

Ofsted's approach to apprenticeship monitoring and inspection

5 December 2018

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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

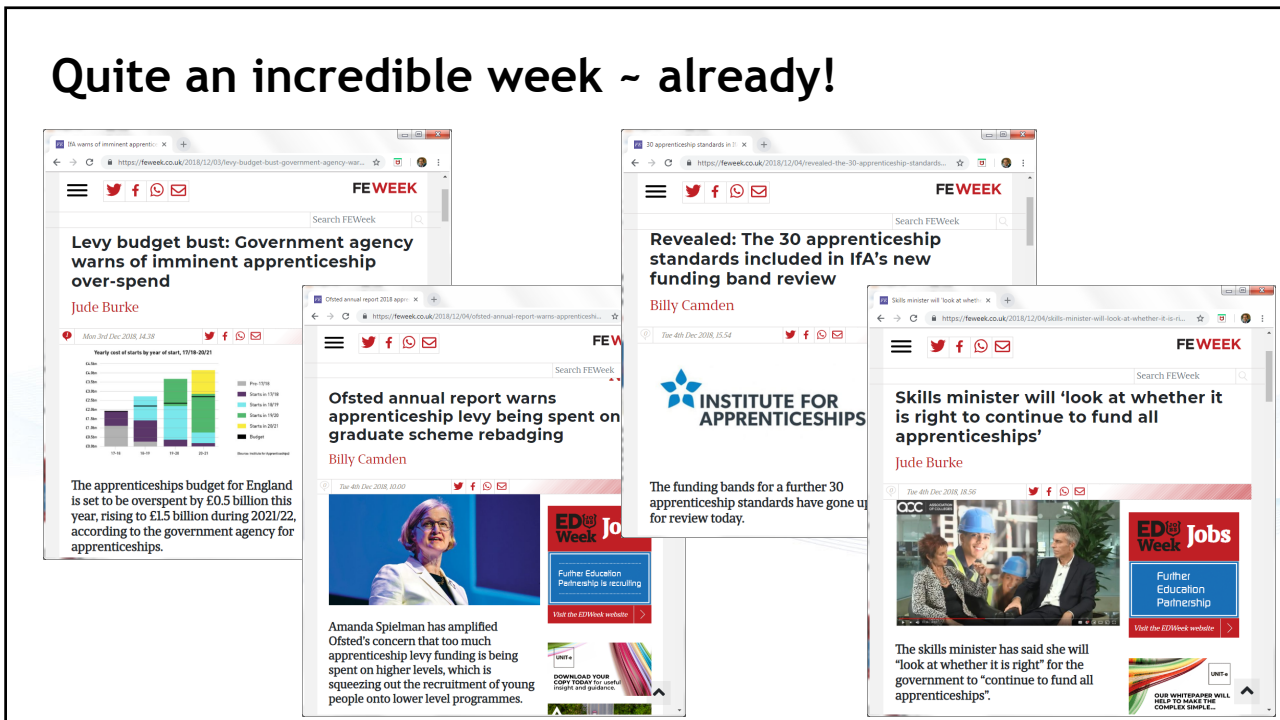
13:00 Break for lunch

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

Quite an incredible week ~ already!



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



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.

<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



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.

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

Further education and skills inspection report



North East Lincolnshire Council

Local authority

Inspection dates

6-9 November 2018

Overall effectiveness	Inadequate	Requires improvement	Requires improvement
Effectiveness of leadership and management	Inadequate	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Requires improvement
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Requires improvement		

Overall effectiveness at previous inspection: Requires improvement

Summary of key findings

This is an inadequate provider

- Leaders and managers have been too slow in tackling areas for improvement that have persisted over the past five years and that were identified at the three previous inspections.
- Leaders' and managers' evaluation of all aspects of the service's delivery has been too optimistic. As a result, leaders and managers have not identified and implemented actions that have had a decisive impact on improving the quality of the provision.
- Leaders and managers do not use data incisively enough to manage the performance of their staff.
- Learners complete their courses but too many do not achieve their qualifications because they do not attend their examinations.
- Learners on study programmes do not make the progress expected of them and do not develop the employability skills that they require because of very poor attendance.
- Too many learners do not achieve their skills qualifications at levels 1 and 2, and do not use their English and mathematical skills sufficiently.
- Too much teaching, learning and assessment does not inspire or challenge learners to make good progress.
- The proportion of learners on study programmes who do not progress onto further education or employment remains too high.

