

Supplementary guidance:

the inspection of
skills in post-16 providers

Autumn 2017

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others
- ▲ makes public good practice based on inspection evidence

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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What is the purpose?

To provide guidance to inspectors for evaluating skills

For whom is it intended?

Inspectors of post 16/FE

From when should the guidance be used?

September 2017

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Supplementary guidance

The key Estyn documents that guide inspection activity are the inspection guidance handbooks for each sector. However, we also produce supplementary guidance to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that Estyn inspects, unless they state that they are for a specific sector. They expand on certain aspects of education/training (e.g. the inspection of literacy) or on ways of conducting inspections (e.g. the use of learning walks) or specific inspection arrangements (e.g. guidance on inspecting church schools).

The supplementary guidance documents do not aim to be comprehensive. Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection. However, inspectors may find them useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

The supplementary guidance documents may help providers gain an understanding of Estyn's inspection arrangements. They may also be helpful to providers in evaluating specific aspects of their own provision.

Our inspection work is based on the following principles:

- Inspectors will approach inspection with a positive mindset to ensure it is the best possible professional learning experience for the staff in each provider
- Inspectors will take a learner-focused approach to inspection
- Inspectors will always focus strongly on the quality of teaching and learning
- Inspectors will seek out well-considered innovative practice
- Inspectors will tailor the inspection activities according to the circumstances in each provider as far as possible
- Inspectors will be agile and responsive to emerging findings and will use the increased range of inspection tools and approaches available
- Inspectors will consider everything in the inspection framework, but will only report on the key strengths and weaknesses within each provider

Introduction

This document contains guidance on inspecting literacy, numeracy and digital literacy in post-16 providers. It is designed to complement the common inspection framework and to clarify the position of skills within post-16 inspections.

Literacy, numeracy and digital literacy are an important part of every inspection and all inspectors have a responsibility to record evidence and to make evaluations of the quality of the standards, provision and management of skills. Evidence from all inspectors will contribute to judgements for literacy, numeracy and digital literacy.

In further education:

In phase one of inspection: the over-arching focus for skills is the extent to which each individual learner improves their skills from their own starting point.

In phase two of inspection: the over-arching focus is on learner outcomes for skills and how well the provider supports learners who need additional support in skills to successfully complete their main programme of study.

In work-based learning:

The over-arching focus for skills is the extent to which each individual learner improves their skills from their own starting point and how well the provider supports learners who need additional support in skills to successfully complete their main programme of study or framework.

Gathering and reviewing inspection evidence

The Reporting Inspector may already have identified emerging questions about literacy, numeracy or digital literacy from the review of the pre-inspection information. The team will ensure that they have enough time to review the key evidence they need to make their judgements. The main forms of evidence are:

- samples of learners' work
- discussions with learners, staff, leaders, managers, governors and others
- observation of teaching, training and assessment, including evidence gathered through learning walks
- survey responses from learners, and, in work-based learning, from trainers and assessors, support staff and employers
- documentary evidence, including information on learners' performance and progress

The team will use direct observation of learners' work wherever possible to gather evidence to support their judgements.

Inspectors will undertake a range of activities to gather evidence for their evaluation of learners' progress and the quality of the provision. This may include:

- learning walks, where inspectors move relatively quickly through a number of classes looking at a specific aspect of the provision
- conversations with learners about their work
- discussions with individual teachers or trainers about learners' progress in their classes and how they plan work to meet their needs
- longer observations
- scrutiny of the provider's tracking of learners' skills attainment

The voice of learners is a key source of evidence for inspectors. Discussions with learners will provide an opportunity to explore the knowledge and understanding of their work. It will also help inspectors to gauge how well the provider supports learners and contributes to their progress and wellbeing.

Providers should make information available to the inspection team about the standards achieved by learners, particularly the results of any initial assessments and other assessments. This will help inspectors to judge learners' progress, to come to a view about the standards they achieve compared to their starting-points and the way teachers, trainers and assessors use the information from assessment to influence their planning and delivery.

