

Education Standards Directorate

Continuous Improvement Framework



Department
for Education

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Overview

Our current improvement framework has evolved over two years, this has been built on strategic business requirements, business expertise, specialist Continuous Improvement knowledge and experiences of working with other public and private sector organisations.

The framework has three tiers:

1. Leadership & Culture
2. Building Sustainable Capability
3. Business Improvement & Realising the Benefits

The framework is tailored to the business and is underpinned by; learning from and acting upon feedback - adapt not adopt

Leadership & Culture

Building a strong network to support our strategic priorities

Our senior leaders have endorsed the development of a strong network of business improvement professionals who support each other and share good practice, the network will:



- **Share expertise**, Offering improvement expertise and support to network members and the wider business
- Act as a **Critical friend**, Offering constructive challenge, support and encouragement to network members and the wider business
- Undertake **Business improvement**, Supporting three levels of improvement; Strategic / localised projects and business as usual activity
- **Report on our improvement activity** against the four hallmarks of improvement
- Develop an **Improvement Showcase**, an intranet SharePoint page to share summaries of improvement activity; evidenced with robust data, estimated data and anecdotal information
- **Build capability**, Including; CI 'NVQ' style training, consultancy, PPM and facilitation *et al*

Building Sustainable Capability

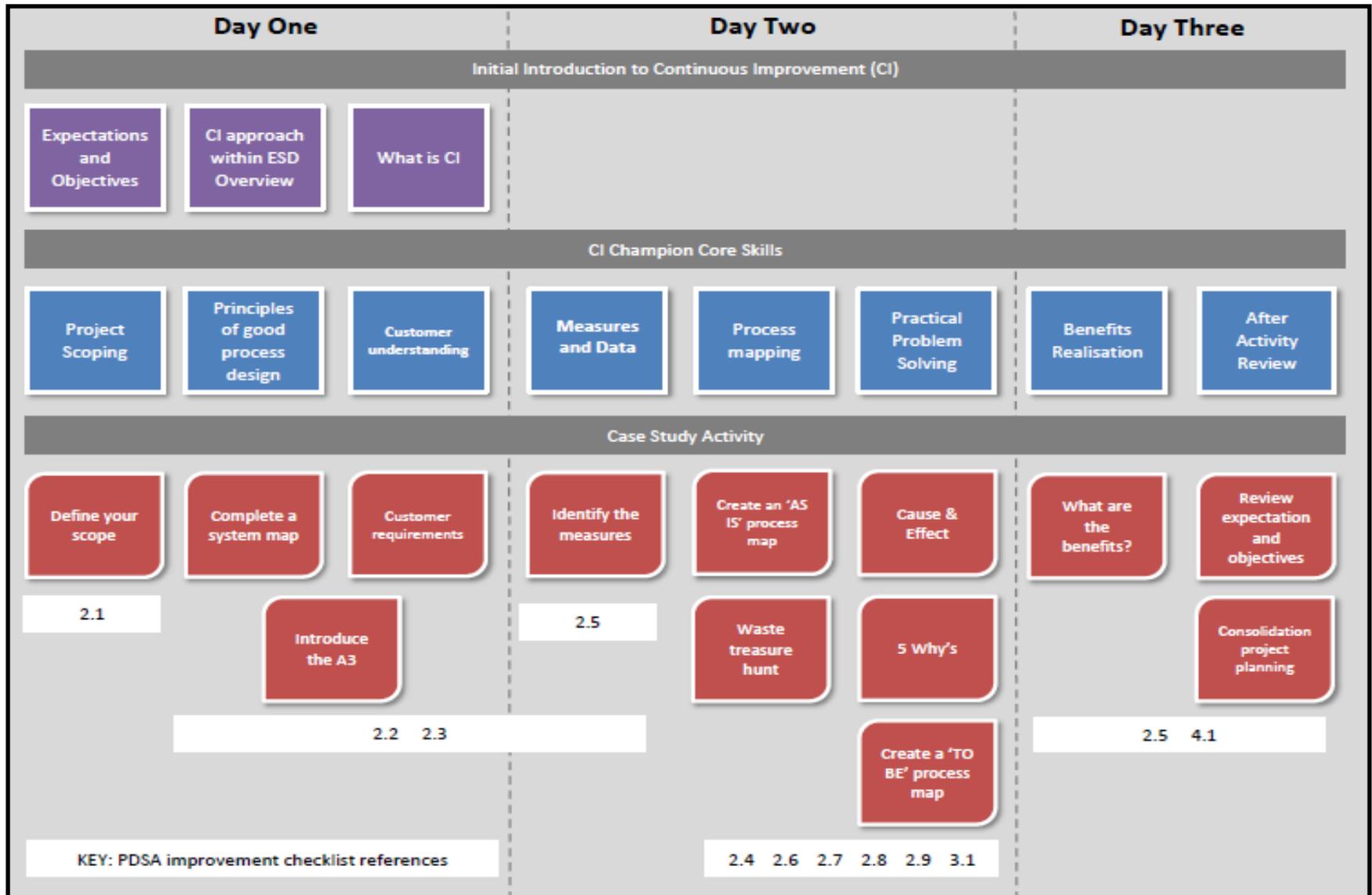
We have developed an NVQ style CI capability model that delivers business benefits through structured learning that is based on the 70:20:10 learning approach:

