



The
College
is
committed

making
a
positive
contribution
to
the
local
community.
It

welcomes
the
participation
of

local
groups
and
individuals
in
the
life
of
the
College,
and

is
pleased
to
offer
the
resources
of
the
College
to
be
made
available
to
them.



The Student Experience Evaluation Toolkit:

establishing a positive FE College ethos, supporting values, beliefs and faiths



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Foreword

I am delighted to commend this invaluable guide to that important concept known as the Student Experience. 'The Student Experience Evaluation Toolkit' unpacks many of the components which contribute to the whole experience of Further Education and offers a number of more objective criteria by which the quality of the Student Experience in any particular FE institution might be assessed – either formally or informally.

The Church of England has always been a champion of education and the expansion of Britain's FE/HE sector is greatly to be welcomed as a significant opportunity for individuals to develop their full potential in life.

The vastly greater numbers and diversity of students accessing our Colleges has, however, inevitably led to changes affecting all aspects of student life. For many students going to an FE College is an opportunity to encounter a much wider range of people and backgrounds than they have previously experienced – this can bring challenges too which good pastoral support can help to manage.

Student expectations are very different to those of even 10 years ago but education can still be a transforming and enriching experience.

Thankfully, there is a growing recognition on all sides of the importance of the whole Student Experience in the development of the whole person – not just through academic skills and learning, but also through social, cultural and community involvement.

If this publication assists just a few individuals or institutions to make the most of the Student Experience which they are engaged in either as active recipient or as provider, then it will stand proudly in a long history of effective support for educational provision for all of our citizens by the Southwark Diocesan Board of Education and indeed the Church of England as a whole.

+Richard Kingston

Introduction

What makes a good College excellent? The Government has given much thought to this recently and Colleges have been encouraged to develop more innovative approaches to recording and capturing data on the whole student experience. The 'Framework for Excellence' evaluates responsiveness to learners and looking at how happy learners are with the whole learning experience, including levels of support.

The Southwark Diocesan Board of Education, with experience of education provision from Primary school to Higher Education, believes that the excellence desired will be best achieved where the College community has a commitment to a shared ethos. This handbook is offered to Further Education Colleges to help contribute to a process of developing a relevant and positive sense of ethos and mission.

In addition to supporting the development of a strong College mission and ethos, this handbook aims to be a practical tool for Colleges to develop their learner involvement strategy and to consider ways of strengthening pastoral support for learners.

Linked to this, the handbook can also help to ensure that the spiritual, moral social and cultural needs of learners are being considered adequately. It offers ways of enhancing the 'Every Child Matters' outcomes for young people, especially 'enjoying and achieving'. (See appendix).

How to use the Evaluation Toolkit

The Toolkit is designed to be downloaded from www.southwark.anglican.org/education/publications/ and then personalised as necessary.

Evidence can be drawn from a number of sources and inserted. Sources of evidence will include:

- feedback from Learners, Staff, Governors and others.
- evaluation of college activities and events
- college documentation

The Student Experience Evaluation Toolkit provides a framework for evidence gathering in the following areas:

- Ethos, value and character
- The well being of students
- Moral Development
- Providence for spiritual needs and development
- Chaplaincy
- Relations with local community

Protocol for visitors

The model protocol can be downloaded, printed and given to visitors to sign in agreement.

Questionnaires

The questionnaires for both students and staff can be downloaded, personalised and printed.

The questionnaires for Governors can be downloaded, personalised and printed.

Additional help

For additional help FE colleges are encouraged to contact the Education Chaplaincy Development Officer Southwark Diocesan Board of Education
T: 020 7234 9200 or www.southwark.anglican.org/education/contacts

The Church of England works in partnership with fbfe (The National Council of Faiths, Beliefs and Further Education) to support colleges. Additional resources related to multi-faith chaplaincy have been published by fbfe/LSC.
Multi-Faith Chaplaincy (2007): A Guide for colleges
Welcome to Chaplaincy (2008): A training programme for multi-faith chaplaincy in the Further Education Sector
See www.fbfe.org.uk/documents

Framework for Excellence

The FE system must be the powerhouse for delivering the skills at all levels that are needed to sustain an advanced, competitive economy and make us a fairer society, offering equal opportunities for all based on talent and effort, not background. White Paper 'Further Education: Raising Skills, Improving Life Chances' (DfES 2006).