During the inspection

Standards

When gathering evidence for standards, inspectors will look for clear evidence that:

- All learners have completed an appropriate assessment of their skills at the start of their programme of learning
- Learners have identified short smart targets from their skills assessments
- Targets are known and understood by the learner and that they are relevant to the learner's level of ability and to their main programme of study
- Learners have recorded their targets in a format that is easily accessible to them
- Learners review their targets robustly and at appropriate intervals

Standards of literacy

Inspectors should report clearly on how well learners speak, listen, read and write within their learning area or programme, as well as in wider contexts, or discrete sessions.

Inspectors need to consider how well learners:

- speak accurately and fluently
- listen and respond to others (make significant contributions to discussion,

communicate clearly, confidently and effectively in a way that suits the subject, audience and purpose)

- use verbal reasoning skills, form independent views and demonstrate effective listening skills by summarising key points, challenging what is heard on the grounds of reason, evidence or argument
- ask questions and think questions through for themselves
- have a depth and breadth of understanding (understand key concepts and ideas, make connections between different aspects of the work, understand the big picture)
- apply understanding to wider contexts, everyday life, new situation
- locate, select and use information (select, summarise, identify key points, synthesise information from a wide range of written and digital texts)
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, make predictions, draw conclusions, discuss, consider a range of interpretations, inferring intended meaning and evaluating its purpose)
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons
- cope with the demands of reading and writing tasks/activities
- organise and present ideas and information clearly/effectively in their writing (planning, proof-read, edit/revise work)
- write accurately (spelling, punctuation, grammar, vocabulary, match style to purpose and audience)
- write at length using a wide range of text types

Standards of numeracy

Inspectors should report clearly on how well learners use their numeracy skills within their learning area or programme, as well as in wider contexts, or discrete sessions.

Inspectors need to consider how well learners:

- explain their thinking to show their understanding of number processes and concepts
- Identify and use an efficient strategy for calculations including, mental methods, written methods and use of a calculator
- demonstrate they have a secure knowledge and understanding of number facts (for example, place value, equivalence of decimals and fractions, ordering decimals)
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately
- demonstrate an awareness of shape, scale, size and position
- evaluate data to make informed decisions, for example how learners are able to collect, organise and analyse data effectively
- apply their skills accurately when working independently and with others
- evaluate their solutions
- cope with the mathematical demands made in the subject
- draw on skills and concepts learned previously

Standards of digital literacy skills

Digital literacy is the application and relevant use of digital tools and knowledge. A digitally literate learner will understand when it is appropriate to use digital tools within their learning and everyday life. Inspectors should report clearly on how well learners use their digital literacy skills within their learning area or programme, as well as in wider contexts, or discrete sessions.

Inspectors need to consider how well learners respond to aspects of digital literacy skills through asking questions on learning walks and observations such as:

Digital responsibility

- How do you stay safe on line?
- What are the potential consequences of inappropriate or unlawful online activity?

Digital productivity

- How do you organise your work? Do you use folder structures?
- How do you keep your work safe?
- Do you back up your work? How?
- What would you do if your digital device (desktop, laptop, smartphone, etc) freezes or stalls?

Digital information literacy

- How do you decide on the words or phrases to use when using a search engine?
- How do you know that the results are current, relevant and accurate?

Digital collaboration

- When would you use collaborative digital tools?
- What are the risks of using collaborative digital tools?

Digital creativity

- When you are producing a multimedia solution, how do you decide which digital creative tools and techniques to use?

Digital learning

- How do you decide which digital tools to use and why?

Provision

When gathering evidence for provision for skills, inspectors will look for clear evidence that:

- The provider has a clear operational process to develop learners' skills from their individual starting points
- Teachers, trainers and assessors guide learners effectively to identify their targets
- Teachers, trainers and assessors provide learners with appropriate opportunities and resources to develop their skills
- There are sufficient opportunities for learners to practise their skills in their course work, practical work and assignments
- There are sufficient processes for measuring and recording learner progress in developing their skills

Assessment of learners' skills

The Welsh Government requires providers to carry out an initial assessment of learners' literacy, numeracy and digital literacy skills at the start of their course. This requirement applies to all Welsh Government funded learners, with specific requirements for those learners who are studying for more than 40 guided learning hours per year within 4 weeks of a learner starting on their chosen course, regardless of whether or not they are stipulated within the framework. The Welsh Government requires providers to use the Wales Essential Skills Test (WEST) assessment tool as this allows the government to collate and compare information from across Wales. The aim of WEST is to help learners identify their needs and then support them to address them.

