



- Welcome

- Introductions
- What is fin?
- Self assessment in a nutshell
- Links between new and old framework
- Evaluating current provision against the new EIF





Supporting resource

- If you joined our workshops a supporting resource as discussed at the workshop.
- If you attended the conference but were not able to attend our workshop there is an accompanying information sheet available. Please follow this link to generate an automated email that we will use to send out the resource.
- [SAR supporting document](#)

What is fin?

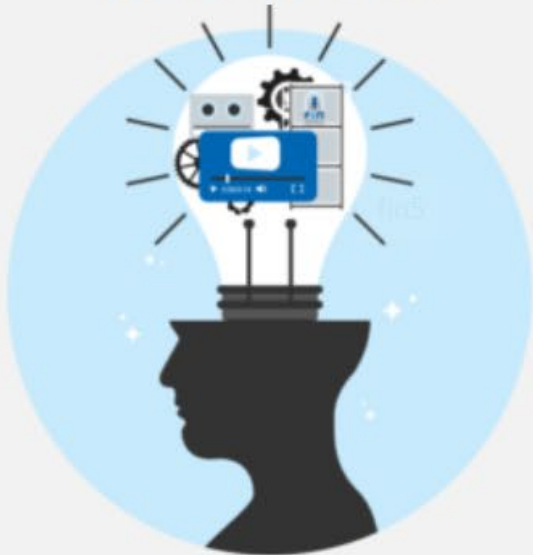


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Inspection Nominees

A new organisation specifically designed to support nominees
through all aspects of inspection

ONLINE EXPERTISE AT YOUR
FINGERTIPS

Specialist Resources



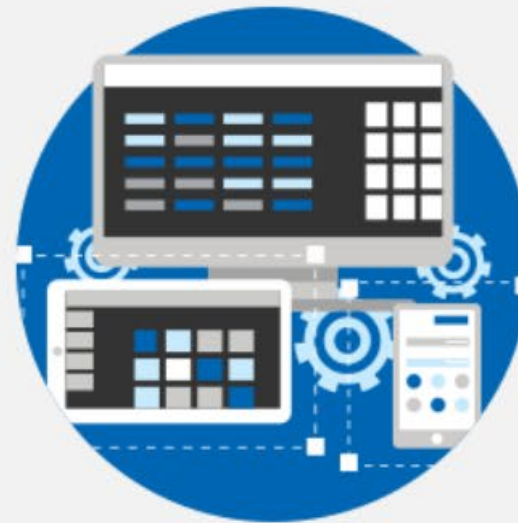
BESPOKE EXPERTISE AT YOUR
FINGERTIPS

Inspection Analysis



ON DEMAND EXPERTISE AT YOUR
FINGERTIPS

Telephone Support



NETWORKING EVENTS ARE FREE TO
MEMBERS.

Networking Events



Behind fin

- Experienced, informed, competent and calm
- Former inspectors and/or inspection managers
- Experienced nominees
- Years of supporting the sector behind the scenes
- Working with Ofsted (AELP quality group)
building close relationships, shaping inspection
methodology and representing the sector





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Using self-assessment and improvement planning to review the quality of your training provision and improve the work and impact of your management and programme delivery



