



# Quality in Study Support and Extended Services

## CRITICAL FRIEND GUIDANCE PACK

For **QiSS** and **QES** Recognitions

September 2011





# Preparation for Quality in Study Support (QiSS) and Quality in Extended Schools (QES) Recognition

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# Quality in Study Support (QiSS) and Quality in Extended Schools (QES)

## Guidance for Critical Friends A Summary of the Role and its Responsibilities

### Introduction

The support of the Critical Friend is a vital part of the Quality in Study Support (QiSS) or Quality in Extended Services (QES) process. Schools/centres/organisations or consortia undertaking QiSS or QES often find the support of their Critical Friend invaluable and many continue to work with the same Critical Friend through the different levels of the schemes. The notion of Critical Friendship has always been tightly woven into the quality schemes to ensure that there are genuine opportunities for individual and organisational learning and reflection. The Chaired Recognition meetings or visits themselves reflect a Critical Friend approach but the challenge and support of a good Critical Friend not only helps a school/centre/organisation or consortium in compiling their written and portfolio evidence but to maximise the effectiveness of the self-evaluation process.

This pack offers guidance to both national (i.e. MA level trained) Critical Friends and local Critical Friends supporting schools/centres/organisation/consortia with QiSS and/or QES Recognition. Practical guidelines and examples of documentation are included as guidance on developing the Critical Friend role.

### What is a Critical Friend?

The use of Critical Friends is becoming more widespread across a range of contexts and perceptions of the role vary according to particular circumstances. Research has been undertaken regarding Critical Friendship and our understanding of a Critical Friend is continually being shaped and refined by the experiences of those engaged in the role.

The concept of the Critical Friend originated in the 1970s and the term is attributed to Desmond Nuttall, however, Costa and Kallick (1993: p50) defined the role as,

“a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work” (quoted in Swaffield 2003: p2).

Subsequent writers and commentators have stressed the tension at the heart of the role i.e. between a ‘friend’ and a ‘critic’ for Macbeath (1998: p118) argues that this apparent contradiction gives the role its power i.e. “a successful marrying of unconditional support and unconditional critique”. MacBeath suggests that some of the skills, attributes and approaches an effective Critical Friend need to develop and stresses the importance of empathy and a high degree of emotional, as well as technical intelligence. MacBeath (1998: p121-122), lists the following interpersonal and group working skills: “accurate listening, reflecting back, reformulating, accepting, working within the client’s frame of reference, challenging and confronting, at times soothing and smoothing”. Swaffield’s work also outlines similar important attributes for a Critical Friend and attempts to define the kinds of knowledge and experience needed. MacBeath and Swaffield both identified caution regarding the over reliance on such lists, as they may be interpreted subjectively, there is little doubt that certain personal and inter-

personal qualities are crucial to the success of Critical Friendship as it is “a relationship built on trust, underpinned by values” (Swaffield 2003: p3).

Swaffield gives a thorough and thoughtful description of what the Critical Friend role entails and how it differs from similar roles, e.g. consultants, coaches or mentors; noting that a Critical Friend acts as “a sounding board, a new pair of eyes, is slightly removed from your work but understands it, is trusted and has your best interests at heart but can be relied on to be challenging, is a motivator, is reassuring and models outcomes”. Points regarding how a Critical Friend’s role differs from that of other external agents, who also work within schools, help to define what is unique:

- Advisors and inspectors often have a monitoring and reporting role and bring an external agenda with them, a Critical Friend does not.
- Counsellors need similar skills and qualities to a Critical Friend but tend to be concerned with individuals and personal issues whereas a Critical Friend is concerned with organisation change.
- Coaches often have experience of the role of the person who is being coached whereas this is not a pre-requisite for a Critical Friend; they also tend to be more directive.
- Mentoring can be seen as closer to a “parent-child” relationship whereas Critical Friendship is “adult - adult”.
- Critical Friendship is close in many ways to consultancy but tends to be more process orientated and seeks to bring about an openness to change rather than solving a specific problem.

The theory of Critical Friendship in many ways represents an ideal. In reality, depending on the context and pre-existing relationships, Critical Friends will find that they move in and out of the ‘pure’ CRITICAL FRIEND role and may wear many hats. Working within the QiSS and QES context, however, the Critical Friend should certainly be more than an advisor or someone to help a school/centre/ organisation/ consortium put a portfolio together. They will need to build a genuine relationship based on trust and unconditional support whilst taking the opportunities offered by the process to ask provocative questions and challenge assumptions in order to facilitate more focused reflection on practice.

## References

Costa, A. L., Kallick, B. (1993) *Through the lens of a Critical Friend*, in Assessment in the Learning organisation edited by Costa, A. L., Kallick (1995) Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314

MacBeath, J. (1998) *‘I didn’t know he was ill’: the Role and Value of the Critical Friend* in Myers, K. & Stoll, L. (Eds) *No Quick Fixes: Perspectives on Schools in Difficulty*, London: Falmer Press

Swaffield, S. (2003) Critical Friendship in inFORM, Leadership for Learning – The Cambridge Network, October, No 3

Swaffield, S. (2003) The Local Education Advisor as Critical Friend – Superman/woman or Mission Impossible? A paper for the 16th International Congress for School Effectiveness and Improvement (ICSEI), Cambridge: Leadership for Learning

## **Critical Friends supporting the QiSS or QES process**

The concept of Critical Friendship has been built into the methodology of the QiSS and QES processes. The role of the Critical Friend in helping schools/centres/organisations or consortia to self-evaluate their Study Support or Extended Services provision and practice; supporting engagement with quality framework/s<sup>1</sup>, compile evidence, reflect on its meaning, identify future actions and support the preparation for Recognition. Critical Friendship is important as the role supports the developmental process model which is inherent in both QiSS and QES Recognition.

