

HOLEX ACE

How to design and influence an effective quality improvement process

Module 6 – Inspection and the role of the Nominee**Peter Nelson**

Online via Zoom

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Section 1**Target audience and ETF professional standards**

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Professional Standards for Leaders

- This session is primarily aimed at Aspiring and Middle Leaders
- ETF Leadership Standards provide guidance about professional expectations of leadership roles.
- This module supports development of the following standards:

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



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[ETF Professional Standards for Leadership](#)

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Values and attributes

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring Leaders		Middle Leaders
Values and attributes	3	Be solution focused and innovative in the delivery of a high quality learning environment	1	Be reflective on your management practice with consideration of the impact on others and yourself
	5	Build positive and strong working relationships with colleagues learners and employers	2	Motivate and lead teams fostering strong working relationships
			4	Be forward thinking and innovative in adapting strategies to facilitate the delivery of high-quality learning

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Knowledge and understanding

Professional
Values and
AttributesProfessional
Knowledge and
UnderstandingProfessional
Skills

		Aspiring leaders		Middle Leaders
Knowledge and understanding	8	Develop knowledge of your organisation's governance structure and strategy and consider how you contribute to it.	8	Maintain and update your knowledge of effective management practice to develop research-informed practice.
	9	Become familiar with local and national policies and how they influence decision-making	10	Be abreast of local and national policies to enable proactive response to change
			11	Understand the key factors required with consideration to quality , financial viability and legislative compliance .

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Professional Skills

Professional
Values and
AttributesProfessional
Knowledge and
UnderstandingProfessional
Skills

		Aspiring leaders		Middle Leaders
Skills	12	Support the development of curriculum that meets learner and employer needs , being mindful of local and national initiatives	14	Develop curriculum that meets learner and employer needs , being mindful of local and national initiatives
	13	Support the implementation of required methods of quality assurance .	15	Apply required methods of quality assurance and provide constructive and timely feedback to appropriate stakeholders
	15	Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders	20	Critically analyse data with consideration to your areas contribution to organisational performance .

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Section 2

Introducing Module 6 Inspection and the role of the Nominee

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Module 6 Outcomes Inspection and the role of the Nominee

By the end of this workshop delegates will have a greater understanding of

- The education inspection framework (EIF)
- The FES inspection handbook
- The role of Nominee
- Different types of inspection visit
- The end-to-end inspection process
- Being inspection ready – some useful pointers

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Section 3

Introducing the Education Inspection Framework

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The Education Inspection Framework (EIF)

- First introduced in 2019
- Developed in response to extensive academic research
- The main Instrument used by Ofsted

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The Education Inspection Framework (EIF)

'...programmes must do more than give young people a qualification and develop personal and social skills, valuable as these are. They ought to have a clear line of sight to jobs or meaningful further study. As we have seen in other elements of our curriculum research, there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects.' ...

Amanda Spielman's speech to the AoC, November 2018



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The Education Inspection Framework (EIF)

'Our central aim is to encourage a focus on the substance of education ... One aspect of this is to restore Ofsted's former focus on curriculum, in its proper place at the centre of education.'

Amanda Spielman's speech to NAHT, 4 May 2019



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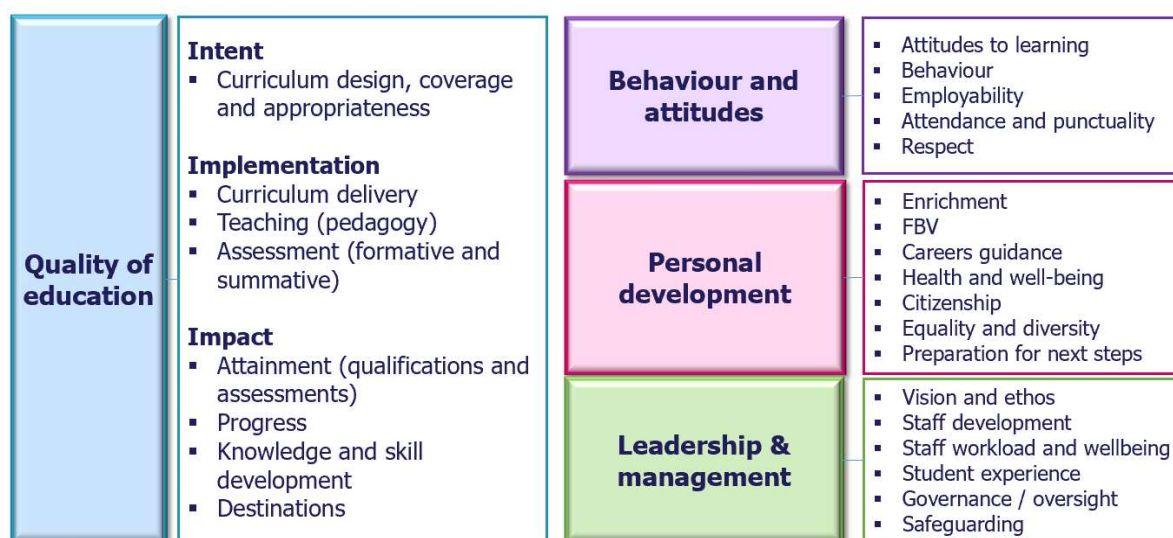
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The Curriculum and the three I's