Let's self-assess



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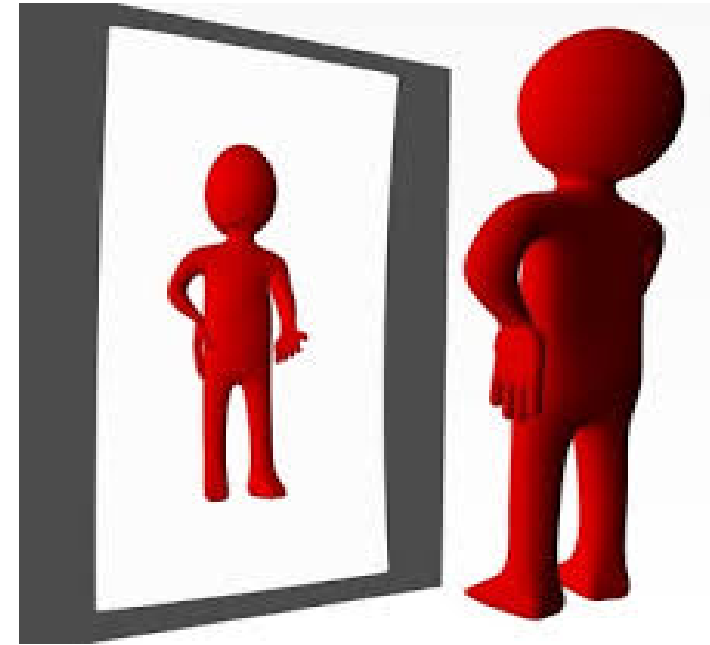
Consider:

Strengths

- ❖ What do you do well?
- ❖ What is good about it?
- ❖ How do you know?

Areas for further development

- ❖ What can you improve?
- ❖ What is the problem?
- ❖ What do you need to do to overcome the problem?



Self-assessment

What exactly is self assessment?

- The opportunity to review **how effectively you manage, coordinate and deliver** your training programmes and consider what the **impact of your work** is upon the learners' experience and achievements.
- It involves gathering a **range of evidence** to allow you to form judgments about what you do and identify what is working well (strengths) and **highlight where aspects could be better** (areas for improvement).