- A two/three day classroom training course provides awareness of CI core skills (10% classroom learning)
- 1:2:1 coaching and other support is given to trainee's as they consolidate their learning (20% social learning)
- A structured consolidation programme offers the opportunity to realise benefits from a commissioned project or within a trainee's day job (70% experiential learning)

Skills are assessed throughout consolidation by a linked CI coach who considers verbal and physical evidence against a set of CI capability requirements.

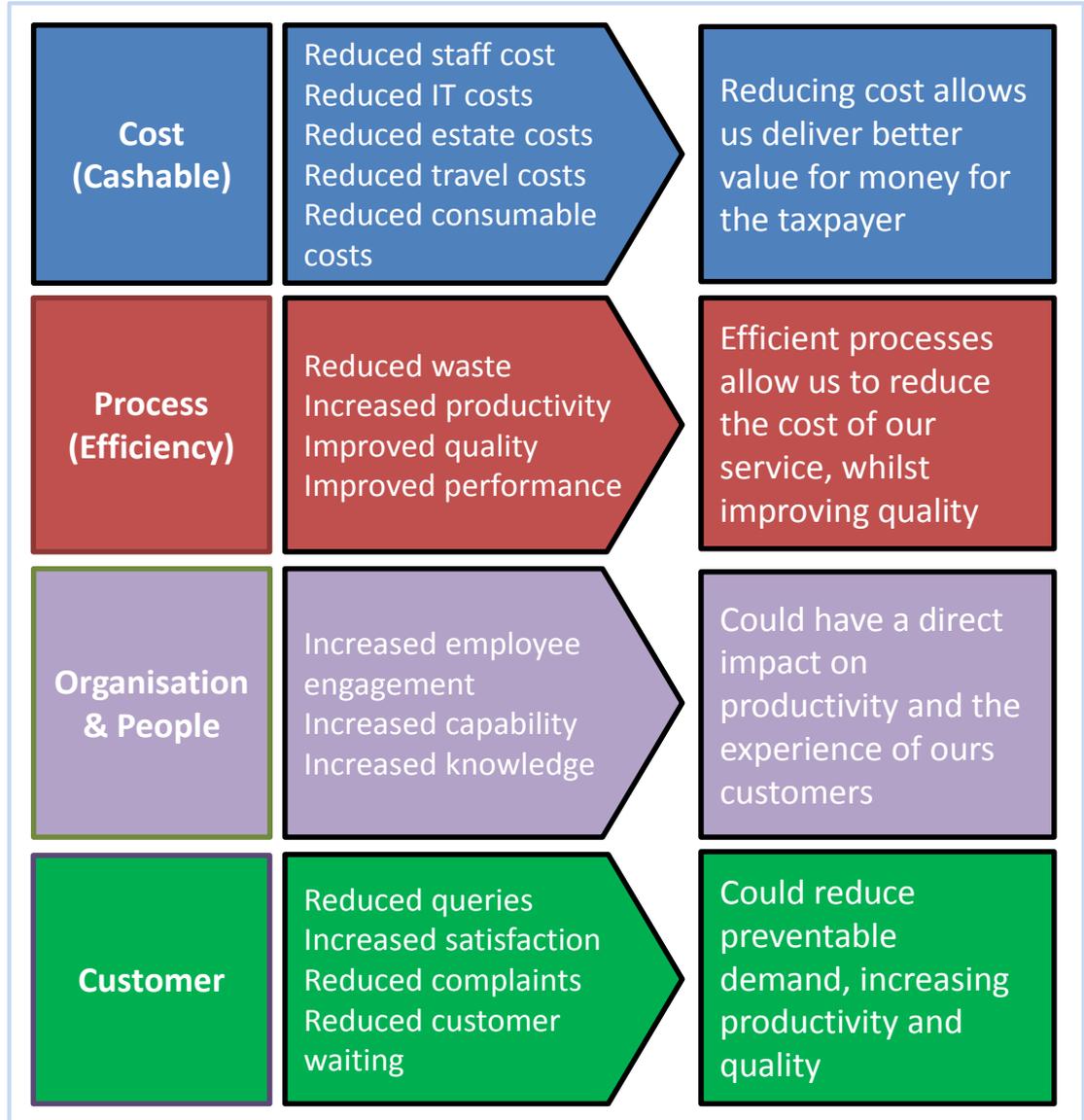
CI Core Skills Level 5 = can train/coach others Level 4 = can do without support Level 3 = can do with support Level 2 = Had awareness training Level 1 = Not aware	Champion core skill levels	Practitioner core skill levels (builds on Champion)	Practitioner 'coach' core skill levels (builds on Practitioner)
CI Project Scoping	3	4	5
Structured Problem Solving	4	5	-
Principles of good process design	4	4	5
RAPID & RACI	-	4	5
Runners, Repeaters and Strangers (RRS)	-	4	5
Contingency analysis & mistake proofing	-	4	5
Demand and Value	-	4	5
Process Mapping	4	5	-
Customer Understanding	4	5	-
Feedback Loops	-	4	5
Measures and Data	4	5	-
Benefits Realisation	3	5	-
Statistical Process Control	-	4	5
Visual Management	-	4	5
Personal Effectiveness	-	4	5
After Activity Review	4	5	-
Ability to deliver CI awareness training	-	4	5