The guidance material in this pack is concerned with the practical role of the Critical Friend, outlining the stages of the process, timescales, roles, responsibilities, requirements and key documentation. Equally vital, is the ability to offer support and challenge as indicated previously. Critical Friendship skills develop over time and many Critical Friends find the support of experienced Critical Friend useful when they initial taken on this role.

There is no prerequisite for Critical Friends to receive specific CPD training although a local Critical Friends CPD training course is available through Quality in Study Support and Extended Services (QiSS), Canterbury Christ Church University. For those Critical Friends wishing to become QiSS or QES National Chairs, completion of a PG Cert (M level course is required). Attendance at Local Critical Friend training either provided through QiSS or via a Local Authority or Regional Network is highly recommended. In addition the following is necessary or desirable:

- Familiarity with the Quality Frameworks (necessary);
- Familiarity with the QiSS or QES process (necessary);
- Opportunities to initially shadow a more experienced Critical Friend;
- The support of other CFs or experienced colleagues.

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<sup>1</sup> Extending Learning Opportunities– a framework for self-evaluation in study support (ELO) (DCSF 2009 – revised 2011) for QiSS or The Quality Development Framework (QDF) for Extended Services (CCCU 2009) for QES

# Working with the Quality Frameworks

## Using the Frameworks for Self-evaluation

Part of the Critical Friends role is to guide schools/centres/organisations or consortia in engaging with the Extending Learning Opportunities– a framework for self-evaluation in study support (2009 – revised 2011), (ELO) for QiSS or the Quality Development Framework : for Extended Services (2009) for QES. These documents are designed to provide a framework for discussions around the different themes. Examples are:

- ‘Questions to ask’ can be a useful starting point for a Critical Friend to find out about the local provision and begin to prompt reflection around each of the themes;
- ‘Evidence to show’ will support discussion regarding the kinds of evidence is readily available and which evidence represents and demonstrates best/good practice (**NB:** this is not intended to be used as a tick list, the examples in each theme are simply suggestions);
- ‘Testing the evidence’ questions may be used as a helpful tool by a Critical Friend when asking further questions of partners, parents/carers, staff, providers, children and young people as opportunities occur;
- The ‘Key Indicators’ for each level will help both the Critical Friend and the school/centre/organisation/consortium to assess the level of development reached and what further action is required. (**NB:** these are fairly generic and another key role for the Critical Friend is to help the school/centre/organisation/consortium interpret them within their own particular context and circumstances);
- The Exemplars help to illustrate how criteria can be demonstrated in practice and they prompt schools/centres/organisations/consortia to identify their own good practice.

Conversations will naturally evolve beyond the ELO or QDF. The frameworks are not meant to be followed slavishly but regarded as useful tools for the reflective process and the compilation of evidence. However, it is important to frequently review the Key Indicators at the level being sought as this criterion must be successfully addressed in order to gain QiSS or QES Recognition.

Every context is different and each Critical Friend relationship varies and develops over time but listed below are some general tips and suggestions:

- On average the Critical Friend is likely to pay four visits, one introductory, one to read the portfolio and two in between visits to help the compiling of the evidence. There is also likely to be e-mail and phone contact.
- It is useful to outline the process and requirements and work through the school/centre/organisation/consortium QiSS or QES pack and portfolio building together.
- Getting an overview of provision is useful as a starting point and provides the Critical Friend with an opportunity to ask exploratory questions.
- Working through a few themes of the ELO or QDF per visit can help break the process down into manageable segments.
- Once written drafts are completed, written feedback via e-mail supporting the Critical Friendship partner can be very useful and supportive.
- Take opportunities to clarify points through further questioning – if it does not make sense to the Critical Friend then it may not make sense to other participants. This also provides opportunities to challenge and draw out good practice that may not have been highlighted.
- The Critical Friend needs to be an active listener and have a good understanding of the ELO or QDF so they can relate information regarding the requirements required at the relevant level and identify how this could be evidenced.

- The CF will need to link in with the local organiser and with the Chair and be prepared to act as liaison between the organiser and/or Chair and the school/centre/organisation/consortium.

## **A Note on Evidence**

Schools/centres/organisations/consortia will find that they have more evidence for some sections and themes than others. The types of documents they have available to submit as evidence will differ according to the context of their Study Support provision. There is often a temptation to include far too much evidence which can be counter-productive as the scrutiny group only has limited time at Recognition and may not be able to 'see the wood for the trees'. While there is no hard and fast rule, 3 (Emerged) or between 4 and 7 (Established) pieces of evidence per theme, cross-referenced as appropriate, is usually sufficient. The CF should help the school/centre/organisation/consortium to be selective, choosing evidence that best exemplifies how they meet the Key Indicator for each theme. There are likely to be some key pieces of evidence that address several themes e.g. Development Plans, Programmes of activities etc. Whilst the general advice is to avoid duplication, different sections of a large document, such as a Development Plan for example, might be used against different themes to exemplify different aspects of practice.

There is no strong recommendation about whether it is better to write statements first and compile evidence second or vice versa. In reality, it tends to be an organic and interchangeable process. Telling the story in the statements helps to identify what supporting evidence is needed but equally, collected evidence will help to tell the story. Many people find it useful to begin to keep copies of working documents in a file or a box as they go along. The CF can help the school/centre/organisation/consortium select from these documents as the portfolio is built.

A useful tip is to ask the school/centre/organisation/consortium to label evidence with brief explanatory notes (e.g. 'photograph of parents and children learning together at Easter School', 'current study support budget plan', 'Mission Statement shown in Prospectus' etc. Using selected pages from large documents and highlighting relevant passages is also useful.