Self assessment and improvement planning - considerations

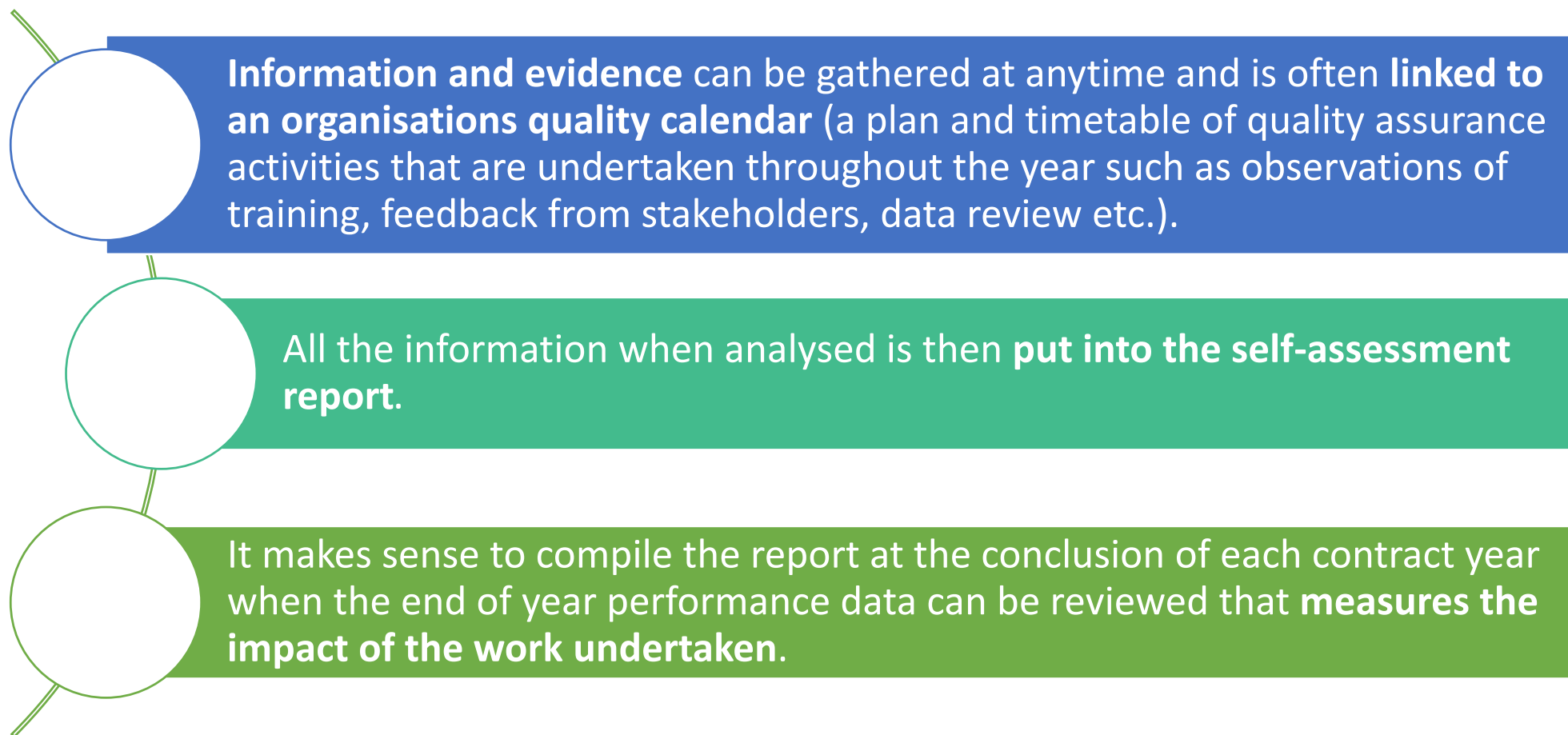


- When is it undertaken and how frequent?
- What contributes to the self assessment process?
- Who is involved in the self assessment process?
- What are the characteristics of a good self assessment report?
- What are the characteristics of a good improvement plan?
- Are our report/improvement plan templates (together with prompts) fit for purpose?
- Who is responsible in the organisation for the self assessment report?

Self assessment and improvement planning



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We know that self assessment and improvement planning should:

- Be linked to learner progress, outcomes and achievements
- Include a wide range of evidence
- Form clear judgements about what is working well and what could be better
- Project an accurate insight into the work we perform and the achievements by learners
- Involve contributions from all stakeholders
- Have clear, measurable plans and actions for further development that drive improvements
- Reflect our considerable knowledge of our provision