Key messages today:

> Look at inspection reports

> Ofsted expect you to know yourself

“Leaders’ and managers’ evaluation of all aspects of the service’s delivery has been too optimistic.”

Apprenticeships: evidence expectations

Chris Jones HMI
Specialist Adviser for Apprenticeships



Introduction: the evidence trail



Principles and requirements of an apprenticeship



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

Evidence expectations

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Work with employers



- are employers involved in the whole process?
- initial assessment
- apprenticeship 'journey'
 - training
 - assessments
 - review points
 - milestones
 - additional qualifications
- feedback: differentiation; EPA
- English and mathematics

Evidence expectations

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Staff expertise



- 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

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Knowledge, skills and behaviours



- apprentices develop the **skills and behaviours**, including English, mathematics and digital skills, that enable them to meet expectations, contribute to their workplace and **fulfil their career aims**
 - how do apprentices exemplify the expected behaviours?
 - embedded English, mathematics and digital skills
 - attendance, punctuality, retention
 - British values
 - information, advice and guidance
 - **progress** to job roles, sustained employment, promotion or, where appropriate, a move to a higher level apprenticeship/qualification

Evidence expectations

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Safeguarding



- 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

Evidence expectations

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Approaches to new provider monitoring visits

Chris Jones HMI
Specialist Adviser for Apprenticeships



LSECT Conference – 5 December 2018

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What are apprenticeships for?

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

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What will inspectors be 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



- **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



Providers should expect to be asked for:

- a list of apprentices who are currently enrolled on the programme (standards/frameworks)
- a list of planned learning activities taking place during the visit
- 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

Inspectors will:

- limit the number of meetings with managers
- prioritise teaching, learning and assessment activities
- complete competency-based interviews with apprentices from a broad 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?

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

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Monitoring visits: where's the quality?

Key6 Group Limited

Monitoring visit report

Apprenticeship shortages, milestones
apprenticeship not fit for purpose
apprenticeship not progressing
Tutors do not progressable for the programme



Monitoring visits: where's the quality?

J & S Blackhurst Limited

Monitoring visit report

high expertise managers and behaviours
strengthened management team
off-the-job training set
Directors and senior staff recorded accurately
developing new knowledge of their staff

Monitoring visits: where's the quality?



WhiteHat Group Limited

Monitoring visit report

apprenticeship standards are very effectively to make sure that employers and apprentices
 their off-the-job training is detailed and constructive feedback
 Staff have a good understanding of apprenticeship standards for on- and off-the-job training
 fully meet the requirements of apprenticeship standards for on- and off-the-job training
 Leaders and managers have a good understanding of apprenticeship standards for on- and off-the-job training
 understand apprenticeship standards for on- and off-the-job training
 rigorous and very clear level of governance
 fully constructed selection programme
 their work

Quality on monitoring visits

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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?



Providers:

- ensure that they **meet all the requirements** of an apprenticeship, as set down by 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?