## **Core Evidence and Quality Parallels Document**

Appendices 1 and 2 in this pack are Core Evidence documents intended to help and support Critical Friends in making decisions about the adequacy of evidence for the different levels of QiSS or QES. These are not intended to replace meaningful CF conversations or to be used as tick lists – the types of evidence required are suggestions and will need to be adapted according to the context of the school/centre/organisation/consortium. However they can be useful guides for Critical Friends particularly in when the role is comparatively new.

Appendix 3 is a Quality Criteria Parallels Document which enables the school/centre/organisation/consortium to map other Quality Awards they may hold across to the QiSS or QES criteria. Critical Friends should also find this useful when supporting the compilation of evidence.

## **Requirements at each level**

At Emerged and Established levels, schools/centres/organisations/consortia are asked to complete a written submission that includes a context statement along with a portfolio of supporting evidence. The written submission is called a Self-evaluation document for QiSS and a Summary of Evidence for QES. At Advanced the format is slightly different with a written review supported by a range of evidence which is made available at the site visit on the Recognition day. Advanced guidelines are slightly different and these are referred to on pages 18 - 19. A case study is also part of the requirement at Advanced QiSS and QES level.

The documents and templates for schools/centres/ organisations/consortia to complete are all available, along with guidance notes, in the Emerged, Established and Advanced packs available from the QiSS office and also are available to download from the QiSS website ([www.canterbury.ac.uk/qiss](http://www.canterbury.ac.uk/qiss))

Schools/centres/ organisations/consortia are now able to register online for QiSS/QES Recognition via the QiSS National Database [www.qissnationaldatabase.org.uk](http://www.qissnationaldatabase.org.uk).

To register, click on 'Registrations' and when all the required fields have been completed, press the submit button'. The registration will be received by QiSS. We will then enrol that contact as a Database User and they will receive an email with their unique password.

Once they have received their password, they can then log onto the Database and complete their Self-evaluation Document (QiSS) or Summary of Evidence (QES). They can start to write their statements and reference their evidence. The system enables them to save their recognition document as they work through the required themes and they can go back to it at any time. Only when they are happy that their document is complete should they press submit. The document is then received by the QiSS office and they will not be able to do any further additions or amendments.

For further information contact Sue Vardy [sue.vardy@canterbury.ac.uk](mailto:sue.vardy@canterbury.ac.uk)

**NB:** As the requirements at each level vary, the CF will need to familiarise themselves with the school/centre or consortium pack for QiSS or QES at the appropriate level. Contact the QiSS office to obtain additional packs: 01227 863656

## Checklist of Requirements at QiSS Emerged

<b>Requirements</b>			
<b>Themes: Section 1 – Vision, values and principles of learning</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
1	Clear purposes	✓	✓
2	Finding out what's needed	✓	x
3	A distinct ethos for learning	✓	x
4	Empowering children and young people	✓	✓
5	Learning together	x	x
<b>Themes: Section 2 – Programme development and operation</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
6	Effective resourcing	✓	x
7	Communicating effectively	✓	x
8	Developing programmes	✓	✓
9	Identifying leaders of learning	✓	x
10	Getting the best from leaders of learning	x	x
11	Developing partnerships	x	x
<b>Themes: Section 3 – Making a difference and managing change</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
12	Measuring the difference	✓	✓
13	Getting results	x	x
14	Managing improvement	x	x
15	Achieving a return on investment	x	x

x	Not required
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## Checklist of Portfolio Requirements at QiSS **Established**

<b>Requirements</b>			
<b>Themes: Section 1 – Vision, values and principles of learning</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
	Context Statement	✓	x
1	Clear purposes	✓	✓
2	Finding out what's needed	✓	✓
3	A distinct ethos for learning	✓	✓
4	Empowering children and young people	✓	✓
5	Learning together	✓	✓
<b>Themes: Section 2 – Programme development and operation</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
6	Effective resourcing	✓	✓
7	Communicating effectively	✓	✓
8	Developing programmes	✓	✓
9	Identifying leaders of learning	✓	✓
10	Getting the best from leaders of learning	✓	✓
11	Developing partnerships	✓	✓
<b>Themes: Section 3 – Making a difference and managing change</b>			
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>
12	Measuring the difference	✓	✓
13	Getting results	✓	✓
14	Managing improvement	x	x
15	Achieving a return on investment	x	x

✓	Self-evaluation statement and Supporting evidence required for portfolio
x	Not required

## Checklist of Portfolio Requirements at QiSS Advanced

<b>Requirements</b>				
<b>Themes: Section 1 – Vision, values and principles of learning</b>				
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>	<b>Review</b>
1	Clear purposes	x	✓	✓
2	Finding out what's needed	x	✓	✓
3	A distinct ethos for learning	x	✓	✓
4	Empowering children and young people	x	✓	✓
5	Learning together	x	✓	✓
<b>Themes: Section 2 – Programme development and operation</b>				
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>	<b>Review</b>
6	Effective resourcing	x	✓	✓
7	Communicating effectively	x	✓	✓
8	Developing programmes	x	✓	✓
9	Identifying leaders of learning	x	✓	✓
10	Getting the best from leaders of learning	x	✓	✓
11	Developing partnerships	x	✓	✓
<b>Themes: Section 3 – Making a difference and managing change</b>				
		<b>Self-evaluation Statement</b>	<b>Supporting Evidence</b>	<b>Review</b>
12	Measuring the difference	✓	✓	x
13	Getting results	✓	✓	x
14	Managing improvement	✓	✓	x
15	Achieving a return on investment	✓	✓	x

✓	Self-evaluation statement and Supporting evidence required for portfolio
✓	Supporting evidence and review of development since gaining Established status
x	Not required

