome. It also examines what systems are in place to encourage and respond to continual learner and stakeholder feedback.

Themes
The extent to which the learning offer:
- is well-planned and tailored to identified need
- engages learners in the planning process
- is flexible and adaptable and clearly sets out the range of services and support to be provided
- is consistently delivered to the highest standard with an appropriate level of pace and challenge.
- Learning resources and based on the principals of appropriate curriculum design and the needs of learners
- takes account of prior learning and aspiration
- recognises and celebrates achievement and attainment
- encourages learners to reflect on their learning journey and provide opportunities and support for progression
- makes effective use of learner stakeholder feedback to inform improvement
- involves learners in an ongoing cycle of peer and self-evaluation to improve their learning

Challenge questions
- How do we know that the learning offer meets the needs of learners and communities?
- How well do we adapt the learning offer to changing or emerging needs?
- How do we ensure the learning we offer is consistently delivered to a high standard and provides a high quality learning experience?
- How effectively do we engage with learners and build relationships?
- How well do we support learners to identify, plan and secure progression?
- How effectively do we use learner and other stakeholder feedback to improve the learner offer?
- How well does the learning offer recognise prior learning?
- How well do we recognise and celebrate achievement and attain

Evidence of demonstrable outcomes will include but is not limited to:
- Analysis of quantitative and qualitative information through which needs have been identified and progress monitored
- The quality of learning plans and agreed improvement measures
- Self-evaluation based on appropriate, measureable targets within the agreed learning offer
- Feedback from learners and other stakeholders on the quality of the learning provided
- Collated and analysed learner and other stakeholder engagement

This indicator considers the role of leaders. It relates to the corporate leadership and the way it functions to ensure effective visions, values and aims. It is a starting point for leaders to explore how effective they are. It considers the role of leaders in fulfilling their statutory duties, for example in relation to the CLD Plan. It also explores how well leaders plan for changes to legislation, regulation, policies, guidance and codes of practice

Themes
- Leadership, governance and planning for change.
- Links with visions, values and aims
- Consideration and compliance with legislation, regulation, codes of practice and other relevant drivers including the CLD plan
- Arrangements for safeguarding children young people and vulnerable adults
- Assessing the management of risks and meeting standards

Challenge questions
- How well are we driving improvement and planning for change? How well do we support others to anticipate and plan for change?
- How well do we provide governance and leadership to support our vision, values and aims?
- Are we all clear about our responsibility to meet legislation, regulations, strategies, plans and codes of practice?
- How clear are we about our responsibilities for safeguarding children, young people and vulnerable adults?
- How well are risks managed?

Evidence of demonstrable outcomes will include but is not limited to:
- Examples of how we are leading and managing change including feedback from staff, partners and other stakeholders
- Examples of governance arrangements that demonstrate how well we are complying with legislation and regulations
- Robust procedures for safeguarding children and other vulnerable groups
- Records of safeguarding investigations
- Risk register with appropriate entries