



Quality Information and Advice Service Quality Information Pack

Combined Common Inspection Framework and LSC/ES Self Assessment Requirements

**Prepared by Quality & Improvement Team,
Cambridgeshire LSC, April 2001**

August 2001

The Raising Quality and Achievement Programme is funded by a grant to the Learning and Skills Development Agency from the Learning and Skills Council

The Quality Information and Advice Service is part of the Raising Quality and Achievement programme, funded through the Standards Fund and run in association with the Learning and Skills Development Agency

Combined Common Inspection Framework and LSC/ES Self Assessment Requirements

How effective and efficient is the provision of education and training in meeting the needs of learners, and why?

The following key questions, set out under three broad headings, will guide inspection:

ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

3. How are achievement and learning affected by resources?

4. How effective are the assessment and monitoring of learning?

5. How well do the programmes and courses meet the needs and interests of learners?

6. How well are learners guided and supported?

LEADERSHIP AND MANAGEMENT

7. How effective are leadership and management in raising achievement and supporting all learners?

The written inspection report on each provider will include a judgement about the adequacy of the provision inspected.

The evaluation requirements apply in relation to all learners irrespective of, for example, their age, ability, gender, ethnicity, learning difficulty or disability.

ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

To answer this question, evaluate:

- success in achieving challenging targets, including qualifications and learning goals, and trends over time
- the standards of learners' work in relation to their learning goals
- learners' progress relative to their prior attainment and potential
- the development of personal and learning skills.

In making judgements, consider, where applicable, the extent to which:

- *results and retention rates compare well with local and national averages*
- *trends in performance over time show continuous improvement or the maintenance of very high standards*
- *analysis of added value indicates that learners make at least the progress expected of them*
- *standards are consistently high across the provider's work*
- *challenging learning goals and targets are achieved;*

and learners:

- *make significant progress towards fulfilling their goals and their potential*
- *are prepared for effective participation in the workplace and in the community*
- *progress to relevant further or higher education, training or employment*
- *reach appropriate levels in key skills consistent with their main programme of study or training*
- *develop the skills of critical evaluation, research and analysis*
- *develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively*
- *attend regularly and are punctual.*

In respect of this key question 1, the LSC/ES will require providers to:

- Maintain accurate **performance data** to demonstrate that they are minimising drop out rates, delivering high completion and achievement rates, and ensuring appropriate progression to employment or other learning.

THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

To answer this question, evaluate:

- how well teaching and training meet individuals' needs and course or programme requirements
- how well learners learn and make progress.

In making judgements, consider, where applicable, the extent to which teachers and trainers:

- *show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme*
- *plan effectively with clear objectives that all learners understand*
- *use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives*
- *challenge and inspire learners*
- *set, use and mark assignments and other tasks in a way that helps learners to progress*
- *with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly*
- *promote good working relationships that foster learning*
- *use materials and teaching methods that promote equality of opportunity;*

and the extent to which all learners:

- *acquire new knowledge and skills, develop ideas and increase their understanding*
- *understand and are confident in what they are doing, how well they are progressing and what they need to do to improve*
- *apply effort to succeed with their work, work productively and make effective use of their time*
- *are stimulated and show interest in their work.*

THE QUALITY OF EDUCATION AND TRAINING

3. How are achievement and learning affected by resources?

To answer this question, evaluate:

- the adequacy and suitability of staff
- the adequacy, suitability and use of specialist equipment, learning resources and accommodation.

In making judgements, consider, where applicable, the extent to which:

- *there are enough qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners*
- *the professional development of staff contributes to their effectiveness*
- *specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards*
- *accommodation provides a suitable setting for good teaching, training and learning and support for learners*
- *learners have access to learning resources that are appropriate for effective independent study*
- *learners work in a safe and healthy environment*
- *resources are used to best effect in promoting learning*
- *learning resources and accommodation allow all learners to participate fully.*

In respect of this key question 3, the LSC will require providers to:

Report progress to the LSC on meeting the new requirements for all staff to have minimum qualifications. These requirements stipulate that:

- from September 2001, **all new unqualified teachers** who become employed to teach an FE course leading to a nationally recognised qualification at an FE college are required to hold, or work towards and achieve in a specified time, a recognised teaching qualification based on the FENTO standards, appropriate to their role.

(Notes: 1. There will not be a requirement for existing teachers who are unqualified to take a qualification, but support will be given for tailored professional development, again based around the FENTO standards or appropriate equivalents

2. The FENTO standards will not be appropriate to learn direct learning

3. It is intended that work-based learning provider's staff will need to become qualified against FENTO standards or appropriate equivalents)

- all teachers employed to **teach basic skills** in an FE college will be required to hold, or work towards and achieve in a specified time, a specialist basic skills qualification.

Both the LSC and ES will require providers to:

- have an up-to date **plan for the professional development and training of all its staff** (including managers and volunteers), and clear timescales for implementation
- ensure that the concept of '**the safe worker**' is promoted within all learning programmes
- conduct regular checks across their provision and set out Health & Safety improvement action as an integral part of the development plan
- have active systems in place to ensure that risks to learners are identified and reduced to the lowest practicable level
- instigate systems for discovery and **reporting and recording of accidents to learners**, investigate such accidents, analyse incidents and organise appropriate prevention measures

THE QUALITY OF EDUCATION AND TRAINING

4. How effective are the assessment and monitoring of learners' progress?

To answer this question, evaluate:

- the suitability and rigour of assessment
- the uses of assessment in planning learning and monitoring learners' progress.