In response to the government drive to raise standards in FE Colleges and the recent Further Education White Paper, the Learning and Skills Council has produced a new performance Assessment Framework for Further Education Colleges. The 'Framework for Excellence' currently applies to all colleges. One of the key performance areas to be evaluated is responsiveness to learners, using learner views as a performance indicator. This means that learner views will be sought on how satisfied they are with the level of support offered as well as the quality of teaching and the overall learning experience.

To improve the quality of the learning experience each College is now expected to have a Learner Involvement Strategy in place. It has been shown that the learners' experience of all aspects of College life is most positive when they feel that they are regularly consulted. The performance indicator for responsiveness to learners, for use within the Framework for Excellence, will be based on learner satisfaction survey data. Providers will be required to incorporate some common questions based on the National Learner Satisfaction Survey (NLSS) within their learner satisfaction surveys.

Areas to be thought about will include the learners' satisfaction with the overall learning experience and with the level of support available, whether learners feel they are treated fairly and with respect and whether the provider is responsive to learners' views.

There is an example of a student satisfaction survey included in this handbook.

Pastoral support, which reflects the characteristics of the learners including their faith, is important for learners and can help with reducing drop out and maximizing attainment. The government White Paper 'Further Education: Raising Skills Improving Life Chances' recognises that effective pastoral support is essential and recommends that Governing bodies should consider how their pastoral arrangements can best reflect the characteristics of their student body, including faith, for example through multi-faith chaplaincy arrangements.

The handbook guides providers towards ensuring they are putting the best pastoral support in place.

Common Inspection Framework

Ofsted will use the Framework for Excellence grades and indicators to support inspection judgements in the Common Inspection Framework. (see Appendix). The spiritual, moral, social and cultural development of students will be reported on under the section 'Achievements and Standards' for the key question 'How well do learners achieve?' Colleges will have to show evidence that they encourage and support learners' involvement in activities related to their spiritual, moral, social and cultural development as well as the extent to which learners make a positive contribution to the community. The main pages of this Toolkit can be downloaded and used as a basis for collecting this evidence.

Since the Children Act 2004 and the publication of 'Every Child Matters', the well being of learners has been seen as more significant. Colleges, along with other local services, contribute to the well being of young people. Reviews of how well they do this are contributing to the process of finding out what works best for young people in each area. All colleges are evaluated for the extent which they meet the following five outcomes for children and young people:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

In judging the overall effectiveness of the College, inspectors consider the contribution made by the College to all five outcomes, particularly the extent to which learners are enjoying and achieving throughout their time at College. The spiritual, moral, social and cultural development of students is related to the outcome of 'enjoying and achieving'.

A number of FE Colleges have recently started to take the step towards acknowledging the importance of spiritual needs for a significant number of their learners and staff. In 'Making Space for Faith: values, beliefs and faiths in the learning and skills sector' (NEAFE/CEL July 2007) it was reported that the great majority of students think that colleges should recognise that Values, Beliefs and Faiths are important to some people even if they themselves do not consider it important in their own lives. This booklet offers a straightforward and effective Toolkit which can help the College ensure it is fulfilling its role towards its learners requirements for spiritual, moral, social and cultural development.

Evaluation Toolkit

Ethos, values, character

<p>1 There is a positive atmosphere with relationships characterised by respect and openness</p>	<ul style="list-style-type: none"> • Staff speak of receiving good professional and pastoral support • Students speak of being supported, listened to and contributing to the life of the College • Students speak of receiving consideration and support • Students speak of disagreement and complaints being dealt with efficiently and fairly
<p>2 The ethos of the College is clearly indicated in its mission statement, which is well publicised in all departments and in official documents, prospectuses etc.</p>	<ul style="list-style-type: none"> • The mission statement expresses the College's ethos and character • The mission statement is included and reflected in policies of the College • All staff and students are made aware at induction of the College mission statement • Staff and students express commitment to the College's ethos
<p>3 The College shows openness and sensitivity to the cultural and religious needs of all students</p>	<ul style="list-style-type: none"> • The College's admissions policy is inclusive • The diversity of staff and students is monitored and this data informs policy review and implementation • The student profile reflects the community it serves • Staff are aware of the need to consider students' special cultural and faith requirements in diet, dress, timetabling, and in participation in certain activities and religious observances. • The College teaches all students to respect cultural differences • Faith/culture groups speak of their practices being respected, and feel able to talk openly about them
<p>4 Staff (including new appointments) are aware of the mission statement and its implications</p>	<ul style="list-style-type: none"> • Staff joining the College are given a handbook which includes the mission statement • At regular intervals, e.g. annually, attention of staff is drawn to the mission statement and its practical implications at departmental level. • All teaching upholds and promotes the College's shared values and a shared vision