## Checklist of Portfolio Requirements at QES [Emerged](#)

<b>Requirements - Summary of Evidence and Portfolio Evidence</b>			
<b>Sections 1-10</b>		<b>Statement</b>	<b>Evidence</b>
1	Having purpose	✓	✓
2	Finding out what's needed	✓	x
3	Getting the ethos right	✓	x
4	Getting the best from resources	✓	x
5	Involving the community	✓	✓
6	Letting people know	✓	x
7	Selecting providers and building the right team	✓	x
8	Developing partnerships	✓	x
9	Managing improvement	✓	✓
10	Developing the programme	✓	✓

## **Checklist of Portfolio Requirements at QES Established**

<b>Requirements - Summary of Evidence and Portfolio Evidence</b>			
<b>Sections 1-12</b>		<b>Statement</b>	<b>Evidence</b>
1	Having purpose	✓	✓
2	Finding out what's needed	✓	✓
3	Getting the ethos right	✓	✓
4	Getting the best from resources	✓	✓
5	Involving the community	✓	✓
6	Letting people know	✓	✓
7	Selecting providers and building the right team	✓	✓
8	Developing partnerships	✓	✓
9	Managing improvement	✓	✓
10	Developing the programme	✓	✓
11	Learning together	✓	✓
12	Developing teams and team members	✓	✓

<b>Requirements – Review Statement</b>			
<b>Sections 13-15</b>		<b>Review</b>	<b>Evidence</b>
13	Measuring the difference	✓	x
14	Getting and demonstrating results	✓	x
15	Getting a return on investment	✓	x

## Checklist of Portfolio Requirements at QES Advanced

<b>Requirements – Review Statement</b>			
<b>Sections 1-12</b>		<b>Review</b>	<b>Evidence</b>
1	Having purpose	✓	✓
2	Finding out what's needed	✓	✓
3	Getting the ethos right	✓	✓
4	Getting the best from resources	✓	✓
5	Involving the community	✓	✓
6	Letting people know	✓	✓
7	Selecting providers and building the right team	✓	✓
8	Developing partnerships	✓	✓
9	Managing improvement	✓	✓
10	Developing the programme	✓	✓
11	Learning together	✓	✓
12	Developing teams and team members	✓	✓

<b>Requirements – Summary of Evidence and Portfolio Evidence</b>			
<b>Sections 13-15</b>		<b>Statement</b>	<b>Evidence</b>
13	Measuring the difference	✓	✓
14	Getting and demonstrating results	✓	✓
15	Getting a return on investment	✓	✓

# Structure and Guidelines For Recognition Visits or Meetings

## **RATIONALE**

The structure and guidelines presented here will facilitate the scrutiny of claims for Recognition through focused reflection on practice via peer scrutiny. Peer Scrutineers use the information provided in the Self-evaluation Document (QiSS) or Summary of Evidence (QES) Portfolio and professional discussion to clarify, question and consider the school/centre/organisation/consortium's claim for Recognised status and recording points using the Clarification Sheet.

Each Peer Scrutineer completes a Recommendation Sheet in respect of each school/centre/organisation/consortium's claim for Recognition and makes written suggestions for future development. They also highlight and record up to 2 examples of good practice. The completed Recommendation Sheets are passed to the Chair at the end of each question and answer session. The guidelines and structure are intended to inform the process of gaining Recognition for all participants in addition to enabling them to reflect on their own practice.

## **THE PURPOSE AND THE STRUCTURE**

The common participant's task is to scrutinise the claim for Recognition at Emerged, Established or Advanced status. The visit or meeting is chaired by a QiSS nationally trained Critical Friend who is not linked to the schools/centres/clusters seeking Recognition. Peer Scrutineers may be drawn from schools/centres/organisations/consortia that have already gained recognised status at the appropriate level or are presenting at the same Recognition level or an LA officers with appropriate experience.

The visit or meeting starts with introductions followed by the scrutiny session. Where more than one school/centre/organisation/consortium is submitting, these are often held in parallel, in which case participants initially divide into groups. Each group examines the Portfolio of Evidence, or part of the Portfolio of Evidence, provided by a school/centre/organisation/consortium claiming status at the session. Each school/centre/organisation/consortium then engages in a professional discussion facilitated by the Chair. Clarification questions linked to the criteria in the ELO Framework or Quality Development Framework are put forward by the group which the Chair collates.

## **PROFESSIONAL DISCUSSIONS and Question & Answer Sessions**

The representative(s) of the school/centre/organisation/consortium will need to offer aspects of provision and practice for examination and assessment by the members of the group in an open and honest way and be prepared to accept constructive challenge, as part of the process. The group agrees to maintain professional confidentiality about the issues raised during the discussion.

The Chair facilitates the discussion which falls into two main sections:

1. A general discussion to enable the school/centre/organisation/consortium to highlight aspects of practice.
2. Opportunity for the scrutiny group to ask clarification questions. As the school/centre/organisation/consortium's representatives talk about their practice some of the Peer Scrutineers questions may be answered. While schools/centres/organisations/consortia are no longer required to give a presentation, some participants may wish to provide handouts or refer to slides or materials as an aide memoire or to provide an additional element of evidence. A school/centre/organisation/consortium may wish to give a presentation the Chair may cut the time of

the discussion to allow for this. Preferences should be discussed in advance with the Critical Friend and agreed with the Chair. The format of the professional discussion is intentionally informal and flexible to allow those submitting to play to their strengths and to feel comfortable within the discussion. A full picture of the work of a school/centre/organisation/ consortium and its context will not be possible in the allotted time, and therefore the representative(s) will need to be selective, getting to the key issues in relation to their stage of development reached and status being sought.