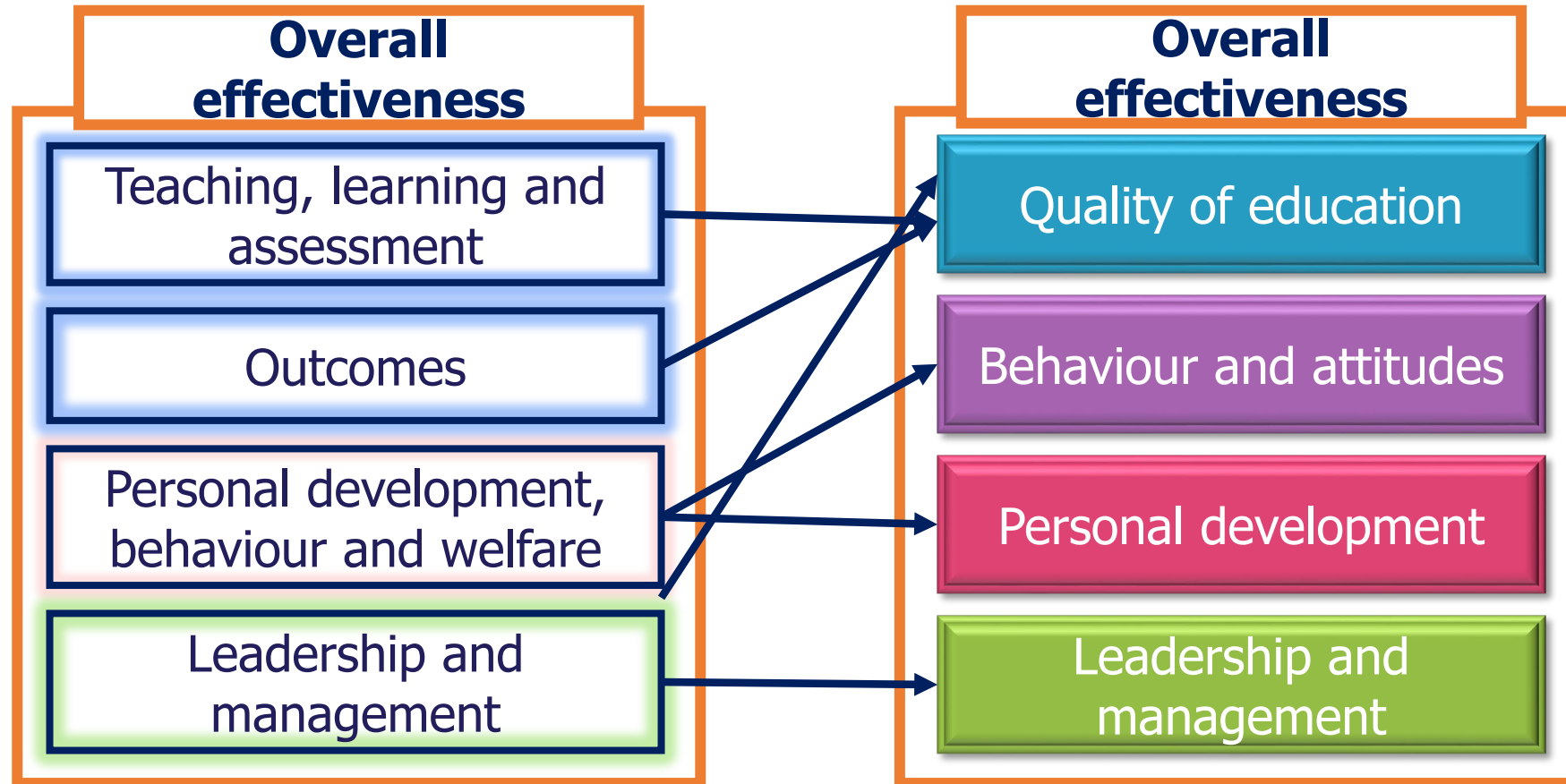




Judgement areas evolution



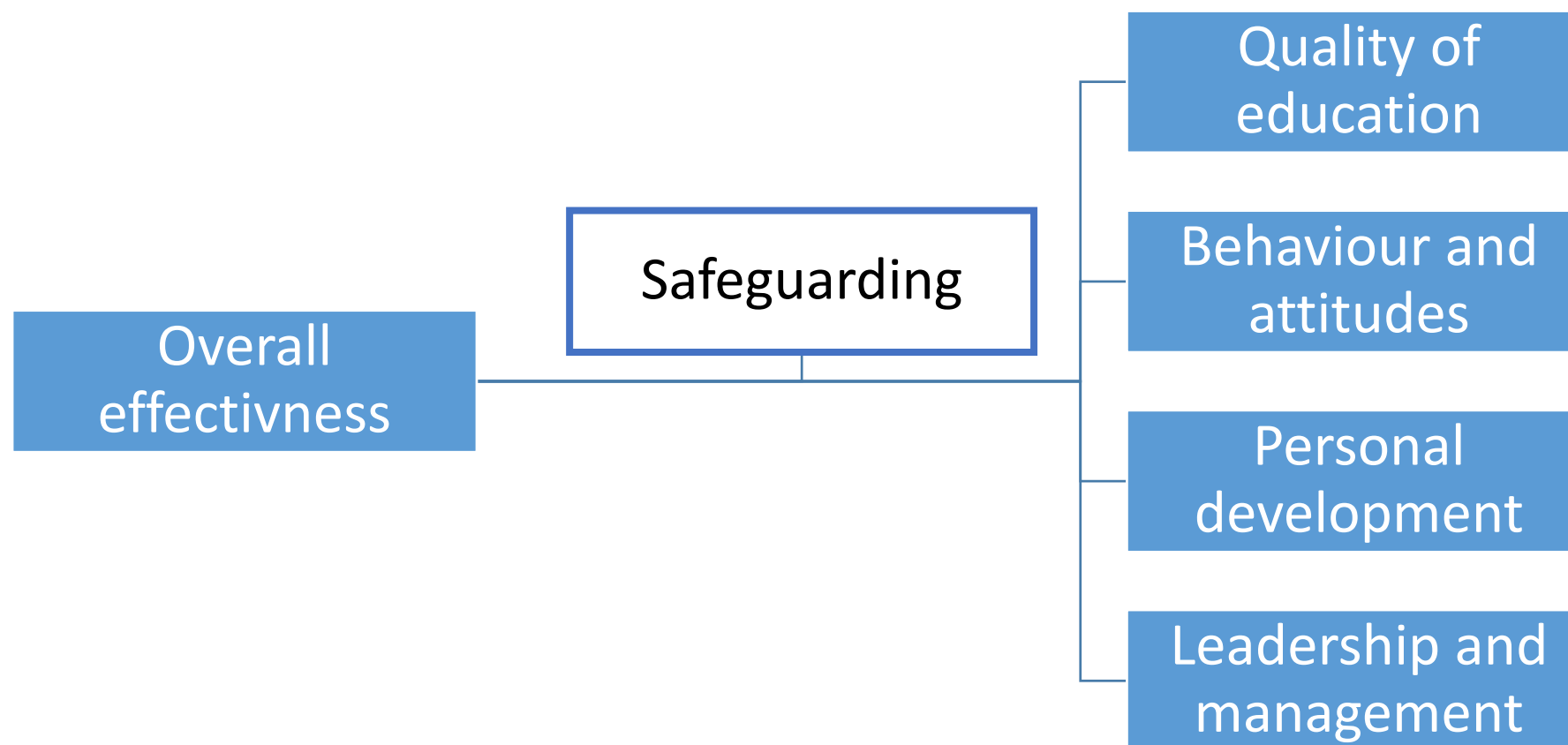
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New EIF – as from September 2019



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Linking self-assessment to the inspection framework



In addition to using self-assessment as our own improvement tool, let's help write the inspectors' report for them.



Key Points:

Need to understand the content of the inspection framework and the grade descriptors

Understand the types of evidence (observations, interviews, documents and data) that support our judgements

Recognise and understand what good provision looks like

Identify any issues of concern and put improvement actions in place that are going to have a positive impact

Be ahead of the game – know what an inspector is looking for

What do we include in our self-assessment report



We need to **set the scene for the work we undertake**. This can be descriptive but needs to provide a good insight into the organisation, the learners, the provision and resources, the organisations involved in the training programmes and any other relevant information.



A **detailed judgmental summary of learner progress from starting points, achievements**, their experience and how this is managed and supported.



A **supporting improvement plan** to demonstrate how we are going to address any issues of concern or underperformance that we have identified.