Evaluation Toolkit

The Well-being of Students

<p>1 Individual and group achievement is affirmed and celebrated</p>	<ul style="list-style-type: none"> • the assessment of work is carried out within agreed time limits and students speak of its supportive and developmental nature • there is an effective system for celebrating and publicising individual achievement • events are organised to celebrate the success of the College
<p>2 Students display adult attitudes and behaviour</p>	<ul style="list-style-type: none"> • there is an absence of graffiti around the College • visitors (such as governors) to the College note the ordered atmosphere in the common areas of the College • there is little incidence of wilful damage of the site or equipment • observers (such as governors) note the mature level of discussion and exchange of views in tutorials
<p>3 Unacceptable behaviour is dealt with sensitively and firmly</p>	<ul style="list-style-type: none"> • expectations regarding behaviour are made clear on entry to the College • there is a clear disciplinary procedure which is understood and consistently implemented by all staff • the Senior Management monitors incidents of unacceptable behaviour and take appropriate action • students speak of unacceptable behaviour being dealt with appropriately, fairly and swiftly
<p>4 Selection, induction and monitoring procedures, designed to keep failure to a minimum.</p>	<ul style="list-style-type: none"> • selection criteria are applied consistently and matched to the demands of each course • induction and enrolment and welcome arrangements are well-planned and established • students speak of the helpfulness of induction when they start. • tutors identify developing weaknesses and address these quickly, using other support services as appropriate • students speak of the value of tutor support • the Senior Management monitors the drop out and failure rate statistics across departments, explores reasons and takes remedial action where appropriate
<p>5 The needs of all students are effectively met through strong pastoral structures</p>	<ul style="list-style-type: none"> • tutors are trained and the tutorial system is well structured and consistently operated • students speak positively of the help received through the tutorial system • counselling services are well-structured and well-publicised • students who have made use of counselling speak of the effectiveness of the support provided • staff and students are aware of the range of services offered by the Student Services Department • students speak of easy access and effective support from Student Services • health and safety are monitored effectively in line with the College policy and incidents are quickly addressed and reported to the governing body

Evaluation Toolkit

The Well-being of Students

<p>6 Students are effectively prepared for life beyond College</p>	<ul style="list-style-type: none"> • careers advice is well organised so that students speak of its helpfulness and effectiveness • special support is provided to assist students in seeking employment or further study • students develop appropriate values for life in society e.g. in Citizenship education • employers with a link to the College are asked to comment on students' adaptability to the working environment
<p>7 The College is inclusive</p>	<ul style="list-style-type: none"> • the College equal opportunities policies are publicised throughout the College, and easily obtainable • the College equal opportunities policies are reflected in departmental policies and their implementation monitored by the senior management • the College equality and diversity policies should include references to Values, Beliefs and Faiths • students, staff and visitors with disabilities have full access to courses and facilities and this provision is monitored by the senior management • additional special support is offered for particular needs and well publicised e.g. English language classes and report writing • students with special needs speak of being well supported • students from different faith and cultural backgrounds speak of their identity being respected and valued • academic results are analysed against ethnicity and gender and fully discussed by the senior management and departmental heads

