

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 22 MARCH 2005

EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT (EFQM) ASSESSMENT

Report by Executive Director of Educational and Social Services

1. PURPOSE

- 1.1 To inform Elected Members of the results of a self evaluation exercise using the European Foundation for Quality Management (EFQM) model.

2. BACKGROUND

- 2.1 As part of the Council's arrangements to secure Best Value, all service units should complete annually an self-evaluation using the EFQM model. This is a model that is widely recognised and applied throughout the private and public sectors. In the past, the completion of the evaluation using EFQM has been time consuming. However, the council's provision of an on-line toolkit has greatly eased the process, which can now be completed with a minimum of bureaucracy.

- 2.2 Within the Department of Educational and Social Services there are 4 service units each of which will complete its own EFQM assessment:
- Education (including pre-school services)
 - Social Services
 - Onsite services
 - Community Learning and Development

This report covers the Education function

- 2.3 It is to be noted that within education there are already a number of self evaluation tools that have been specifically designed to meet the needs of the sector. In the main, these have been developed by Her Majesty's Inspectors of Education (HMIe) in partnership with education authorities. These include "Quality Management in Education", "How Good is our School?" (and its related specific tools) and "The Child at the Centre" (for pre-school services). In East Ayrshire, all of these tools are used on an annual cycle of review. There is no fundamental incompatibility between these approaches and EFQM. Indeed the best features of EFQM have been included in the HMIE materials, and in some cases the headings used are almost identical.

3. THE EFQM ASSESSMENT

3.1 In order to complete the exercise a working group was assembled with representation from all areas of the service, including the teachers' unions. Participants in the group scored each aspect of the model and the results were aggregated to produce a final score for each element. The results were recorded on-line using the supporting software.

3.2 The EFQM model covers 9 areas of activity within the organization:

- Leadership
- Policy and Strategy
- People
- Partnerships and Resources
- Processes
- Customer Results
- People Results
- Society Results
- Key Performance Results

Essentially the first 4 headings are concerned with “inputs” and the last 4 with “outcomes” with the connection being formed by the middle (fifth) heading of “processes”.

3.2 A summary of the assessment is available in the Members' Information Point.

3.3 The evaluation identified a number of areas of significant strength. These lay particularly in the areas of the production and communication of plans. This planning work was supported by strength in specifying and monitoring key performance indicators and the promotion of quality frameworks. Certain aspects of administrative support including the clarity of employee terms and conditions and rigour in financial management were also recorded as areas of significant strength.

3.4 A number of areas where there could be improved performance were also identified. Some of these related to the extent of the adoption of environmental issues within management practice. However, the most important area for development lay in the area of maintenance of buildings. There were also helpful indicators which are being used to develop the service in the area of “people results”. These are being used to implement a plan for engagement with staff based on stakeholder surveys and similar activities.

4. NEXT STEPS

- 4.1** These results complement the outcomes from other self-evaluation exercises. It is necessary to take steps through an action planning process. In order to avoid the production of multiple action plans the EFQM evaluation will be combined with those from the other exercises.
- 4.2** The department is already however taking action on some of the more pressing and important outcomes. Results have been extensively analysed and discussed by senior staff. A programme of visits to establishments is under way to gain further insight into the basis for the evaluation, and to address directly the areas identified in the assessment. A number of “stakeholder” surveys are being produced including one to engage with staff. It is also planned to use the on-line model at learning partnership level to broaden the base of the evaluation.

5. POLICY/LEGAL IMPLICATIONS

5.1 Nil

6. COMMUNITY PLANNING IMPLICATIONS

6.1 Nil

7. FINANCIAL IMPLICATIONS

7.1 Nil

8. RECOMMENDATIONS

It is recommended that Members :

- (i) note the contents of this report

John Mulgrew
Executive Director of Educational and Social Services

GRS/MG
7 March 2005

LIST OF BACKGROUND PAPERS

Nil

Members requiring further information should contact Graham Short, Head of Service: Quality Improvement, (01563-576089), Kenneth McKinlay, Pricipal Quality Improvement (01563-555650).

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