Finally, Peer Scrutineers including the Chair complete the Recommendation and Suggestions for Future Development sheets and Observers complete Suggestions for Future Development. The Critical Friend's Endorsement Sheet, completed prior to the Recognition, also counts as one of the Recommendations and should have been submitted to the Chair prior to the visit/meeting and copied to QiSS. All sheets, including Clarification Sheets, are passed to the Chair. The process is then repeated for any other schools/centres/organisations/consortia submitting.

**NB:** it is not a requirement for the Critical Friend to be at the Recognition meeting or visit, provided they have completed the Endorsement Sheet and forwarded it to the Chair but Critical Friend's often like to be present to support the school/centre/organisation/consortium.

# Pre-Recognition Requirements for Emerged/Established

## **THE ORGANISER/LA STRATEGY MANAGER TO OVERSEE/ACTION: (References to Critical Friend role highlighted in bold font)**

- Schools/centres/organisations/consortia wishing to present claims for Recognition are usually part of a local network of ongoing training and are using The ELO/QDF.
- A suitable date and venue and any other requirements in the event of a Recognition
- The appointment of participants in the required roles for a visit or meeting

### **Ongoing process of self-evaluation**

1. School/centre/organisation/consortium Co-ordinator identifies Critical Friend to support the process
2. ELO Framework (QiSS) or QDF (QES) used as guidance to gather evidence for a portfolio
3. School/centre/organisation/consortium Co-ordinator are advised to attend a Recognition as an observer where possible
4. Self-evaluation document for QiSS or Summary of Evidence for QES completed

### **6 Weeks prior to Recognition (minimum)**

1. Registration form completed and returned to QiSS
2. The Critical Friend reads the Portfolio, Self-evaluation Document or Summary of Evidence, completes Critical Friend Endorsement Sheet and sends to Chair with a copy to QiSS

### **4 Weeks prior to Recognition (recommended)**

1. Self-evaluation Document or Summary of Evidence examined by Chair along with the Portfolio of Evidence in the case of a meeting (for visits the portfolio of evidence will be read on the day)
2. Chair completes Clarification Sheet and feeds back through the Critical Friend any requirement for additional evidence

### **10 Clear Working Days prior to the Recognition (minimum)**

#### ***All participants of the Recognition***

1. To receive copies of Self-evaluation Document or Summary of Evidence, programme, participants list, venue details and blank Clarification sheets (**NB:** this paperwork also needs to be copied electronically to QiSS)
2. To read Self-evaluation Document or Summary of Evidence and complete Clarification Sheets

### **On the Day**

Peer Scrutineers should bring completed Clarification Sheets to the Recognition to help guide their scrutiny of evidence. These are re-distributed into scrutiny groups by the Chair if necessary. It is good practice for the Critical Friend to also complete a Clarification Sheet.

### **After the Meeting**

Chair forwards paperwork to the QiSS Office and school/centre/organisation/consortium is informed of outcome the next working day by Chair or QiSS (by arrangement).

## Documentation, Structure and Requirements for Recognition Visits or Meetings

The Chair should ensure the appropriate documentation is available to all participants in liaison with organiser of meeting and with QiSS office. The Chair and organiser agree to facilitate and regulate the meeting or visit including the Recognition time keeping. The Critical Friend needs to ensure that the school/centre/organisation/s or consortium/consortium submitting understand the structure of the day, regulations and requirements and their own role (e.g. they may be acting as peer scrutineers to others) during Recognition.

### Documentation needed at the Meeting/Visit:

- The ELO Framework or the Quality Development Framework (QDF)
- Copies of the Self-evaluation Document or Summary of Evidence for each school/centre/organisation/consortium seeking Recognition Clarification Sheets completed by each participant at the Recognition for each school/centre/organisation/consortium seeking Recognition
- One Portfolio of Evidence for each school/centre/organisation/consortium seeking Recognition
- Copies of the Recommendation and Suggestion for Future Development sheet for completion at the Recognition by each Scrutineer (and Suggestions by observers)
- Copies of the Structure and Guidelines for Recognitions

### Structure and Timings for Emerged Recognition

<b>10 mins</b>	Arrival, registration
<b>10 mins</b>	Chair/organiser welcomes participants, introductions are made and the purpose and structure of the Recognition explained. Chair explains participant's roles and Chair checks Clarification Sheets have been completed.
<b>30 mins</b>	Self-evaluation Document(s) and supporting evidence examined by the Chair and participants group. The group is made up of the Chair plus any additional participants. The school/centre/organisation may have their Critical Friend present to support them through the process.
<b>30 mins</b>	<ul style="list-style-type: none"> <li>• School/centre/organisation has a professional discussion about their Study Support practice with the participants group</li> <li>• Questions and clarification</li> </ul>
<b>10 mins</b>	Chair completes the Recommendation Sheet and the Chair and additional participants complete Suggestions for Future Development. Chair collects all completed paperwork
	Process is then repeated for other schools/centres/organisations if they are seeking Recognition at the same time

***Notes: In a meeting involving multiple Recognitions, these should be run consecutively, with a suitable break in between.***

## Structure and Timings for Established Recognition

<b>10 mins</b>	Arrival, registration
<b>10 mins</b>	Chair/organiser welcomes participants, introductions are made and the purpose and structure of the Recognition explained. Completed Clarification Sheets are collected for redistribution to scrutiny groups.
<b>1 hr 30 mins</b> (visit) <b>1 hr</b> (meeting)	Portfolio(s) of Evidence examined by scrutiny group – the scrutiny group is made up of the Chair and a <b>minimum of one</b> Peer Scrutineer plus observers *. The school/centre/organisation may have their Critical Friend present to support them through the process.
<b>45 mins</b>	<ul style="list-style-type: none"> <li>• School/centre/organisation has a professional discussion about their Study Support practice with the scrutiny group</li> <li>• Questions and clarification</li> </ul>
<b>10 mins</b>	Chair and Peer Scrutineer completes the Recommendation sheet and all participants complete Suggestions for Future Development Sheet. All completed sheets are handed to the Chair.
	Process is then repeated for other schools/centres/organisations if they are seeking Recognition at the same time