For all post-16 learners accessing less than 40 guided learning hours of Welsh Government provision must complete the WEST Screener in addition to a needs analysis in order to ensure and evidence that they are accessing the correct level of training for their individual needs. The completion of the screener should take place before a learner starts their provision to ensure that the training provided is targeted at the correct level.

However, in practice, providers may carry out a wide range of assessments in addition to WEST when learners start their course of study. These help providers to identify the gaps in learners' knowledge and understanding.

They may include any from a range of assessments including:

- in-house skills assessments
- on-line assessments
- assessment for specific learning difficulties or disabilities
- discrete dyslexia assessments

Providers may also set learners a written task or assignment to assess their skills in writing and their technical use of spelling, grammar and punctuation in the context of their work and learning programme.

Estyn does not have a preferred list of assessments providers should carry out.

Inspectors will look for evidence that the provider has considered the full range of outcomes from the assessments they have carried out. They will expect providers to have guided the learners into setting the most relevant targets from all of the information gathered.

In addition to the assessments at the start of the learning programme, providers review the previous attainment of learners. They take into account the range and level of previous qualifications the learner has achieved and compare these to the learners' skills level as identified by the assessments.

Estyn does not have a preferred process for collecting and assessing learners' previous learning and attainment. Inspectors will expect providers to use this information to make sure learners are not repeating a qualification at a level equal to, or below, the level they currently hold.

Target setting

Providers should use the outcomes from the full range of their assessments of learners' skills to support individual learners in selecting an appropriate number of targets to improve their skills. Targets should:

- be relevant to the learner and their course of study
- be short and smart to allow learners to develop their skills gradually in bite-size pieces
- be sufficiently challenging to bring about improvement
- be supported by references to how the learner may develop these skills
- have a clear measure to identify achievement of the target
- have a clear space for review of the targets at regular and appropriate intervals

Estyn does not expect providers to set learner targets from any specific assessment or to use the targets generated by the WEST assessment tool unless these are relevant to the learner and their course of study. Targets selected should be relevant to helping the learner to improve their skills in the context of their course and their future employment or continuing education. Targets should not be set to fulfil a tick-box requirement on assessment tools.

Providers use a variety of methods to record learners' targets. Nearly all of these are contained within an individual learning plan (ILP). These may be paper-based ILPs or on-line ILPs. Learners should be able to access their ILPs and skill targets easily as they will need to consider these targets as part of their daily course work.

Estyn expects learners to know their targets and how to access them. However, Estyn does not have a preferred style of ILP or expect learners to use an ILP generated by any assessment tool unless this is relevant to the learner and their course of study.

Qualifications and learner progress

As part of their programme of study, learners may be working towards an English, maths or ICT qualification. They may be working towards literacy, numeracy and digital literacy units of credit or certificates; or working towards the Welsh Baccalaureate Qualification skills challenges.

Learners' skills targets may be developed, practised and consolidated through these qualifications and certificates in the same way that they may be through their vocational and academic qualifications. However, these qualifications and certificates should enhance and not replace the learners' individual skills' targets.

Qualifications, certificates of learning and units of credit are generic assessments against predetermined criteria. For this reason they may not fully reflect the progress that individual learners make against their own selected and individual targets. Provider outcomes for qualifications, units of credit and certificates will be included in judgements relating to data during the inspection.

Progress in skills is determined by learners' refinement of literacy, numeracy and digital literacy skills, their increasing understanding of concepts and their application of skills to tasks that move from simple to complex. Learners should progress from needing detailed support and guidance to the independent application of their skills within their main programmes of study. Learners should progress in developing the skills they will require to be successful in their chosen learning pathway and future employment.