A new 'quality of education' judgement



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Quality of education

Intent

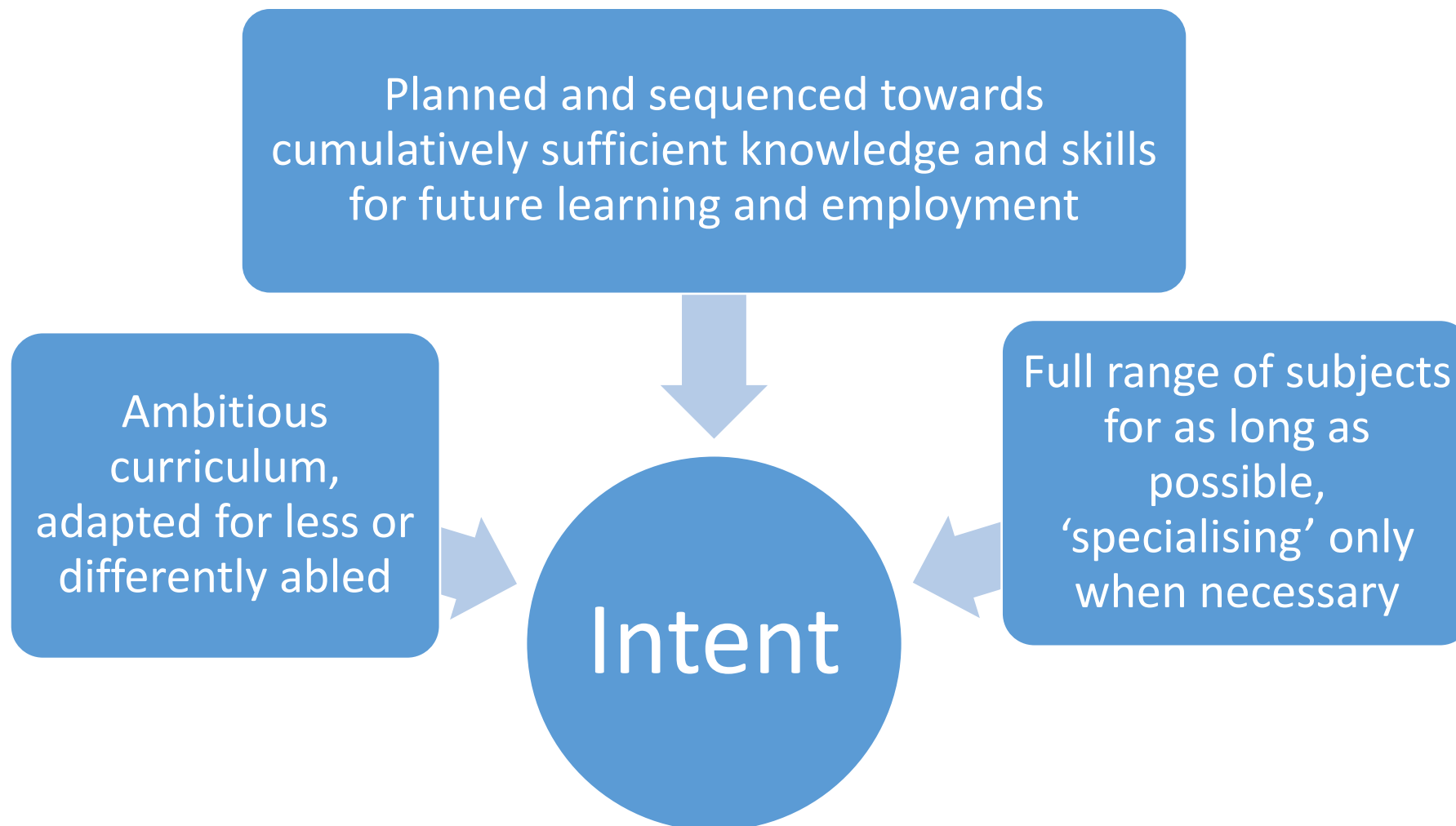
- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations



Implementation



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Trainers
subject
knowledge

Highly
effective and
motivational
learning
environments

Delivery
models, styles
and individual
focus

Checking
understanding
and feedback

Effective
assessment

Focus on long-
term goals
and individual
development

Impact



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Development of
knowledge and
skills.

Achievements

Preparation for
the next stage,
employment,
learning, work





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Judging behaviour and attitudes

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance & punctuality
- Respect

Employers concerns



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- Time keeping issues
- Full attendance
- Poor personal hygiene and presentation
- Informality of language
- Poor use of maths
- Weak written or verbal skills
- Continual use of personal mobile
- Insufficient use of initiative
- Unable to follow instruction
- Poor attention to detail
- Short concentration levels

How can we address these issues?



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Judging personal development

Personal development

- Enrichment
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

Our purpose



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What is the
purpose of our
learning and
skills programme
and what is it
intending to offer
learners?