**\*Notes:**

- ***The scrutiny group sessions may be run in parallel (i.e. at the same time) where there is more than one school/centre/organisation presenting - if this model is used, the organiser will need to ensure that there is an additional, experienced Peer Scrutineer who can lead one of the groups on behalf of the Chair.***
- ***Recognition meetings can be incorporated into wider training sessions e.g. an ELO workshop, Practice-Focused Workshops (see website for guidelines [www.canterbury.ac.uk/qiss](http://www.canterbury.ac.uk/qiss) )***

*\*The school/centre/organisation/consortium may have their Critical Friend present to support them through the process.*

## Required Number of Recommendations at each level

Emerg ed	Established	Advanced
1 x CF Endorsement 1 x Chair Recommendation	1 x CF Endorsement 1 x Chair Recommendation 1 x Peer Scrutineer Recommendation	1 x CF Endorsement 1 x Chair Recommendation 1 x Peer Scrutineer Recommendation 1 x Nominated Scrutineer Recommendation
<b>2 Recommendations</b>	<b>3 Recommendations</b>	<b>4 Recommendations</b>

Note: The CF Endorsement to be sent by the Critical Friend to the Chair and the QiSS office prior to Recognition.

### After the Recognition

There are three possible outcomes to the Recognition:

Scrutineers decide either:

- 1) The criteria have been met for the level of status sought and the award should be granted.
- 2) There is an insufficiency of evidence in some areas (please specify) and the award should be deferred pending the submission of additional evidence.
- 3) The evidence submitted, following opportunities for clarification and discussion, indicates that further development is needed in some areas (please specify) before the award may be granted at the level sought.

### PROCESS FOR EACH OF THE OUTCOMES:

- 1) The Award is granted and collated examples of good practice and suggestions for future development are forwarded by the QiSS office along with a congratulatory letter and certificate and a Crystal Award at Advanced level.
- 2) Suggestions and comments will be collated and the QiSS office will inform the school/centre/organisation/consortium what types of additional evidence are required. The school/centre/organisation/consortium should then submit the additional evidence to the QiSS office within **3 months** of the Recognition date.
- 3) The school/centre/organisation/consortium may resubmit within **6 – 12 months** of the Recognition date without re-attending formal Recognition. They should continue to work with a **Critical Friend** and collect key evidence to demonstrate development over this time. A QiSS Chair will then visit the school/centre/organisation/consortium to look at the key evidence, discuss progress and either make a Recommendation that status now be awarded or suggest next steps if the criteria are still not being adequately addressed.

**NB:** For schools/centres/clusters submitting at Established level without holding Emerg ed status, and which are not successful at Recognition, Emerg ed status may be awarded at the discretion of the Chair, taking into the consideration the views of the scrutiny team. This does not preclude them from also following routes 2 or 3 (as appropriate) above in order to seek Established status.

# GUIDELINES FOR SUPPORTING ADVANCED RECOGNITION

## THE RECOGNITION VISIT AND SCRUTINY TEAM

Advanced Recognitions are different in several respects to Emerged and Established. They are organised as a site visit and the visiting scrutiny team have an opportunity to see aspects of practice across the site (or sites), talk to a selected learning team and to young people and other stakeholders and consider a range of documentary evidence (please see Advanced Recognition Guidelines in the Advanced pack)

Another key difference is in the make-up of the scrutiny team. This consists of:

- The Chair;
- A Peer Scrutineer from another Advanced school/centre/organisation/consortium;
- A Nominated Scrutineer (nominated by the school/centre/organisation/consortium but not in their direct employ. This person could be an LA or other strategic manager, community leader or other major partner in study support, someone who will be able to add value in terms of the school's/centre's wider role)

These three scrutineers complete the Recommendation Sheets at the Recognition. The fourth recommendation will come from the Critical Friend who completes an Endorsement Sheet upon visiting the site, meeting with key personnel and reading the evidence base (approximately a month prior to the Recognition visit). The Critical Friend will copy this to the Chair and to the QiSS office. Critical Friends are not required to attend the Recognition visit but they may do so by arrangement with the school/centre/organisation/consortium and the Chair (many schools/centres/organisations/consortia welcome their Critical Friend's presence on the day).

Up to two observers may attend the Recognition and another QiSS trained Critical Friend may be at the Recognition as Shadow Chair either in preparation for Chairing at Advanced level themselves or to support a someone Chairing at Advanced for the first time.

## The process at Advanced

There is no portfolio reading prior to the day although the Chair has up to an hour to scrutinise the evidence before the rest of the scrutiny team arrive. The school/centre/organisation/consortium will need to send, two weeks before the visit, to all attendees:

- An Advanced Self-evaluation Document (QiSS) or Summary of Evidence (QES);
- A Case Study;
- A Prospectus or Business Plan (or similar document);
- The programme for the day, participants' list and directions to the venue.

The Advanced pack gives full details of the requirements and suggested programme for the day. This may be adapted or modified according to the context of the school/centre/organisation/consortium and in order to present their unique strengths. Initially the school/centre/organisation/consortium should put this together with input from the Critical Friend and it should then be agreed with the Chair. The Critical Friend should also help and advise the school/centre/organisation/consortium in choosing a learning team which will best represent their practice.