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

Approaches to full inspection: the Education Inspection Framework 2019

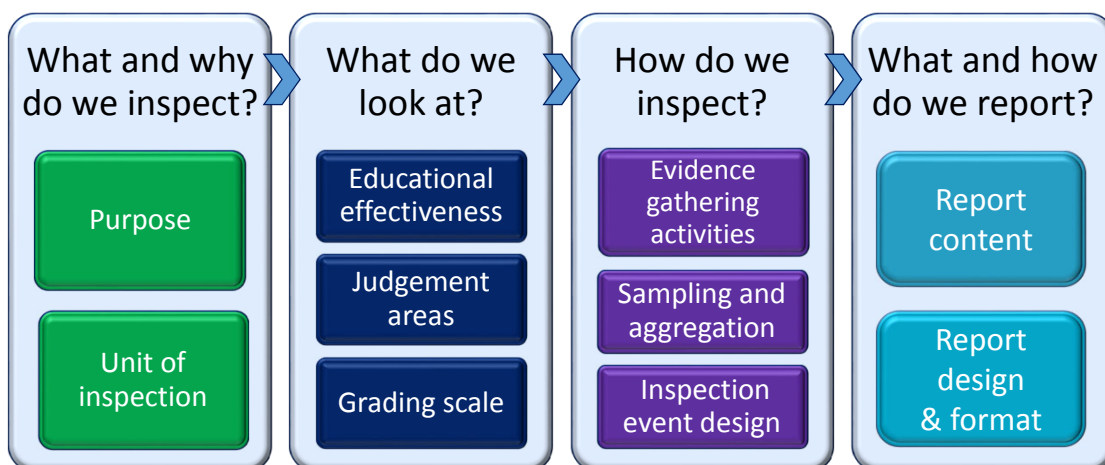
Chris Jones HMI
Specialist Adviser for Apprenticeships



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Developing the Education Inspection Framework 2019: our approach



Towards the Education Inspection Framework 2019

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The curriculum will be 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**).'

Towards the Education Inspection Framework 2019

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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 & the future of education inspection

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What will this mean for the new inspection framework?



Towards the Education Inspection Framework 2019

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Judgements: our working hypothesis in detail

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

Towards the Education Inspection Framework 2019

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Apprenticeships in the EIF (1)



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

Towards the Education Inspection Framework 2019

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Apprenticeships in the EIF (2)



Inspectors will evaluate how well:

- **teachers*** 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

Towards the Education Inspection Framework 2019

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Towards a 2019 inspection framework – what aspects will we need to judge?



- We are clear that we need to take a rounded view of the **quality of education** offered by providers.
- The **curriculum** will be at the core, recognising the close connection between curricular content and the way that this content is taught and assessed in order 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** are likely to remain key areas of consideration.

Towards the Education Inspection Framework 2019

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Keep our focus on safeguarding, reflecting Ofsted's latest thinking



- 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 and hold the same weight across all remits.

Towards the Education Inspection Framework 2019

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The outstanding grade



- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- 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**.



Towards the Education Inspection Framework 2019

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In summary: key principles as we develop new judgement areas and criteria



- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how education providers are achieving results
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, lecturers, leaders and inspectors.

Towards the Education Inspection Framework 2019

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What next?



- We are undertaking a process of reflection, development and piloting within Ofsted as we look towards the new **Education Inspection Framework 2019**.
- From **September 2018**, we will begin to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – shaping and influencing what we produce.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.
- **Research** is ongoing on the curriculum, lesson observation and a wide range of other topics. The findings from this research will feed into the ongoing development of the framework.

Towards the Education Inspection Framework 2019

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Consultation



- Does the new framework make our expectations clear?
- What could we make clearer?
- Do you agree with the judgement areas will give more targeted focus on improving FE&S providers?
- Do you agree with the safeguarding approach in the consultation?
- What should our inspection reports look like?
- Do you agree with the reduction in the number of different provision types?

Consultation

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Any questions?



Towards the Education Inspection Framework 2019

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Ofsted on the web and on social media



www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

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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.