Evaluation Toolkit

Moral Development

<p>1 Students are encouraged to reflect on the wider consequences of choices and actions</p>	<ul style="list-style-type: none"> • the College mission statement expresses this commitment and is reviewed regularly • departmental documentation reflects the mission statement • minutes of departmental meetings reflect discussion on the personal development of students • students speak of opportunities for independence and exercising choice throughout their course
<p>2 Students are encouraged to recognise and combat racism and prejudice in their own and other people's behaviour</p>	<ul style="list-style-type: none"> • the College supports a multi-faith ethos. • the multi-faith chaplaincy team, if it exists, is included in College decision-making structures. • major religious festivals and celebrations are acknowledged. Exams and important College events are not timetabled on those days. Where clashes are unavoidable alternative provision is available. • the College provides a dedicated Quiet Room for prayer and meditation. • the College has reliable sources of advice about the requirements of religious practice
<p>3 Students are encouraged to be aware of ethical issues within the subjects they study</p>	<ul style="list-style-type: none"> • soft skills are identified and regularly updated and shared with departments so that all leaders are fully aware of their place • departmental minutes reflect discussion of soft skills as well as hard skills in their evaluation of courses and students' response • the development plan of the College (and of departments) includes sections on values and life skills • the College leadership evaluates the impact of the teaching of soft skills across departments through well-developed monitoring • there is a high level of involvement in a range of Student Union clubs and societies • students are able to describe and discuss the values and skills acquired during their time at the College
<p>4 Students are encouraged to exercise responsibility and leadership effectively</p>	<ul style="list-style-type: none"> • citizenship education engages and involves students • posters on noticeboards evidence talks and events engaging with a wide range of topics • staff and students will readily engage in such conversations
<p>5 Students are encouraged to be actively aware of the needs of others, both in the College and the wider community</p>	<ul style="list-style-type: none"> • external speakers, local and national community groups are invited into the College to raise students' levels of awareness of the wider needs of the local and world community • students are actively encouraged to work with and join local community groups and to seek involvement in local community based campaigns as well as national and international initiatives • students are encouraged to raise funds for worthy needs, charities, urgent appeals and any particular project that the College supports

Evaluation Toolkit

Provision for Spiritual Needs and Development

<p>1 The College is a community in which students learn and grow towards maturity as human beings.</p>	<ul style="list-style-type: none"> • the College mission statement expresses this commitment and is reviewed regularly • departmental documentation reflects the mission statement • minutes of departmental meetings reflect discussion on the personal development of students • students speak of opportunities for independence and exercising choice throughout their course
<p>2 The College recognises students' Spiritual needs</p>	<ul style="list-style-type: none"> • the College supports a multi-faith ethos. • the multi-faith chaplaincy team, if it exists, is included in College decision-making structures. • major religious festivals and celebrations are acknowledged. Exams and important College events are not timetabled on those days. Where clashes are unavoidable alternative provision is available. • the College provides a dedicated Quiet Room for prayer and meditation. • the College has reliable sources of advice about the requirements of religious practice
<p>3 The College promotes the development and practice of soft skills (communication, teamwork, leadership etc.) through the opportunities it provides</p>	<ul style="list-style-type: none"> • soft skills are identified and regularly updated and shared with departments so that all leaders are fully aware of their place • departmental minutes reflect discussion of soft skills as well as hard skills in their evaluation of courses and students response • the development plan of the College (and of departments) include sections on values and life skills • the College leadership evaluates the impact of the teaching of soft skills across departments through well-developed monitoring • there is a high level of involvement in a range of Student Union clubs and societies • students are able to describe and discuss the values and skills acquired during their time at the College
<p>4 Students are encouraged to reflect on fundamental questions of life, and to express their values and beliefs openly and honestly and with respect for others</p>	<ul style="list-style-type: none"> • citizenship education engages and involves students • posters on noticeboards evidence talks and events engaging with a wide range of topics • staff and students will readily engage in such conversations

Evaluation Toolkit

Provision for Spiritual Needs and Development

<p>5 Staff are conscious of their responsibility as role-models</p>	<ul style="list-style-type: none"> • staff are punctual • staff are well-prepared • staff use appropriate language when addressing students • staff uphold the College ethos, values and character
<p>6 The College welcomes the diversity of faith and culture within its community, and students are encouraged to reflect on their inherited values</p>	<ul style="list-style-type: none"> • information, signage and display in the College indicate a commitment to different faiths and cultures • students are encouraged to express their values, beliefs, faith and culture when relevant to their course and to reflect critically • opportunities are organised and supported in the College for the exchange of different religious and cultural perspectives e.g. through a faith forum • the College has identified sources of support for students of different faiths and cultures (e.g. chaplains, designated religious leaders) and access to these is well-known to students • training is offered to staff and students to increase awareness of Equal Opportunities and Diversity issues • incidents of discrimination are logged, and victims speak of swift and effective action being taken by the College. • local faith communities speak of positive relationships with the College • students from a range of faiths and cultural backgrounds speak of freedom to express their values in their courses