At the end of the Recognition visit, the scrutiny team retires to consider its decision. Each scrutineer makes a Recommendation and both scrutineers and observers offer Suggestions for

Further Development. The Chair collates the comments and recommendations and feedback is given to the presentation team immediately following the decision. The Chair informs the school/centre/organisation/consortium of the decision and outlines aspects of Advanced Practice as well as suggestions for further development. The Chair will also complete a report for QiSS outlining the Aspects of Leading Edge Practice, other strengths and areas for development. This is fed back to the school/centre/organisation/consortium and also forms part of a growing record of leading edge practice

### **Being a Critical Friend at Advanced Level**

Before becoming a Critical Friend at Advanced level, a Critical Friend will need to be experienced at working at both Emerged and Established level; very familiar with the ELO or QDF framework and the requirements and Key Indicators at each level. It is strongly recommended that a Critical Friend new to Advanced works with a more experienced colleague to begin with.

There is a particular emphasis at Advanced on demonstrating impact and showing how this equates to a return on investment. The Critical Friend can support the school/centre/organisation/consortium in selecting evidence that addresses this and also advise on future actions or how to analyse existing data or ask new questions when collecting future data sets. The Case Study at Advanced provides excellent opportunities to showcase the impact of provision (please see guidelines in Advanced packs).

The Critical Friend needs to feel satisfied that the written review and the supporting evidence meet the Advanced Key Indicators across the 15 themes of the ELO or QDF and particularly address 12 – 15 (ELO) or 13 – 15 (QDF). The Critical Friend should discuss with the school/centre/organisation/consortium who is best placed to be part of the Learning Team for Recognition; who the Nominated Scrutineer might be and any modifications to the programme in order to highlight particular strengths or unique features.

If the Critical Friend attends the Recognition visit /meeting they may help the scrutiny team locate particular pieces of evidence and help contextualise evidence. At the same time, they will act as part of the scrutiny team, asking further questions and making suggestions for future development.

# **GUIDELINES FOR SUPPORTING REVALIDATIONS**

## **THE REVALIDATION PROCESS**

The Revalidation process that schools/centres/organisations/consortia go through to retain QiSS/QES status at the same level is a 'lighter touch' process that still retains the core principles of self-evaluation, addressing and evidencing criteria and support with challenge.

Schools/centres/organisations/consortia are awarded QiSS/QES at all levels for three years. If, at the end of that time, they have not moved to the next level, they may seek to retain their status for a further three years through Revalidation. At Emerged level, schools/centres/organisations/consortia may only revalidate once as it is expected that there will be ongoing development towards Established level.

## **REQUIREMENTS FOR EMERGED AND ESTABLISHED REVALIDATION**

The role of the Critical Friend is very similar to that with first time Recognition but they will need to understand the differences in order to best advise the school/centre/organisation or consortium. Schools/centres/organisations/consortia work with their Critical Friend to identify how they still meet the criteria at the respective level, how practice has been maintained and developed and what evidence there is to support this. They complete simplified Self-evaluation Documents or Summary of Evidence Statements, reviewing practice against the sections of the ELO Framework or Quality Development Framework. The Critical Friend reads these **Four weeks** before the Revalidation and completes an Endorsement Sheet which is copied to the Chair and to the QiSS Office.

A slim portfolio containing key documentation (i.e. latest policy/business plan, programme of activities, evaluations and reports etc. to back up the Self-evaluation Documents/Summaries of Evidence) is put together and brought to the Revalidation by the school/centre/organisation/consortia; this is only read in advance by the Critical Friend when they complete their Endorsement. The Self-evaluation Documents/Summaries of Evidence are sent out to participants **10 working days** before the visit/meeting along with the usual paperwork (i.e. programme, list of participants, venue details and Clarification Sheets.) The participants at the visit/meeting are:

For **Emerged**:

- The Chair
- The Critical Friend if desired (the Critical Friend's attendance is not a requirement)
- Maximum of 2 observers (e.g. a colleagues from other schools/centres/organisations/consortia revalidating at the same time or wishing to revalidate in the near future) plus the moderator if applicable.

For **Established**:

- The Chair
- The Critical Friend if desired (the Critical Friend's attendance is not a requirement)
- Maximum of 2 observers (e.g. a colleagues from other schools/centres/organisations/consortia revalidating at the same time or wishing to revalidate in the near future) plus the moderator if applicable.

## ORGANISATION AND STRUCTURE OF THE RECOGNITION

Depending on circumstances, the Revalidation may be organised in a number of different ways e.g.:

- A visit to the school/centre/organisation/consortium
- A meeting at an appropriate venue (for example when more than one school/centre/organisation/consortium is revalidating)
- As part of the programme of a Recognition day for other schools/centres/organisations/consortia submitting for status at a level for the first time.

Each Revalidation should take approximately 1 hour 40 minutes. There will be an opportunity for participants to look at the key evidence and to listen to the school/centre/organisation/consortium representative talk about their practice and to ask questions and develop a discussion. The following model is suggested:

**Suggested structure and timings for the Revalidation visit/meeting** (these may be adapted to particular context and nature of the evidence):

Welcome and introductions	<b>(10 mins)</b>
Participants look through the key evidence, while the school/centre/organisation representative leaves the room and consider what points of clarification and questions they have	<b>(30 Mins)</b>
The school/centre/organisation representative talks about how practice has developed since QiSS status was first gained (this does not need to be a formal presentation) and all participants ask questions and raise points for clarification. This is built into a structured professional discussion, building on questions and responses, around relevant elements of practice	<b>(up to 40 mins)</b>
The Chair completes their Recommendation and Suggestions for Future Development sheet(s) and observers just fill in <b>Suggestions for Future Development Sheet</b> and feedback is given i.e. the school/centre/organisation is told of the outcome and areas of good practice are identified along with possible areas for future development	<b>(10 mins)</b>
<b>Total 1 hour 30 mins</b>	

*(NB: If more than one school/centre/organisation/consortium is Revalidating, the outcome and feedback may be given at the end of the whole meeting if preferred)*

- The Chair collates and sends the paperwork to QiSS as usual.