In practice, progress will be relevant to the individual learner. It may be in very small steps of skills development or a more rapid improvement. Learners' progress will depend on their previous knowledge and experience. They may be revising and consolidating previously learnt skills that have regressed or plateaued or they may be learning new concepts. They may be developing their skills from entry or pre-entry levels or they may be developing their skills at levels 3 and 4. It should be remembered therefore that progress will be different for each individual learner. The important factor is that the learner has a clear understanding of the skills they need to develop, that they have targets to meet these needs, that these targets are sufficiently challenging and that they are planned in the context of the learners' main programme of learning.

GCSE English and mathematics qualifications in further education colleges

The basis on which we inspect skills in colleges is in line with Welsh Government Ministerial priorities. Estyn expects colleges to support learners aged 16-19 to develop sufficient levels of literacy and numeracy skills to enable them to progress in their chosen field of work or study.

The Review of Qualifications recommended that all learners who have not gained A*-C GCSE English/Welsh First Language and Maths at age 16 to work towards achieving these qualifications as part of any full time programme of study at 16-19. Estyn will take account of how well the college is meeting this recommendation for learners on full time programmes of study (>450 guided contact hours in one year).

Estyn will consider the work of the college in light of the recommendations in the Ministerial priorities:

- All learners starting a one year programme of study with a D grade in GCSE English/Welsh or GCSE Mathematics-Numeracy should work towards a C grade in that GCSE as part of their programme of study.
- All learners starting a two year programme of study with a D or E grade in GCSE English/Welsh or GCSE Mathematics Mathematics-Numeracy should work towards a C grade in that GCSE as part of their programme of study.
- Learners with grades lower than those stated should work towards a C grade as part of their programme of study if there are particular reasons to believe that this is achievable (e.g. due to specific circumstances or diagnostic test results). This is likely to be relevant to only a small number of learners.
- Other learners should be supported to make progress in their literacy and numeracy skills through their programme of study, and should work towards suitable qualifications – usually Essential Skills Communication and Application of Number.

Teaching of skills

The way that providers teach skills can vary between providers and contexts. These may include any from a range of:

- discrete skills classes
- skills taught as a specific part of the learners' main programme of learning
- skills taught as a naturally occurring component of the learning programme
- skills developed through one-to-one assessment support visits
- discrete GCSE classes
- discrete Essential Skills classes

Teachers may plan skills development in a variety of ways. They may carry out an analysis of the skills learners need to develop, identify the most common concepts and teach these as whole class sessions. They may be following a specific syllabus for qualifications such as GCSE Mathematics - numeracy. They may be supporting learners as individuals in self-learning sessions.

Providers may enhance learners' skills development through the use of on-line resources and learning programmes. Learners may be encouraged to access these in study time or the provider may set a specific time in the learners' timetable for self-study.

Skills may be taught by specific skills teachers, by vocational teachers, by work-based learning assessors or by a combination of these. Skills learning may be supported by teaching assistants, classroom assistants, learning support staff or learning coaches.

Providers may have GCSE teachers, literacy and numeracy teachers and learning support teachers. Many providers may also have specific teachers for the Welsh Baccalaureate Qualification and for Essential Skills.

Estyn does not have a preferred model of delivery or a preference for any specific roles for the teaching and support of skills.

Inspectors will look for how well all teachers or trainers:

- are themselves good role-models
- address skills development to meet the needs of individual learners
- provide planned opportunities for skills development
- make effective use of skills development opportunities as they naturally occur
- promote skills within the context of the learning programme content
- make effective use of questioning
- promote discussion and effective communication
- identify errors in skills confidently and support the learner to improve

Leadership and management

When gathering evidence for leadership and management of skills, inspectors will look for evidence that:

- the provider has a clear strategic plan for skills across the provision
- there is a coherent process for the management of all aspects of skills that allows for clear accountability and responsibility for the processes
- the quality of skills delivery and skills outcomes are consistently monitored and evaluated
- there is a staff development strategy for improving the delivery of skills across the provision
- resources are sufficient and relevant to allow learners to develop their skills in the context of their programme of learning and to meet their development needs

Providers may organise the leadership and management of skills in a variety of ways. In practice, there are a considerable variety of roles within the leadership and management of skills in post-16 providers. These often depend on the size of the provider and the curriculum they offer. When inspecting skills it is important to explore the actual role of the leaders and managers to gain an understanding of the responsibilities and accountability for skills at the different levels of the organisation.

