Ofsted's approach to apprenticeship monitoring and inspection

12 July 2019

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LSECT
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Agenda

10:30 Introduction

10:45 Ofsted's evidence expectations when inspecting apprenticeship standards

11:10 Ofsted's overall approach to apprenticeship monitoring visits and best practice

11:50 Break for refreshments

12:10 Ofsted's overall approach to apprenticeship full inspections and the new EIF from September 2019

13:00 Break for lunch

14:00 Achievement rates and minimum standards for frameworks and standards – technical guide

14:10 Bringing it all together in a self-assessment report (SAR) – best practice

15.30 End

Ofsted's annual report – what's on their mind? part 1

The Annual Report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2017/18

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The new apprenticeship levy has contributed to a huge increase in the number of providers delivering apprenticeships, doubling the numbers of independent learning providers and employer providers. While we fully support the government's goal of boosting apprenticeship numbers, we are also seeing some early warning signs of a dilution of quality. Our new monitoring visits to some of these providers have shown common issues around poor governance, low-quality teaching and not enough time for off-the-job training. The people who suffer as a result are the apprentices themselves, who finish their programme without the knowledge and skills to succeed in the workplace.

At the same time as new, often small, providers spring up, some of the biggest providers continue to provide real cause for concern. We saw that one provider that had swiftly recruited apprentices over the past year was not providing apprenticeships that were fit for purpose. Apprentices were not learning anything new, they were just getting accreditation for knowledge and skills they already had. The majority did not even know they were an apprentice. There have been high-profile cases of mismanagement and significant falls in standards. In one case, the Education & Skills Funding Agency has terminated the provider's contract. Until that point, the provider was receiving millions of pounds of public money.

HC 1707

https://www.gov.uk/government/publications/ofsted-annual-report-201718-education-childrens-services-and-skills

Ofsted's annual report – what's on their mind? part 2

The Annual Report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2017/18

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Along with the sudden expansion in the number of providers offering apprenticeships, we continue to be concerned about access to apprenticeships for the third of students who leave school without a full level 2 qualification each year.[7] The number of under 19s starting an apprenticeship has been in decline for the last two years. Level 2 apprenticeship starts have declined from 78,500 last year to 62,000 this year.

In contrast, the number of learners starting a higher apprenticeship has been growing year-on-year since 2011/12, increasing by around 10,000 apprentices a year for the past four years. We welcome more apprenticeships at higher levels, particularly when there is clear progression in an occupation from level 2 to degree level.

However, despite this rise in higher level apprenticeships, we are concerned that in many cases, levy money is not being spent in the intended way. We have seen examples where existing graduate schemes are in essence being rebadged as apprenticeships. This might meet the rules of the levy policy, but it falls well short of its spirit. We hope that government will give greater thought as to how levy money can be better directed at addressing skills shortages.

HC 1707

https://www.gov.uk/government/publications/ofsted-annual-report-201718-education-childrens-services-and-skills

Key messages today:

> Look at inspection reports

> Ofsted expect you to know yourself

Apprenticeships: evidence expectations

Chris Jones HMI
Specialist Adviser for Apprenticeships

LSECT Conference – July 2019

Slide **6**

Introduction: the evidence trail

Ofsted

- Initial Assessment
- Completion and Certification
- On & off the job training
- Occupational Knowledge and Skills
- End Point Assessment
- Mathematics. English and Digital Skills
- Behaviours

Principles and requirements of an apprenticeship

Ofsted

- relationships with employers: completion of commitment statement
- is it an apprenticeship?
- English and mathematics
- substantive skill development
- off-the-job training: what relationship between off-the-job, on-the-job and existing knowledge, skills and behaviours?

Work with employers

Ofsted

- are employers involved in the whole process?
- initial assessment: recognition of prior learning
- apprenticeship 'journey'
    - Training – on- and off-the-job
    - assessments
    - review points
    - milestones
    - additional qualifications
- feedback: high expectations for all; EPA
- English and mathematics

Evidence expectations   Slide **9**

Staff expertise

Ofsted

- up-to-date vocational and technical **subject knowledge and skills**
- reflects the **expected industry practice** and meets **employers' needs**
- apprentices acquire knowledge, skills and behaviours effectively
    - staff qualifications and experience
    - just the standard?
    - what do employers say about apprentices' knowledge and skills?