(Please see the QiSS or QES Revalidation Packs for further details)

## ADVANCED REVALIDATION

For Advanced Revalidation, a slightly shorter version of the site visit is held, focussing on leading aspects of developing Advanced Practice. In place of a Self-evaluation Document or Summary of Evidence, the school/centre/organisation/consortium is asked to complete a self assessment against the core evidence requirements at Advanced level. A Reflection of Advanced Activities Record is submitted in place of the previous requirement for a Case Study (please see the Advanced Revalidation Pack).

# KEY DOCUMENTATION

## GUIDELINES FOR COMPLETION OF FORMS

### CRITICAL FRIEND ENDORSEMENT SHEET

The Critical Friend reviews the Portfolio at least **six weeks** prior to the Recognition and completes the Critical Friend Endorsement Sheet to confirm that, in their opinion, the Portfolio successfully addresses the Key Indicators at the level of Recognition sought. If the Critical Friend has any concerns that the evidence does not fully address the Key Indicators of the ELO at that level, they should use the Endorsement Sheet to outline the additional evidence required and arrange another meeting in order to review and sign the Endorsement. Once complete, the Critical Friend should send a copy of the Endorsement Sheet to the organiser of the Recognition who will forward copies to the Chair and the QiSS office at last **four weeks** prior to Recognition.

The Critical Friend should use the second side of the sheet to note down Suggestions for Future Development and any particular examples of good practice. **The Endorsement Sheet for QiSS and QES are included in this pack.**

### CLARIFICATION SHEETS

All participants will receive the Self-evaluation Document/Summary of Evidence at least **10 working days** before the date of the Recognition. They will need to complete a Clarification Sheet from their reading of the Self-evaluation/Summary of Evidence statements, using the descriptors and Key Indicators in the *Extending Learning Opportunities– a framework for self-evaluation in study support (ELO)* or the *Quality Development Framework for Extended Services (QDF)* as a guide, identifying aspects of the school/centre/organisation's or consortium's work that they feel they would like more information about at the Recognition. They are likely to find that they have points to make and questions to ask in some sections and not others.

At the Recognition, participants examine the Portfolio, in separate groups if more than one school/centre/organisation/consortium is seeking Recognition. As time is limited, the completed Clarification Sheets help to focus this session so that participants may seek further information on their points of clarification. The Chair (or scrutiny group leader) will draw all outstanding queries together at the end of the session and the group decide who will ask what. There is an opportunity to do this as part of a professional discussion with the school/centre/organisation/consortium.

Questions are directed through the Chair and are asked in an appropriate manner i.e. as a Critical Friend. Responses to questions are considered a valuable part of the evidence base, in addition to the written and documentary elements.

### RECOMMENDATION AND SUGGESTIONS FOR FUTURE DEVELOPMENT SHEETS

Following the professional discussion at the meeting, Scrutineers make a Recommendation as to whether the school/centre/organisation/consortium should be awarded status. All participants, Scrutineers and Observers, make Suggestions for Future Development on the second page and are asked to identify up to two examples of good practice. Completed sheets are handed to the Chair who collates them and returns them to the QiSS office along with the Chair's report.

**Please see organisers' packs for Clarification Sheets, Recommendation and Suggestion Sheets and other useful paperwork.**

Quality in Study Support (QiSS) Recognition

<h1 style="margin: 0;">CRITICAL FRIEND ENDORSEMENT SHEET</h1> <p style="margin: 0;">(to be completed by the Local Critical Friend <b>Six</b> weeks prior to Recognition)</p>
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<b>Name of school/centre/organisation seeking Recognition:</b>				
<b>Level of Recognition sought</b>	<b>Emerged</b>		<b>Established</b>	
	<b>Emerged Revalidation</b>		<b>Established Revalidation</b>	
<b>Date of Recognition:</b>				

<b>The Portfolio successfully addresses the Key Indicators at the level of Recognition sought</b> (please tick box to confirm)	
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OR

<b>Additional evidence is required before submission</b> (please tick box to confirm)	
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If additional evidence requested, please list the section, theme and suggest types of evidence

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Name:		
Title:		
School/Centre/Organisation:		
Date read:		
Date for 2 <sup>nd</sup> read through if additional evidence requested:		
Portfolio endorsed on second reading (if additional evidence requested) <b>(please tick box to confirm)</b>		

*Please complete Suggestions for Future Development and Examples of Good Practice overleaf*



**Quality in Extended Services (QES) Recognition**

<h1 style="margin: 0;">CRITICAL FRIEND ENDORSEMENT SHEET</h1> <p style="margin: 0;">(to be completed by the Local Critical Friend 6 weeks prior to Recognition)</p>
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<b>Name of Consortium (i.e. school/cluster) seeking Recognition:</b>				
<b>Level of Recognition sought</b>	Emerged		Established	
	Emerged Revalidation		Established Revalidation	
<b>Date of Recognition:</b>				

<b>The portfolio successfully addresses the Key Indicators at the level of Recognition sought</b> (please tick box to confirm)	
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OR

<b>Additional evidence is required before submission</b> (please tick box to confirm)	
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If additional evidence requested, please list the appropriate theme/s and suggest types of evidence

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Name:		
Title:		
School/Centre/Organisation:		
Date read:		
Date for 2 <sup>nd</sup> read through if additional evidence requested:		
Portfolio endorsed on second reading (if additional evidence requested) (please tick box to confirm)		

*Please complete Suggestions for Future Development and Examples of Good Practice overleaf*