Estyn does not have a preferred model for the leadership and management of skills.

Inspectors will consider the effectiveness of leaders and managers at all levels to develop learners' literacy, numeracy and digital literacy skills.

Appendix 1

Question prompts for lesson observation – focus on literacy

How well do learners...?

- listen and respond to others (make significant contributions to discussion, communicate clearly and effectively in a way that suits the subject, audience and purpose)?
- ask questions and think questions through for themselves?
- have a depth and breadth of understanding (understand key concepts and ideas, make connections between different aspects of the work, understand the big picture)?
- apply understanding to wider contexts, everyday life, new situation
- locate, select and use information (select, summarise, identify key points, synthesise information);
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, make inferences or prediction, draw conclusions, discuss, consider a range of interpretations)?
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons?
- cope with the demands of reading and writing tasks/activities?
- organise and present ideas and information clearly/effectively in their writing (planning, proof-read, edit/revise work);
- write accurately (spelling, punctuation, grammar, vocabulary, match style to purpose and audience);
- demonstrate a range of good extended writing, creative work, different non-fiction text types and problem-solving;

How well does the teaching...?

- demonstrate good use of language to help the development of learners' reading and writing skills?
- use role-play (where relevant), drama (where relevant) and collaborative group work before writing to extend learners' thinking?
- provide opportunities for discussion and challenge them to develop their verbal responses?
- use probing questions to improve learners' understanding?
- help learners to elaborate on their answers and make learning connections?
- develop learners' higher-order reading skills: (in helping learners use their comprehension and information retrieval skills to gain and synthesise information from a range of texts, charts, tables, graphs etc: skimming, scanning, inference, deduction, prediction)?
- directly teach reading and writing skills (where relevant): (for example developing learners' planning, drafting, proof-reading and editing skills when writing; help in spelling subject-specific terminology; give specific guidance on how to develop and apply dual literacy skills)?

- provide meaningful opportunities for learners to develop and use higher order reading skills such as inference, deduction and synthesis
- help learners to organise their writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently
- challenge learners to write effectively for different audiences and purposes and in different forms

Appendix 2

Question prompts for lesson observations – focus on numeracy

How well do learners:

- explain their thinking to show their understanding of number processes and concepts?
- Identify and use an efficient strategy for calculations including, mental methods, written methods and use of a calculator?
- demonstrate they have a secure knowledge and understanding of number facts (for example, place value, equivalence of decimals and fractions, ordering decimals)?
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately?
- demonstrate an awareness of shape, scale, size and position?
- evaluate data to make informed decisions? Are learners able to collect, organise and analyse data effectively?
- apply their skills accurately when working independently and with others?
- evaluate their solutions?
- cope with the mathematical demands made in the subject?
- draw on skills and concepts learned previously?

How well does the teaching...?

- demonstrate good use of language to develop learners' numeracy skills?
- promote an interest and enthusiasm for numeracy?
- use challenging and practical tasks to develop learners' numeracy skills?
- offer opportunities for solving problems in everyday practical tasks relevant to the learners' main course of study or interests?
- promote the links between numeracy calculations and the relevance to everyday tasks?
- provide opportunities for applying numeracy skills in a wide range of relevant contexts?
- identify opportunities for transferring numeracy skills to different and unfamiliar contexts?
- make connections between numeracy skills eg calculation of number in measure shape and space?
- use a range of strategies to improve accuracy?
- use numeracy to improve learners' reasoning skills?
- offer opportunities for learners to identify patterns and similarities in calculations?
- use probing questions to improve understanding?
- use technology to promote and enhance numeracy learning?

Appendix 3

Question prompts for learners – focus on digital literacy

Note: The qualification Essential Digital Literacy Skills consists of six strands:

- Digital Responsibility- knowing how to stay safe and act appropriately online
- Digital Productivity – knowing which technologies, tools and techniques to use and how to organise, share and protect digital information
- Digital Information Literacy- being able to find, critically evaluate and use digital information safely
- Digital Collaboration- sharing knowledge and collaborating with others to complete tasks and solve problems
- Digital Creativity- Being able to use digital media to complete tasks, generate content and develop opportunities
- Digital Learning – understanding how technology can extend learning opportunities

Inspectors may ask questions on learning walks and observations to learners to assess their understanding and use of skills such as:

Digital responsibility

- How do you stay safe on line?
- What are the potential consequences of inappropriate or unlawful online activity?