Evidence expectations   Slide **10**

Knowledge, skills and behaviours

Ofsted

- apprentices acquire knowledge effectively so that they demonstrate the required skills and behaviours …to complete their apprenticeships, contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment, promotion or, where appropriate, moving to a higher level of apprenticeship or qualification.
  - how do apprentices exemplify the expected behaviours?
  - embedded English, mathematics and digital skills
  - attendance, punctuality, retention
  - British values
  - careers information, advice and guidance
  - **progress** to job roles, sustained employment, promotion or, where appropriate, a move to a higher level apprenticeship/qualification

Evidence expectations   Slide **11**

Safeguarding

Ofsted

- Key requirement for young people aged under 18 or adult apprentices with defined learning difficulties or disabilities
- Companies and providers should apply best HR practice as a matter of course for all apprentices, regardless of age

  - DBS (where required)
  - Prevent duty
  - Concerns in the local area: criminal child exploitation (cuckooing); knife crime; cuckooing; gang culture

Evidence expectations   Slide **12**

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Approaches to new provider monitoring visits

Chris Jones HMI

Specialist Adviser for Apprenticeships

What are apprenticeships for?

Ofsted

Apprenticeships offer a **ladder of opportunity** for people of **all ages**, they boost business and make a **profound difference** to the **economic stability** and **productivity** of this country.

IfA June 2017

Role of apprenticeships   Slide **15**

What are inspectors looking at?

1. How much progress have leaders made in ensuring that the provider is meeting all the **requirements** of successful apprenticeship provision?
2. What progress have leaders and managers made in ensuring that apprentices benefit from **high-quality training** that leads to positive **outcomes** for apprentices?
3. How much progress have leaders and managers made in ensuring that **safeguarding** arrangements are **effective**?

Monitoring visits

Progress Judgements

Ofsted

- **Insufficient progress**: action taken by the provider has been either slow or insubstantial, or both, and the demonstrable impact on learners has been *negligible.*
- **Reasonable progress**: action taken by the provider is already *having a beneficial impact* on learners and improvements are sustainable and are based on the provider's thorough quality assurance procedures.
- **Significant progress**: progress has been rapid and is already having *considerable beneficial impact* on learners.

FES update November 2018

Planning the monitoring visit

Ofsted

Providers should expect to be asked for:
- a list of apprentices who are currently enrolled on the programme (standards/frameworks - levels)
- a list of planned learning activities taking place during the visit
- access to work that apprentices have done (portfolio access)
- copies of minutes from senior management meetings and board meetings
- evidence of leaders' and managers' **oversight of the progress** that apprentices are making on their apprenticeships.

FES update November 2018

During the monitoring visit

Ofsted

Inspectors will:

- limit the number of meetings with managers
- prioritise teaching, training and assessment activities
- interviews with apprentices at different stages from a range of standards and levels
- scrutinise ILPs, apprentices' work files and practical work
- evaluate the progress that apprentices have made by:
- developing **substantial** new skills, knowledge and behaviours
- being on track and achieving their milestone targets towards gateway.

FES update November 2018

Where is the quality?

Ofsted

I'm pleased to see the number of people starting on **new, higher-quality** apprenticeships has increased by almost 1000% this year. There are also tens of thousands **more** people starting on **higher-level** apprenticeships. Quality is more important than quantity.

Ann Milton MP in FE Week 12 July 2018

Role of apprenticeships

Slide **20**

Monitoring visits: where's the quality?

Ofsted

Key6 Group Limited

Monitoring visit report

apprentices do not develop new skills

Tutors do not progress

appren... Class... suitable for the programme

A tutor shortages... fit for purpose

milestones

Quality on monitoring visits

Slide **21**

Monitoring visits: where's the quality?

Ofsted

J & S Blackhurst Limited

Monitoring visit report

strengthened the management team

off-the-job training... recorded accurately

high expectations... skills and behaviours

Directors and senior... knowledge... of their staff

developing new knowledge

clear strategy

Quality on monitoring visits

Slide **22**

Monitoring visits: where's the quality?