The Curriculum is:

- **Intent:** a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage
- **Implementation:** for translating that framework over time into a structure and narrative, within an institutional context
- **Impact:** for evaluating what knowledge and skills learners have gained against expectations

The Education inspection framework



Section 4

The Further education and skills handbook

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FES Handbook

The [handbook](#) as two parts:

Part 1: How FES providers will be **inspected**: this contains information about the processes before, during and after inspection

Part 2: The evaluation schedule identifying how FES providers will be **judged**. This contains the evaluation criteria inspectors use to judge the quality and standards of further education and skills providers and the main types of evidence used.

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FES Handbook – Part 1

1. How FES providers are selected for inspection
2. Frequency of inspection
3. Types of inspection
4. Scope of inspection
5. Before, during and after inspection.
6. QA of inspection and the complaints process

FES Handbook – Part 2

1. The evaluation schedule
2. Grade descriptors against each **key judgement**:
 - QE
 - BA
 - PD
 - L+M (including safeguarding)
 - Skills needs contribution
3. Grade descriptors for **learner types**:
 - Education programmes for young people
 - Adult learners
 - Apprenticeships
 - Provision for learners with high needs

Section 5

Role of Nominee

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Role of Nominee (1)

- Detailed understanding of programmes and operations.
- Sufficiently senior
- Authority and autonomy

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Role of Nominee (2)

- Providing information
- Liaising with the LI
- Arranging the meetings schedule
- Briefing provider's staff
- Liaising with learners and employers – questionnaires
- Attending inspection team meetings
- Coordinating feedback arrangements

Characteristics of the best Nominees

- Really know the organisation
- Sufficiently senior
- Excellent communicator
- Very level-headed and objective
- Able to challenge professionally
- Hold inspectors to task
- Direct inspectors to other evidence

Section 6

Different types of inspection

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Different types of inspection

- Full Inspections
- Short inspections (previously G1 and G2 providers)
- Monitoring visits to providers judged to require improvement
- Re-inspection monitoring visits inadequate providers
- New Provider Monitoring Visits
- Safeguarding monitoring visits
- Survey and research visits.

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Section 7

The end-to-end inspection process

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Notification and before inspection

- Two days' notice
- Contact made by member of admin team
- Contact made by lead inspector (LI)
- Planning meeting
- Nominee provides documentation to the team
- Nominee schedules meetings for the team

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Planning meeting agenda (1)

- Contact details
- Code of conduct
- Confirmation of the inspection dates
- Start and end times each day
- Inspection activities and grading
- Inspection team members
- Role of the Nominee
- Document required prior to inspection

Planning meeting agenda (2)

- Deep dive activities
- Information required on arrival
- Overview of inspection activities
- Overview of inspection meetings
- Administrative and domestic arrangements
- Post-visit
- Complaints procedure

Documents required before inspection

- Self-assessment report / QIP
- Current learner numbers
- Schedule of activities / timetables
- Position statement

Documents required during inspection

- Updated timetables
- Inspector meetings schedule
- Full list of apprentices, with contact details
- Employer contact details
- Access to key strategic and policy documents
- Minutes of relevant meetings (e.g. Governor minutes)

Day 1

- 09.30 – Initial team meeting
- 10.00 – Deep dives and meetings commence
- 16.00 – Inspectors prepare for evening meeting
- 16.30 – Team meeting, including the Nominee

Deep dives and lesson visits

- Meetings and discussions with curriculum managers
- Visits to lessons
- Interviews and discussions with learners
- Talking to teachers
- Scrutinising learners' work (in discussion with learners/staff)
- Evaluating learning materials and resources (classroom and online)
- Assessing learners' progress from starting points
- Assessing, as a result of their learning - **what learners know; what they understand; what they can do; what they can remember**

Days 2 and 3

- 09.00 – KIT meeting – LI, AsLI, Nominee, CEO
- 09.30 – Inspection activities continue
- 15.30 – Inspectors prepare for evening meeting
- 16.30 – Team meeting, including the Nominee