Evaluation Toolkit

Chaplaincy

<p>1 Chaplaincy works effectively as both ecumenical and multi-faith</p>	<ul style="list-style-type: none"> • chaplaincy consists of a team of paid and voluntary chaplains who represent as wide a cross-section of the faith communities as possible, particularly the major denominations and faiths represented in the student population • students and staff are aware of the nature of chaplaincy • chaplaincy centre/office is suitable for use by people of all faiths, beliefs and traditions • information about local places of worship and faith communities is readily available
<p>2 Chaplaincy contributes effectively to the pastoral care of students and staff</p>	<ul style="list-style-type: none"> • students and staff are aware of how they can access support through the chaplaincy and value it • there are good referral systems in place and known by the staff • the distinction between pastoral care and formal counselling is clear and cross-referral takes place where appropriate between departments, chaplaincy and counselling services
<p>3 Chaplaincy contributes effectively through the institutional structures</p>	<ul style="list-style-type: none"> • chaplaincy is placed within the structures, either in Student Services or elsewhere, and the pastoral and other non-religious functions of chaplaincy are recognised and valued • chaplaincy contributes effectively within the structures • the institution uses and values the knowledge and experience of chaplains on appropriate committees such as the governing body, ethics committee and equal opportunities committees etc. • chaplaincy is evaluated within the supervision/appraisal systems of the institution
<p>4 Chaplaincy contributes effectively to the communal life of the institution</p>	<ul style="list-style-type: none"> • the chaplaincy organises annual events such as Dedication Service, Carol Service etc. • the chaplaincy organises services at appropriate times such as memorial services, times of national or international crisis • the chaplaincy contributes effectively to social and community occasions
<p>5 Chaplaincy provides valuable religious and spiritual resources</p>	<ul style="list-style-type: none"> • chaplains organise and provide times for prayer and worship and retreats or quiet days • chaplains organise and provide a programme of talks and discussion groups • chaplains are involved in providing opportunities for voluntary work and social action/campaigning

Evaluation Toolkit

Relations with Local Community

<p>1 The mission statement is clearly conveyed to students and staff, and to partners in the local community, together with a clear expression of College ethos and objectives</p>	<ul style="list-style-type: none"> • the College prospectus includes the mission statement and is available in local libraries • the ethos and values of College are made clear at induction of new students and staff • College publications, including governing body minutes are accessible and open for public scrutiny. • local dignitaries are invited to College events and award ceremonies • students and staff understand the distinctive features which characterise the College
<p>2 There is a good partnership between the College and local community, charitable and business organisations</p>	<ul style="list-style-type: none"> • the College is represented on local community forums • there are links and partnerships with local business • the College is involved in fund raising for local charitable events • the College offers openings for local employment and mutual learning • the College has good relationships with local schools
<p>3 There is a good partnership between the College and local community groups, (including those which are faith-based)</p>	<ul style="list-style-type: none"> • the College informs local community groups about courses, lectures and conferences which may be of interest to them, and invites their participation • the College is responsive to the learning needs of local communities • chaplains are involved in local faith groups and networks • chaplains encourage interfaith dialogue locally • the College has a protocol for visits by external groups (including faith groups), to ensure that its facilities may be made available to the wider community without any infringement of the College ethos and values

A Model Protocol for Visitors and External Groups

Print off and handout to all visiting groups. Copies can be signed and returned to the college.

The College is committed to making a positive contribution to the local community. It welcomes the participation of local groups and individuals in the life of the College and is pleased to allow the resources of the College to be made available to them. Where this participation works well, all parties can benefit and good integrated links with local groups can enhance the student experience, and produce tangible benefits for students' personal development.