Ofsted
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improving lives

WhiteHat Group Limited

Monitoring visit report

apprentices

Staff give apprentices detailed and constructive feedback
fully meet the requirements of apprenticeship standards for on- and off-the-job training

Leaders and managers
understand apprenticeship

very effectively to make sure that employers and apprentices

rigorous and very carefully constructed selection programme

their work

Quality on monitoring visits

Slide **23**

What does reasonable progress in the quality of training look like?

Providers:

- have, and use, **effective initial assessment** that records the starting points for each apprentice's knowledge, skills and behaviours
- use these starting points to **plan and deliver an appropriate curriculum** that enables an apprentice to build and improve their knowledge, skills and behaviours over time
- **plot and record the progress** that each apprentice makes, developing a clear view of how well each individual is doing, and **intervening where necessary** to ensure that the apprentice catches up if they have fallen behind.

Monitoring visits

What does reasonable progress look like for leadership?

Ofsted

Providers:

- ensure that they **meet all the requirements** of an apprenticeship, as set down by the Institute for Apprenticeships and Technical Education and the ESFA

- have **enough tutors** with the **appropriate experience and expertise** to deliver each apprenticeship standard or framework that they offer

- have clear **plans**, and the **appropriate staff, to deliver English and mathematics**

- demonstrate that apprentices have access to **enough high-quality off-the-job training.**

Monitoring visits

What does reasonable progress look like for safeguarding?

Ofsted

Providers:

- show that they have effective and stable relationships with employers to facilitate **clear and open lines of reporting**

- know that all **apprentices are appropriately employed** – no zero hours contracts for example

- ensure that they meet **statutory duties** including **safeguarding** requirements, understand their legal obligations under the '**Prevent**' duty, and enable apprentices to know how these aspects **impact** upon their daily lives.

Monitoring visits

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The curriculum is at the heart of the new framework

Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);

- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and

- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'

Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.

- Knowledge is generative (or 'sticky'), i.e. the more you know the easier it is to learn.

- Knowledge is connected in webs or schemata.

- Knowledge is when humans make connections between the new and what has already been learned.

Curriculum and inspection

Slide **29**

What does this mean for the new inspection framework?

Education Inspection Framework 2019

Slide **30**

Judgements

Ofsted

Quality of education	**Intent** ▪ Curriculum design, coverage and appropriateness **Implementation** ▪ Curriculum delivery ▪ Teaching (pedagogy) ▪ Assessment (formative and summative) **Impact** ▪ Attainment (qualifications & assessments) ▪ Progress ▪ Knowledge and skill development ▪ Destinations

Behaviour and attitudes	▪ Attitudes to learning ▪ Behaviour ▪ Employability ▪ Attendance & punctuality ▪ Respect
Personal development	▪ Enrichment ▪ FBV ▪ Careers guidance ▪ Health and well-being ▪ Citizenship ▪ Equality & diversity ▪ Preparation for next steps
Leadership & management	▪ Vision & ethos ▪ Staff development ▪ Staff workload and wellbeing ▪ Student experience ▪ Governance / oversight ▪ Safeguarding

Education Inspection Framework 2019

Slide **31**

Apprenticeships in the EIF (1)

Ofsted

Quality of education

Behaviour and attitudes

Personal development

Leadership & management

Inspectors will evaluate how well the:

- apprenticeship curriculum meets the principles and requirements of an apprenticeship
- provider engages with employers about:
  - apprenticeship commitment statement
  - initial assessment
  - training
  - assessments
  - review points and milestones throughout
  - agree any additional qualifications to be included, if any
- monitor and support apprentices to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential

Education Inspection Framework 2019

Slide **32**

For more workshops visit www.lsect.com

Apprenticeships in the EIF (2)

Ofsted

| Behaviour and attitudes |
| Quality of education | Personal development |
| Leadership & management |

Inspectors will evaluate how well:

- how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs
- apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours
- apprentices contribute to their workplace and fulfil their career aims
- apprentices progress to their intended job role or other sustained employment, promotion or, where appropriate, a move to a higher level of apprenticeship or qualification
- leaders ensure arrangements for safeguarding young people and vulnerable learners are appropriate and effective

Education Inspection Framework 2019   Slide **33**

What aspects do we consider?