Digital productivity

- How do you organise your work? Do you use folder structures? How do you keep your work safe?
- Do you back up your work? How?
- What would you do if your digital device (desktop, laptop, smartphone, etc) freezes or stalls?

Digital information literacy

- How do you decide on the words or phrases to use when using a search engine?
- How do you know that the results are current, relevant and accurate?

Digital collaboration

- When would you use collaborative digital tools?
- What are the risks of using collaborative digital tools?

Digital creativity

- When you are producing a multimedia solution, how do you decide which digital creative tools and techniques to use?

Digital learning

- How do you decide which digital tools to use and why?

Appendix 4

Questions to adapt according to lines of inquiry

Meetings with middle managers

	<p>What are your views about the standards of learners' skills in the learning area/college/provider?</p> <p>How are targets set for improvement in learners' skills achievement? How do you monitor these?</p>
	<p>How does the learning area plan for developing progression in learners' literacy, numeracy and digital literacy skills?</p> <p>How well do staff in your learning area/provider understand the level of skills that can be expected from individual learners so that tasks are pitched at the right level</p>
	<p>How does the learning area/college/provider ensure good quality of skills teaching?</p> <p>What are the expectations of teachers in respect of the assessment, recording and reporting of learners' skills development?</p> <p>How do you receive regular and relevant training and support on appropriate learning and teaching strategies to improve literacy and numeracy skills, and digital literacy skills?</p>

Meetings with senior managers

	<p>How are you accountable for learner skills' standards?</p> <p>How do you set and monitor targets for learner progress in skills?</p> <p>What are the standards of literacy, numeracy and digital literacy within your area of responsibility? What were the literacy and numeracy outcomes last year?</p>
	<p>What is your role in planning skills provision?</p> <p>What drives the skills planning?</p>
	<p>What is your evidence base for making judgements about the quality of the teaching and assessment of skills?</p> <p>How do you monitor and track the teaching of skills?</p>
	<p>What are the strengths and weaknesses of your current skills management structure?</p> <p>How do you ensure that the people you manage are appropriately accountable for the development of learners' skills?</p> <p>How do you meet the challenges of developing learners' skills across a multi-site college or with sub-contractors in work-based learning?</p> <p>How do you manage underperformance in the teaching of skills? Can you give examples where this has been effective?</p>
	<p>How do you benchmark skills development and outcomes? Both within and outside the college/provider?</p> <p>What are the institutional skills targets that you are responsible for?</p> <p>How do you measure, monitor and track learners' progress in skills against these targets?</p>

Meetings with college principals or CEOs

	How do you ensure that standards of learning and achievement in skills are as good as they could be?
	How have you developed the college/provider's approach to skills across the curriculum? How well is this approach working?
	How do you ensure that teaching training and assessment in skills are both consistent and of a high quality across all areas of skills? What reporting systems do you have for this? What systems do you have for bringing about improvement?
	What are the strengths and weaknesses of your current strategic and operational planning for skills? How do you ensure that plans are implemented and progressed?
	Why have you chosen the current staffing structure for the development of learners' skills? How does the current structure ensure the quality of skills delivery and outcomes? How do you measure the quality of the coordination of skills across all the learning areas and across the skills qualifications, discrete and embedded skills classes and learner support? What is the current quality of skills delivery and outcomes? Where are the strengths and what areas need further development?

Meetings with governors in colleges

	<p>What are your views about standards of skills in the college? Which skills areas are performing well and which are in need of improvement?</p> <p>How do you use college data to challenge the college to improve the development of learners' skills?</p>
	<p>How do you support effective skills strategies and policies across the college, particularly for literacy and numeracy and digital literacy?</p>
	<p>How good is the teaching of skills across the college?</p>
	<p>How do you play your role in setting the strategic direction of the college, in particular for the development of skills?</p>
	<p>What role do you have in the college's self-assessment procedures? How rigorous do you think they are for the college's work in developing learners' skills?</p>