The College therefore asks that when making use of College facilities and/or attending events taking place on College premises, the following protocols be respected:

- The College's first priority is the education and development of its students
- College policies must be maintained at all times and in particular its equal opportunities policies and code on harassment and bullying
- Respect for diversity is paramount at all times, including gender, ethnicity, culture, religion and belief and sexual orientation
- College events and College premises are at no time to be used for the promotion of any commercial interest without prior permission
- College events and College premises are at no time to be used for the promotion of political or religious activities or beliefs, or of individual political or religious organisations, without the prior permission of the College

Evaluation Toolkit

Student Experience - Student Questionnaire

This questionnaire is designed to establish the extent to which a positive college ethos is embedded in the life of the college by listening to the learners.

- | | | | | |
|--|-----------------|----------------|------------|------------|
| 1. There was a well-planned welcome and induction when I commenced my course. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 2. The induction was helpful. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 3. Staff are always punctual and well-prepared for lectures and seminars. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 4. The support of my tutors has been valuable. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 5. The tutorial system has been well-structured and consistent. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 6. My work is assessed within agreed time limits. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 7. My assessments have helped me to develop my progress on the course. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 8. I have been able to choose options on my course. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 9. I am aware of the range of services that the Student Services Department offers. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |
| 10. All of the Student Services are easy to get to. | 4 Totally Agree | 3 Mostly Agree | 2 Not Sure | 1 Disagree |

Evaluation Toolkit

Student Experience - Student Questionnaire

11. Students are treated with consideration at all times.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
12. Staff always use acceptable language when talking to students.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
13. Disagreements and complaints are dealt with efficiently and fairly.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
14. I know where to find the College complaints procedure.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
15. I am aware of any rules relating to unacceptable behaviour in the College.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
16. I know where to look up the disciplinary procedure.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
17. Unacceptable behaviour is dealt with swiftly and fairly.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
18. I have been made aware of the College equal opportunities policy.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
19. During my course, I have had training in diversity issues.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
20a. I have special cultural and/or faith requirements.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree

Evaluation Toolkit

Student Experience - Student Questionnaire

20b. I feel able to talk freely and openly about spiritual and cultural requirements	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
20c. Due consideration is given to students' spiritual and cultural needs.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
21. Students are taught to respect cultural differences.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
22. I am familiar with the College's mission statement [quote mission statement here].	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
23. I was made aware of the Mission Statement at my induction.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
24. The Mission Statement accurately expresses the ethos and character of the College.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
25. I view the College ethos as an integral part of my experience as a student at N.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
26. My course upholds and promotes the College's values and vision.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
27. In my experience, students are generally well supported at N.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
28. In my experience, students' concerns are listened to.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree

Evaluation Toolkit

Student Experience - Student Questionnaire

- 29. Students make a strong contribution to the life of the College.**
4 Totally Agree 3 Mostly Agree 2 Not Sure 1 Disagree
- 30. Individuals' achievements are celebrated and publicised.**
4 Totally Agree 3 Mostly Agree 2 Not Sure 1 Disagree

If there are any comments that you would like to add, please write them in the space below:

Evaluation Toolkit

Student Experience - Staff Questionnaire

Designed to establish the extent to which a positive college ethos is embedded in the life of the college by listening to staff.

1. When I took up my post there was a well-planned welcome and introduction.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
2. The introduction was helpful.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
3. Staff in my department are treated with respect at all times.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
4. Staff receive good pastoral support.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
5. Disagreements and complaints are dealt with efficiently and fairly.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
6. I know where to find the College complaints procedure.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
7. I am aware of any rules relating to unacceptable behaviour in the College.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
8. I know where to look up the disciplinary procedure and code of practice on harassment and bullying.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
9. Unacceptable behaviour is dealt with swiftly and fairly.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
10. I have been made aware of the College equal opportunities policy.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree

Evaluation Toolkit

Student Experience - Staff Questionnaire

11. I have had training in diversity issues.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
12. I am aware of my students' cultural and/or faith requirements.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
13. I am aware of the range of support services available to staff and students.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
14. Support services are easy to access.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
15. I am a role-model for students.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
16. I am familiar with the College Mission Statement [Quote Mission Statement here].	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
17. I was made aware of the Mission Statement at my induction.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
18. The Mission Statement accurately expresses the ethos and character of the College.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
19. The College ethos is an important factor in the way in which I carry out my duties.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree
20. My department upholds and promotes the College's values and vision.	4 Totally Agree	3 Mostly Agree	2 Not Sure	1 Disagree