Final day

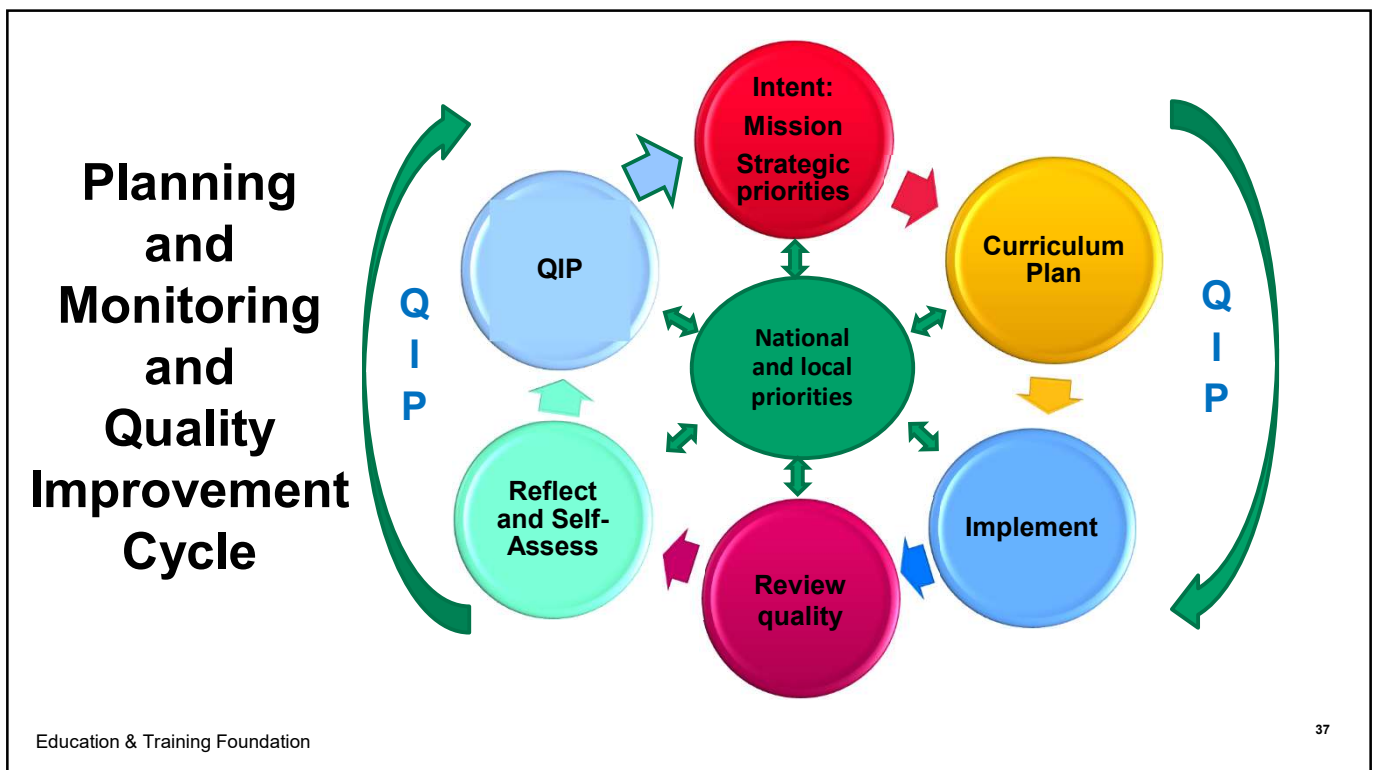
- 09.00 – KIT meeting – LI, AsLI, Nominee, CEO
- 09.30 – Inspection activities continue
- 12.30 – Inspectors prepare for evening meeting
- 13.30 – Final team meeting and grading
- 15.00 – feedback meeting

After the inspection

- LI drafts report
- Report passes through QA within Ofsted
- Report sent to provider for Factual Accuracy Check (FAC)
- LI responds to FAC comments
- Final proofread
- Report sent to provider and published online.

Section 8

Being inspection ready



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What is a quality management system?

- A QMS helps coordinate and direct an organisation's activities to meet **customer** and **regulatory requirements** and improve its **effectiveness** and **efficiency** on a continuous basis, to help achieve **excellence**.

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Three more useful definitions

- **Efficiency** – doing things ‘**right**’
- **Effectiveness** – doing the ‘**right**’ things right.
- **Excellence** – ‘**consistently**’ doing the right things right.

Some useful pointers (1)

- Always put the learner first
- View your provision from their perspective
- Learners’ and stakeholders’ feedback is key to improvement
- Consider all components of the planning, review and action planning cycle equally
- Focus on achieving excellence, not preparing for inspection
- Celebrate success

Some useful pointers (2)

- Do not foster a blame culture
- Be honest with yourself (and with inspectors) about weaker areas
- Address areas for improvement together
- All staff should feel they 'own' the quality of provision
- Identify best practice and share it across the organisation
- Experiment

Some useful pointers (3)

- Ensure you have the most appropriate person as Nominee
- Inspectors want to do inspections 'with you' not 'to you'
- Ensure you are always inspection-ready
- Ensure staff understand the basics of curriculum theory and the three I's.

Some useful pointers (4)

When planning curriculum, always remember:

- Is curriculum logically sequenced building on prior knowledge, skills and behaviors (KSBs)?
- Ask teachers - Why this? Why now?
- What do learners know/what can they do, that they did not know or could not do previously?
- How does knowledge acquisition link to skills acquisition?
- How does the curriculum stretch and challenge learners?

Some useful pointers (5)

When planning curriculum, always remember:

- How do you know if learners are making progress?
- Progress – knowing more; remembering more; doing more, learning more
- Do learners acquire the KSBs they need to progress?
- Do they receive the IAG they need to progress to the next stage?



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Thank you - Questions