Building Sustainable Capability

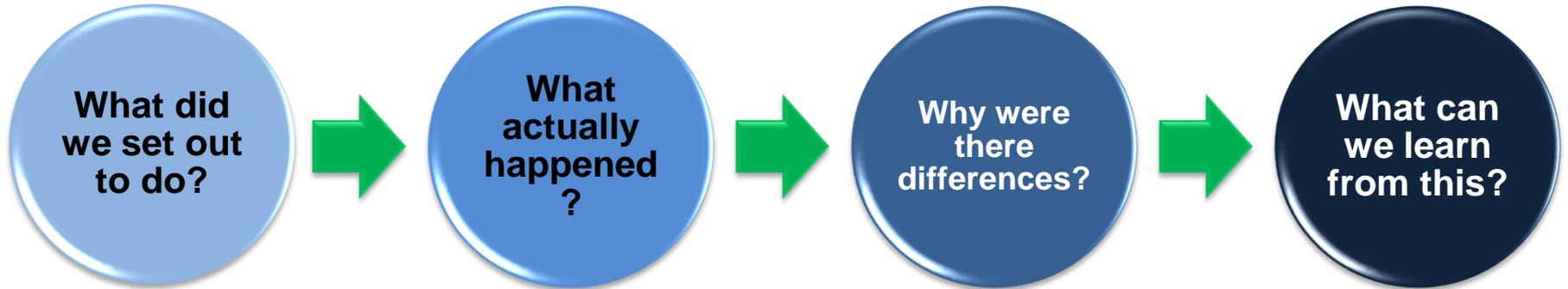


Business Improvement & Benefits

Principles of good improvement	
Hallmark 1	Being able to articulate the problem or improvement and how it was identified
Hallmark 2	Knowing, and fixing, the root cause of the problem
Hallmark 3	Being able to demonstrate, with data, the impact of the improvements
Hallmark 4	Sharing the learning with other parts of the Directorate and DfE



After Activity Review (Lessons learned)



Revisit and review the objectives and deliverables and ask:

- What did we set out to do?
- What were our objectives?
- What were our milestones?
- What were our KPIs/ measures?

Concentrate on the facts of what actually happened and ask:

- What did we really achieve?
- Did we get what we wanted?
- Did the customer get what they wanted?
- Were deadlines met?
- Were measures achieved (satisfaction, performance)?
- Did everybody have a clear and common understanding of the objectives and their part in achieving them?

Compare what you set out to do with what actually happened and ask:

- Why were there differences?
- Applaud and articulate the success
- Identify and explore any areas that didn't hit the mark

This process should strengthen the team, not divide it, so facilitation is vital

Seek to generate a list of learning points; ask:

- How can we build on the things that went well?
- What are the critical lessons we should capture and not forget?
- Consider what useful things might be shared with peers and colleagues
- Be clear on the next steps

Questions