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- We are clear that we need to take a rounded view of the **quality of education** offered by providers.
- The **curriculum** is at the core, recognising the close connection between curricular content and the way this content is sequenced, taught and assessed to support students to build their knowledge and to apply that knowledge.
- We remain very interested in learners' **wider development** including the attitudes and behaviours they bring to the classroom and the workplace.
- Providers' **leadership and management** remain key areas of consideration.

Education Inspection Framework 2019   Slide **34**

Safeguarding

Ofsted

- Inspection of safeguarding built around three core areas:
  - **Identify**: are leaders and other staff identifying the right children and vulnerable adults and how do they do that?
  - **Help**: what timely action do staff within the provider take, and how well do they work with other agencies?
  - **Manage**: how do responsible bodies and staff manage their statutory responsibilities, and in particular, how do they respond to allegations about staff and other adults?
- Safeguarding will sit under L&M – but teaching will sit under PD

Education Inspection Framework 2019   Slide **35**

The outstanding grade

Ofsted

- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption**.
- This will be subject to agreement with the **DfE** on funding and the **will of parliament.**

Education Inspection Framework 2019   Slide **36**

What next?

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- The final framework was published in **May 2019**, and will go live from **1 September 2019**.

Any questions?

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Lunch

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Achievement rates and minimum
standards for frameworks and
standards – technical guide

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Overall and timely achievement rates

Qualification Achievement Rates (QARs) are used in the National Achievement Rate Tables (NARTs) to show apprentices and employers the relative quality of provision

Typically QAR reports are shared with providers Jan-March and become public (NARTs) May-June.
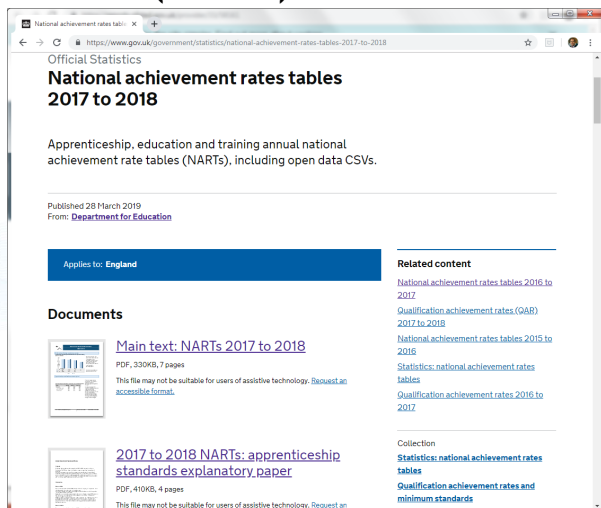
The overall QAR is based on the hybrid end year. The hybrid end year is either:
• the reporting year for overdue continuing learning aims and overdue planned breaks, or
• the later of the actual end year or the planned end year of an apprenticeship. The apprenticeships included in the 2016 to 2017 overall QAR are those with a hybrid end year of 2016 to 2017

The timely QAR is based on the planned end year of an apprenticeship. The apprenticeships considered for the 2016 to 2017 timely QAR measure are those with a planned end date in the funding year ending 31 July 2017. In timely QARs an apprenticeship is counted as achieved if the date of achievement is:
• on or before the planned end date; or
• no more than 90 days after the planned end date.

National achievement rates tables (NARTs) for 2017/18

Official Statistics
National achievement rates tables 2017 to 2018

Apprenticeship, education and training annual national achievement rate tables (NARTs), including open data CSVs.

Published 28 March 2019
From: Department for Education

Applies to: England

Documents

Main text: NARTs 2017 to 2018
PDF, 330KB, 7 pages
This file may not be suitable for users of assistive technology. Request an accessible format.