Our Purpose

Confidence Job High level work skills Individualised training

Communication skills Safe/Supportive training environment

Qualification Motivation Maturity Promotion

Aspiration Presentation skills Improve reading and writing skills

Team working Staff with the skills to help at an individual level

Focus Improve maths/number skills Career

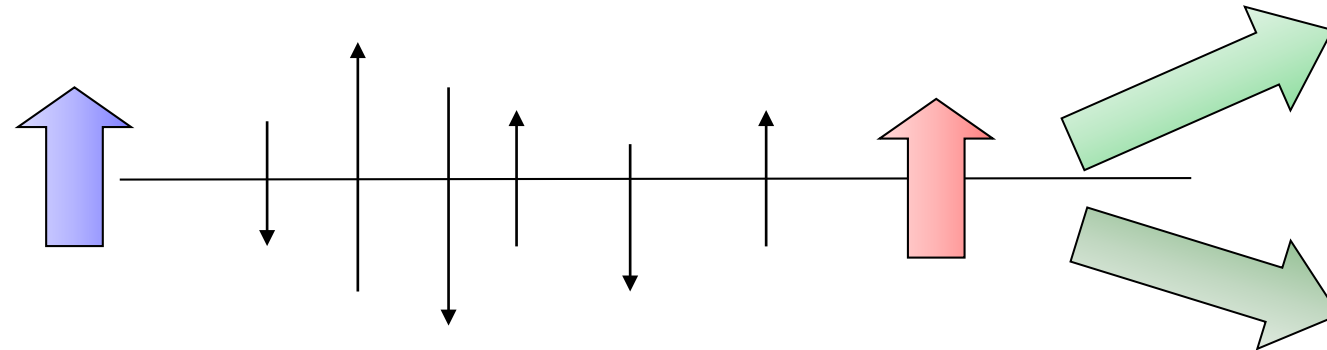
Upskilling Improved budgeting skills Improved income

Evidencing improvements/progress



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Starting point **Development Activity** **Today** **Future plans**





Judgements: Leadership and management



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Leadership and management

- Vision, ethos
- Provision for SEND/ALS
- Staff development
- Staff workload and wellbeing
- Learner experience
- Governance/oversight
- Safeguarding

Be judgmental



- Grade each section on the four point Ofsted scale
- Use judgmental words that are associated with Ofsted grading
- Refer to supporting evidence and make the report text reflect the grade you proposing
- Always refer the judgement and text to the impact upon learners
- Don't contradict yourself e.g. 'good support for learners' - 'poor use of initial assessment'
- Remember the linkage – achievements – teaching - management

Writing sections of the report

A key consideration is to make the text reflect the self-assessed grade. For example, if all our evidence is showing that teaching and learning sessions are good (grade 2) we may state:



The vast majority of teaching and learning sessions are at least **good**. Sessions are **well planned** and prepared and the learning environment is **particularly well managed** to ensure all learners are **well stimulated and engaged**. **Good use** is made of **innovative** resources to help learners develop their knowledge and skills. **Frequent checks** of learners' understanding helps them make **good progress** and individual learners benefit from a **good range of differentiated** learning activities. Learners demonstrate **very good levels** of occupational skills and tutors are **very effective** in ensuring **high levels of motivation** are maintained to keep learners **well focused** on their work. In a very small minority of theory sessions, there is **insufficient learner involvement** which **adversely impacts** upon their interest and engagement.

Making the improvement plan effective

- Consider the issue(s)
- What are the improvement actions?
- Who is responsible?
- When will the issue hopefully be addressed?
- How and when will progress with the issue be monitored?
- At what stage can the issue be closed off as being completed?



Share the self-assessment report



- Pull together a two/three page executive summary
- Disseminate to managers, staff and learners
- Share with all internal partners
- Ask for feedback on the report



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Kerry Boffey – Founder
info@fin-online.org.uk

To watch the short introductory video – please follow this link.

<https://www.youtube.com/watch?v=zK6Hi-KgPil&t=4s>

Follow us on twitter:
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Maximise inspection outcomes and
minimise risk - *can you afford not to join?*

www.fin-online.org.uk

For all questions on enquiries please email

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