Evaluation Toolkit

Student Experience - Staff Questionnaire

21. In my experience, staff receive good professional support.

4 Totally Agree

3 Mostly Agree

2 Not Sure

1 Disagree

22. I have an annual appraisal and regular supervision.

4 Totally Agree

3 Mostly Agree

2 Not Sure

1 Disagree

23. My appraisal and supervision are effective in promoting my professional and personal development.

4 Totally Agree

3 Mostly Agree

2 Not Sure

1 Disagree

24. In my experience, staff's concerns are listened to.

4 Totally Agree

3 Mostly Agree

2 Not Sure

1 Disagree

25. Individuals' achievements are celebrated and publicised.

4 Totally Agree

3 Mostly Agree

2 Not Sure

1 Disagree

If there are any comments that you would like to add, please write them in the space below:

Some questions for Governors about Spirituality and Values

1. Mission Statement

Does the College have a mission statement and is it readily available? (Does it, for instance, appear in the college web-site, prospectus, and other appropriate College publications?) When was it last revised? How far does it represent the distilled essence of what the College is about? How deeply is it embedded in the College culture?

2. Core Values

How much time has the Governing Body given, during the past year, to consideration of the College's core values? What are they? Have they changed over recent (e.g. the past three) years?

3. The Purpose of Education

What, in the governors' view, is the purpose of education?

4. Life Skills

What weight does the College give to the acquisition by students of 'soft skills' (eg, such matters as budgeting, citizenship, integrity, punctuality, entrepreneurialism, ability to 'think outside the box', openness to an ever wider and deeper vision, coming to terms with self in relation to life, vocation, responsibility towards society, etc.)?

5. Faiths, Core Beliefs, Philosophies of Life

Are students' existing faiths respected — by the College, and by fellow students? Those who say they are 'not religious' or 'have no particular faith' nevertheless have a philosophy of life — rules and principles by which they live. Are they, too, respected? Are all, regardless, helped to explore their own core beliefs critically and to relate them to the beliefs of others and to what they are learning at College and vice-versa?

6. Consultation with students

How do governors seek to gain an accurate understanding of the students' experience of the College (eg, through student perception surveys, student forums, focus groups etc.)?

Appendix

Common Inspection Framework/Every Child Matters

The Common Inspection Framework (CIF) is the framework used by Ofsted to inspect FE Colleges in the country. It has been developed by the Adult Learning Inspectorate (ALI) and by the Office for Standards in Education (Ofsted) and is used to inspect quality of provision across the whole post-16 sector.

The Common Inspection Framework sets out the schedule of questions and the principles by which all Further Education Colleges are evaluated.

There are seven key questions which are placed under four main headings.

The four main headings in the Common Inspection Framework are:

- overall effectiveness
- achievement and standards
- quality of provision
- leadership and management.

Evaluation requirements.

Inspectors will grade Colleges as follows:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

These are the questions inspectors must ask every provider of education and training:

1. Overall effectiveness
 - a. How effective and efficient are the provision and related services in meeting the full range of learners' needs and why?
 - b. What steps need to be taken to improve the provision further?
2. Achievement of standards
 - a. How well do learners achieve?

3. The quality of provision
 - a. How effective are teaching, training, and learning?
 - b. How well do programmes and activities meet the needs and interests of learners?
 - c. How are the learners guided and supported?
4. Leadership and management
 - a. How effective are leadership and management in raising achievement and supporting the learners?.

Every Child Matters (Childrens Act 2004)

Following the consultation into the death of Victoria Climbié, the Government published Every Child Matters: the Next Steps, and passed the Children Act 2004, aimed at developing more effective and accessible services focused around the needs of children, young people and families.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to achieve the following five outcomes:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

All inspections of settings which provide education for young people will contribute to the Joint Area Reviews which will be carried out in every local authority area in England. These reviews will evaluate the extent to which the five outcomes are being met.

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