2017 to 2018 NARTs: apprenticeship standards explanatory paper
PDF, 410KB, 4 pages

Related content
National achievement rates tables 2016 to 2017
Qualification achievement rates (QAR) 2017 to 2018
National achievement rates tables 2015 to 2016
Statistics: national achievement rates tables
Qualification achievement rates 2016 to 2017

Collection
Statistics: national achievement rates tables
Qualification achievement rates and minimum standards

Institution Type	Overall Cohort	Overall Achievement Rate %
College	134,120	68.7
Other Public Funded	27,230	75.5
Private Sector	245,410	65.6
Sixth Form College	1,820	68.1
Specialist College	3,530	72.3
All	412,190	67.3

Institution Type	Overall Cohort	Timely Achievement Rate %
College	130,680	59.6
Other Public Funded	25,890	68.0
Private Sector	231,160	57.9
Sixth Form College	1,910	54.9
Specialist College	3,610	57.1
All	393,350	59.1

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2017-to-2018

Achievement rate specification & business rules

Guidance
Qualification achievement rates 2017 to 2018

Education & Skills Funding Agency

Apprenticeship qualification achievement rates specification 2017 to 2018

Version 3

This document sets out how we will calculate apprenticeship qualification achievement rates in 2017 to 2018.

January 2019
Of interest to colleges, training organisations and employers.

Qualification achievement rates (QAR) 2017 to 2018 data query form

Changes from the 2016 to 2017 business rules

We will **include** all apprenticeship starts from 1 May 2017 recorded under Funding model 36 ('Apprenticeships (from 1 May 2017)').

We will **exclude** apprenticeship standards from the timely achievement rates. We are excluding these because providers have raised concerns about how we calculate timely achievement rates for apprenticeship standards. This is because the 'Learning planned end date' of an apprenticeship standard recorded in the ILR includes both the learning delivery element and end point assessment (EPA) element; where the timing of the EPA is not entirely in a provider's control. Therefore, we will suspend timely QARs for standards until we have implemented a way for providers to record reaching gateway (when they are ready to take their EPA).

Changes from version 1 of this document

8. We have made these changes to the QAR dataset:
   - aims recorded with a withdrawal reason of transfer to another aim with the same provider are only included in the transfer exclusions for overall and timely QARs where a new aim is recorded with a start date that is within 120 days of the end date of the withdrawn aim

https://www.gov.uk/government/publications/qualification-achievement-rates-2017-to-2018

Minimum standards

Education & Skills Funding Agency

Minimum Standards for 2018 to 2019

For all age apprenticeships

Includes references to changes in Minimum Standards policy for 19+ education and training

June 2019

"We will continue to apply Minimum Standards to apprenticeships in 2018 to 2019 as a trigger for intervention. The position after this is under review. For 2018 to 2019 for apprenticeships is:

➤ the threshold remains at 62%

➤ the tolerance level remains at 40%

https://www.gov.uk/government/publications/minimum-standards-2018-to-2019

Minimum standards

The apprenticeship tolerance level

19.   The apprenticeship tolerance level is the second and final stage for measuring performance against Minimum Standards.

20.   If a college or training organisation fails to meet the apprenticeship Minimum Standards through the tolerance level, our approach to intervention will apply. We may also use the results of Minimum Standards to inform business decisions. If we do this, we will specify how as part of those business processes.

21.   The apprenticeship tolerance level will remain at 40% in 2018 to 2019. To calculate the tolerance we:

- will calculate how many of the apprenticeships delivered by a provider are below the Minimum Standards threshold; if the QAR for an apprenticeship is below the 62% threshold, we classify that apprenticeship as falling below the Minimum Standard.

- will then calculate if this is more than 40% of the total cohort for apprenticeships, if so the provider will be in scope for intervention.

https://www.gov.uk/government/publications/minimum-standards-2018-to-2019

Minimum standards

22.   Due to the nature of the Minimum Standards calculation, it is possible to fall below the tolerance level and have an overall QAR above either the national or provider type rates. For example, a provider delivering 100 apprenticeships in the 2018 to 2019 hybrid end year delivered:

   a. 50 retail apprenticeship frameworks with a QAR of 46% (23 achieved) and

   b. 50 engineering apprenticeship standards with a QAR of 80% (40 achieved).

