# PROCAT
## PROSPECTS COLLEGE OF ADVANCED TECHNOLOGY

CASE STUDY

# Developing digital key performance indicators (KPIs)

## 1: CONTACT DETAILS

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## 2: WHAT DID YOU SET OUT TO DEVELOP AND WHY?

The aim was to produce real time reliable data to aid the management of the college. Many reports had been produced but there had been a lack of consistency and the data shown were often challenged.

## 3: THE PROCESS - WHAT DID YOU ACTUALLY DO?

The development of a 'balanced scorecard' that would provide us with a visual, real time snapshot of how the college was performing against key objectives has been an evolutionary process. The initial set of metrics to be reported on were based on the Skills Funding Agency (SFA) Qualification Achievement Rates (QAR) measures and the targets set in PROCAT's strategic and business plans. For consistency and in line with SFA reporting requirements the reports were produced and distributed monthly and were an agenda item for management meetings.

The balanced scorecard sought to improve this reporting in two ways:
1. Making the data we collated more readily understandable for governors, senior leaders and managers in a neat one-page format.
2. Broadening the data we captured to include a further range of metrics, such as progress against the 7-hour staff continuing professional development (CPD) requirement and the movement of 10% of learning online, to produce a more rounded picture of the performance of the college.

In discussion with the senior leadership team (SLT) the Digital Fellow developed a series of digital KPIs that were used to track the progress and impact of our digital learning strategy (see Resource 1 below).

Progress against each of the key learning technology objectives is monitored by:

- learning walks carried out by the Director of Learning, Quality Manager, Heads and Deputy Heads of Faculty on a weekly basis at each campus;
- observations of teaching and learning;
- modifications to the register for each lesson which require staff to record if they have used any digital technology in that session and if so the type of technology and how it was used
- Virtual learning environment (VLE)/bring your own device (BYOD) data.

Key elements of the digital learning data are then fed into PROCAT's performance data and the underpinning balanced scorecard (see Resource 2 below) which is produced and shared monthly with members of the SLT and Heads of Faculty.

## 4: WHAT DIFFERENCE HAS THIS MADE?

The process allows us at any given moment in time to see how as an organisation we are progressing against our key objectives. It enables governors and the senior leadership team to make informed, evidence-based decisions about where resources need to be deployed and then to monitor the impact of those decisions.

## 5: LESSONS LEARNT

- You need to be clear what you want to report on. Do not be led astray by reporting on what you can; keep the end point in mind and work towards that.

- Unfortunately you cannot hurry this process; completeness and consistency of underlying data is the foundation to any management information system (MIS). Setting new data collection standards and audit are key early steps. Rectification of poor quality data is often prohibitively expensive – you may need to set some data amnesties, giving staff time to revisit data submissions ensuring that the data has been properly formatted and completed before it is finally accepted.

- Always challenge the data; early reports in particular may give unexpected results; is it the data or is it your performance? Analyse the data and cross reference it against your experiences. It should be about measurement and quantification.

- Share the data widely – it as a valuable tool to inform programme delivery and decision making at all levels.

## 6: RESOURCES PRODUCED

**XLSX** **Digital Technologies Balanced Scorecard**

**XLSX** **PROCAT Balanced Scorecard Template 2015-2016**