In making judgements, consider, where applicable, the extent to which, for all learners:

- *forms of assessment and recording are suitable for the courses and programmes being followed*
- *assessment is fair, accurate and carried out regularly*
- *initial assessment provides an accurate basis on which to plan an appropriate programme of work*
- *assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further*
- *achievements towards learning goals and qualifications are recorded and accredited*
- *assessment information, including the analysis of performance of different groups of learners, is used to guide course and programme development*
- *assessment, verification and moderation procedures follow regulatory body requirements*
- *those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.*

THE QUALITY OF EDUCATION AND TRAINING

5. How well do the programmes and courses meet the needs and interests of learners?

To answer this question, evaluate:

- the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience
- how far programmes or the curriculum meet external requirements, and are
- responsive to local circumstances.

In making judgements, consider, where applicable, the extent to which:

- *learners have access to an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications*
- *the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression*
- *the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners*
- *learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities*
- *programmes of work take account of community and employer needs*
- *legal requirements in relation to religious education and collective worship are fulfilled where they apply*
- *multi-site provision and resources are effectively integrated to give a coherent programme of learning.*

THE QUALITY OF EDUCATION AND TRAINING

6. How well are learners guided and supported?

To answer this question, evaluate:

- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression
- the diagnosis of, and provision for, individual learning needs
- the access learners have to relevant, effective support on personal issues.

In making judgements, consider, where applicable, the extent to which:

- *support arrangements are planned and managed coherently*
- *impartial guidance enables learners to choose the course or programme which is right for them*
- *careers education and guidance are effective in guiding learners towards the opportunities available to them when they have completed their studies or training*
- *procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action*
- *induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme*
- *individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training*
- *learners have effective personal support to help them to complete their course or programme including access to specialist support services*
- *guidance and support are sensitive to equality of opportunity*
- *partnerships with other providers and relevant agencies involved in advice and guidance are effective.*

LEADERSHIP AND MANAGEMENT

7. How effective are leadership and management in raising achievement and supporting all learners?

To answer this question, evaluate:

- how well leaders and managers set a clear direction leading to high quality education and training
- how effectively, through quality assurance and self assessment, performance is monitored and evaluated and steps taken to secure improvement
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- where relevant, the extent to which governors or other supervisory boards meet their responsibilities
- how effectively and efficiently resources are deployed to achieve value for money.

In making judgements, consider, where applicable, the extent to which:

- *clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers*
- *demanding targets for retention, achievement, progression and employment are set and met*
- *the quality assurance arrangements are systematic and informed by the views of all interested parties*
- *rigorous self-assessment leads to identified priorities and challenging targets for improvement*
- *priorities are supported through responsible financial management*
- *staff understand and are fully involved in the organisation's quality assurance arrangements*
- *the information needs of managers and other staff are met and management information is used effectively to the benefit of learners*
- *performance management, staff appraisal and review are effective in improving the quality of provision*
- *there are explicit aims, values and strategies promoting equality for all that are reflected in the provider's work*
- *there are effective measures to eliminate oppressive behaviour, including all forms of harassment*
- *there are effective procedures for dealing with appeals and complaints*
- *governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance*
- *the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services*
- *efficient and effective use is made of resources.*

In respect of this key question 7, the LSC/ES will require providers to:

- ensure that all learners receive a statement of their **Learning Entitlement** and understand their responsibilities as learners:

(Notes: 1. The LSC and the ES will specify the common core requirements for all parties involved. Providers will have discretion to decide how these should be conveyed to learners and employers in the light of local circumstances.

2. Arrangements for receiving feedback, including complaints, from learners and customers will be established for both the LSC and providers).

- take account of the LSC's quality improvement strategy and targets relating to self-assessment and development plans
- introduce and implement national and local priorities, including changes to curriculum/subject areas eg Basic Skills, Key Skills, etc within agreed timescales
- ensure systematic and regular management review of the continuous improvement process
- confirm that corporate governance is in accordance with statutory obligations and current best practice (including Companies Acts, charities legislation)
- maintain good working relationships with the LSC/ES
- maintain good working relationships with key partners and customers, participating as appropriate, in developing and promoting good practice with other organisations, including other providers
- have effective systems for gathering feedback, including customer surveys, **learner satisfaction surveys** and **leaver surveys** and act upon the feedback to make improvements
- **promote equality of opportunity through every aspect of their operation and, in particular, ensure access, participation and closing equality gaps in learning and job outcomes by:**
 - taking specific action to recruit learners from groups under-represented on courses and programmes
 - setting targets to increase access and participation to learning from under-represented groups, to close equality gaps in learning and job outcomes
 - reporting progress to the LSC/ES on meeting these targets
 - identifying strengths and weaknesses in the promotion of equal opportunities and report on these in the self-assessment report
 - ensuring that development planning includes ways of improving the promotion of equal opportunities.

- **Demonstrate financial probity and value for money by:**
 - ensuring funding claims are valid and submitted to the LSC/ES in accordance with LSC/ES guidance
 - producing clear evidence of the proper use of funds
 - maintaining sound internal controls
 - comparing their performance with that of other providers and gathering feedback from customers, learners and employers, to ascertain that they are providing value for money.

For further information, contact Rosemary Clark, Manager, Quality Information and Advice Service, The Association of Colleges

Telephone 020 7827 4611

E-mail rosemary_clark@aoc.co.uk

© Association of Colleges 2001

Colleges and other providers in receipt of LSC funding are hereby licensed to copy the whole or extracts from this Quality Information Pack for internal use only.

This Quality Information Pack may not be reproduced in any other way either in whole or in part by any other business, firm, company, school, or other educational establishment or organisation without the prior written consent of the Association of Colleges.