The overall QAR would be 63% but the provider would fall below Minimum Standards because more than 40% of their cohort were on an apprenticeship with a QAR below the 62% threshold.

https://www.gov.uk/government/publications/minimum-standards-2018-to-2019

Minimum standards

Small or new apprenticeship provision

23.   Where the underperforming provision exceeds the tolerance level but the cohort (we regard 'All age apprenticeships' as a cohort) is small and it is predominately new or immature provision that is below the Minimum Standards threshold, we will take this into account when deciding whether to take intervention action or what intervention action to take.

24.   We expect a provider in this position to set quality improvement targets for the poor provision as a priority.

https://www.gov.uk/government/publications/minimum-standards-2018-to-2019

Minimum standards : threshold v tolerance

Scenario 1 – The percentage of the cohort below the minimum standards threshold is less than the minimum standards tolerance.

Framework Level	Framework Code	Framework Name	Overall 2017 to 2018		
			Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Level 2	617	Community Safety	66.5%	35	0
Level 2	634	Vehicle Restoration	53.2%	25	25
Level 3	599	Journalism	65.3%	44	0
TOTAL				104	

In this scenario, the 2017 to 2018 all age QAR of only one of the three cohorts (634: Vehicle Restoration – Level 2) falls below the minimum standard threshold of 62%.

We classify the cohort of 25 for this apprenticeship as the cohort below the minimum standards threshold.

We calculate the percentage of the cohort below the minimum standards as:

$$\frac{\text{The total cohort below the minimum standard threshold}}{\text{The total cohort for the provider}} \times 100$$

Therefore, the percentage is 25 divided by 104, which is 24.0%.

The percentage of the provision that is below the minimum standards threshold is less than the minimum standard tolerance of 40%, so we will take no action.

Scenario 2 – The percentage of the cohort below the minimum standards threshold is more than the minimum standards tolerance

Framework Level	Framework Code	Framework Name	Overall 2017 to 2018		
			Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Level 2	617	Community Safety	66.5%	35	0
Level 2	634	Vehicle Restoration	53.2%	25	25
Level 3	599	Journalism	45.3%	44	44
TOTAL				104	

In this scenario, the 2017 to 2018 all age overall QAR of two of the three cohorts (634: Vehicle Restoration – Level 2, and 599: Journalism – Level 3) falls below the minimum standard threshold of 62%.

We classify the cohort of 69 for these apprenticeships as leavers below the minimum standards threshold.

The percentage of the cohort below the minimum standards for this provider is:

$$\frac{\text{The total cohort below the minimum standard threshold}}{\text{The total cohort for the provider}} \times 100$$

Therefore, the percentage is 69 divided by 104 multiplied by 100, which is 66.3%.

The percentage of the provider's provision that is below the minimum standards threshold is more than the minimum standard tolerance of 40%, so we will take action as set out in the Approach to Intervention process.

https://www.gov.uk/government/publications/qualification-achievement-rates-2017-to-2018

Beware continuers

"We treat learning aims as withdrawals for the overall QAR methodology where they:
a have a completion status of 1 ('Learner continuing or intending to continue the learning activities leading to the learning aim') in the final R14 ILR return for a funding year AND
b do not have a corresponding record in the following funding year. Where this occurs, we will set the reporting year as the year after the last submitted file containing the learning aim.
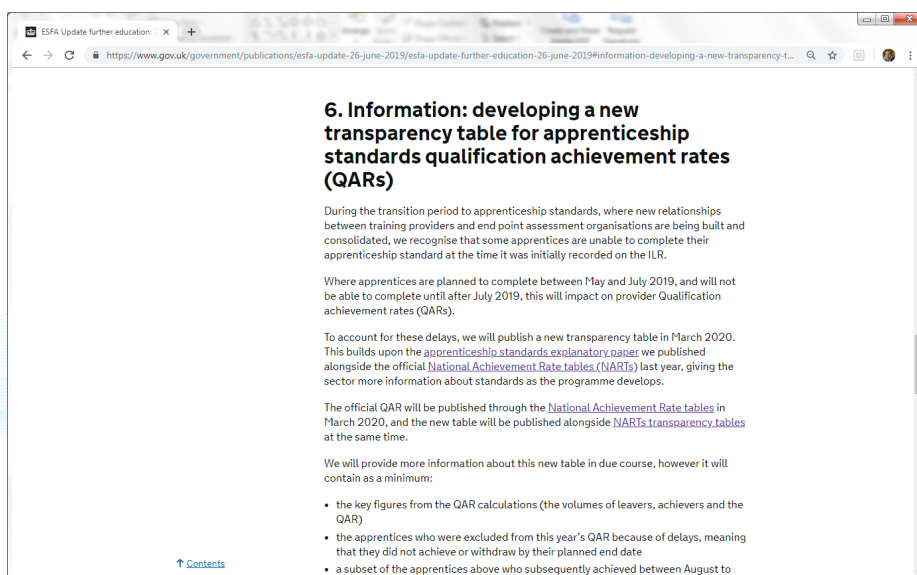
For example, an aim with a planned end date of June 2017 and a completion status of 1 ('Learner continuing or intending to continue the learning activities leading to the learning aim') recorded in the R14 ILR in 2016 to 2017, and does not appear in the R14 ILR in 2017 to 2018, will be a withdrawal in the 2017 to 2018 year."

Beware breaks in learning

"We treat learning aims as withdrawals for the overall QAR methodology where they have a completion status of 6 ('Learner has temporarily withdrawn from the aim due to an agreed break in learning') and where either:
- They do not have a corresponding restart record in the same funding year or in the following two funding years, OR
- The planned break recorded in the R14 ILR return for 2017 to 2018 has no corresponding restart record in the R04 ILR return of 2019 to 2020."

"If this scenario happens, the reporting year will be set to one year after the latter of the expected end year or actual end year. "

https://www.gov.uk/government/publications/esfa-update-26-june-2019/esfa-update-further-education-26-june-2019#information-developing-a-new-transparency-table-for-apprenticeship-standards-qualification-achievement-rates-qars

Bringing it all together in a self-assessment report (SAR) – best practice

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Self-assessment report

Ofsted : "You will be aware that, following a government directive, the Provider Gateway closed in April 2016. In their Update 310, the Skills Funding Agency (SFA) made it clear that, in the future, Ofsted would request self-assessment reports (SARs) or their equivalents from you, just as the SFA had done in the past. There is no Ofsted requirement to produce or provide a SAR, but you will no doubt have a similar quality improvement document that you produce and update periodically.

"Ofsted will periodically write to all providers to request that they provide a copy of their self assessment. Providers can send their latest self-assessment to fes.sar@ofsted.gov.uk, at any time"

Ofsted tell me they worry if a provider doesn't have an annual SAR, and if you don't send them one you are more likely to be inspected

From the Ofsted handbook

The self-assessment report

100. Inspectors will use self-assessment reports, or equivalent documents, to assess risk, monitor standards and plan for inspection. If they are not available in advance, the provider should share the latest report/plan(s) with the lead inspector following notification of the inspection.

101. Where a report is not available at the risk assessment and planning stage, inspectors will use readily available data sources.

102. During the inspection, inspectors will compare their findings with the provider's self-assessment.

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook

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Things to consider, beyond the obvious narrative

No one way of doing it – "Ofsted does not require self-assessment to be provided in a specific format. Any assessment that is provided should be part of the provider's business processes and not generated solely for inspection purposes."

> **Using the QAR/MS in meaningful ways**

> **Setting and monitoring relevant benchmarks and KPIs**

> **Using learner and employer satisfaction (FE Choices and AS)**

**Be realistic – Ofsted hate qualitative statements
that lack evidence**

Other measures to consider in future – these are all things IfA interested in

"Proportion of apprenticeships beginning with a vacancy/new employee/new role"

"Retention up to sign-off for end point assessment" (note the ILR change: *"the Learning Actual End Date will be completed after all learning has taken place and does NOT include the end point assessment period"*)

"Ratio of entry to success (including grades) in end-point assessment"

"Destinations in employment in the apprenticeship occupation"

"Attainment of a higher level educationally and/or occupationally within 3 and 5 years of completion"

https://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship/

Final Q&A

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EVENTS, CONSULTANCY & TRAINING