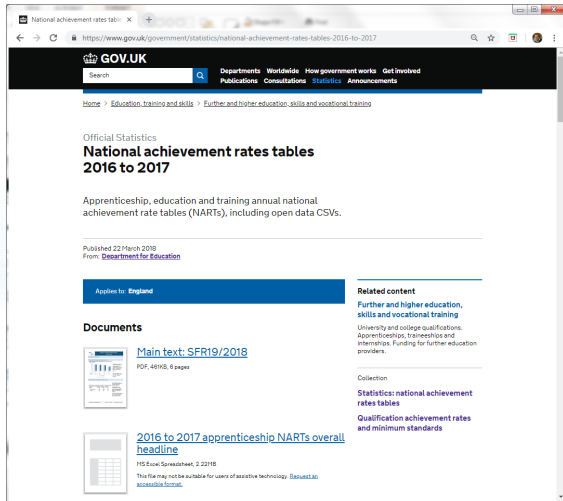
The **overall** QAR is based on the hybrid end year. The hybrid end year is either:

- 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 2016/17

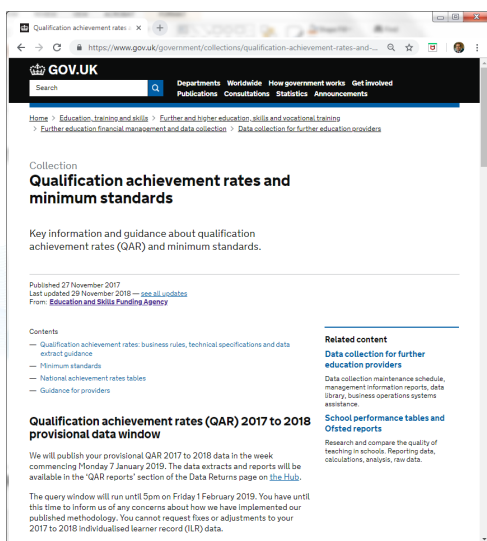


<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2016-to-2017>

Institution Type	Overall Cohort	Overall Achievement Rate %
College	133,210	69.1
Other Public Funded	27,360	74.6
Private Sector	243,320	66.2
Sixth Form College	1,810	66.1
Specialist College	3,270	70.8
All	409,020	67.7

Institution Type	Overall Cohort	Timely Achievement Rate %
College	132,090	60.2
Other Public Funded	26,660	66.4
Private Sector	239,900	58.1
Sixth Form College	1,840	52.1
Specialist College	3,240	61.8
All	403,780	59.4

Achievement rates for 2017/18

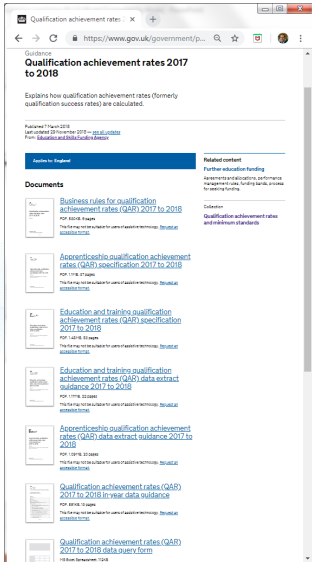


<https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards>

“We will publish your provisional QAR 2017 to 2018 data in the week commencing Monday 7 January 2019. The data extracts and reports will be available in the ‘QAR reports’ section of the Data Returns page on the Hub.

“The query window will run until 5pm on Friday 1 February 2019. You have until this time to inform us of any concerns about how we have implemented our published methodology. You cannot request fixes or adjustments to your 2017 to 2018 individualised learner record (ILR) data.”

Achievement rate specification & business rules



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).

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

Minimum standards



“If a college or training organisation fails to meet minimum standards, our approach to intervention will apply. We may also use the results of minimum standards to inform business decisions”

“The thresholds applied to QARs when we calculate minimum standards is at programme level for apprenticeships - for frameworks this is for each framework and framework level combination, for standards this is for each individual standard”

<https://www.gov.uk/government/publications/minimum-standards-2017-to-2018>

Minimum standards. You want to be above the 62% threshold to be below the 40% tolerance

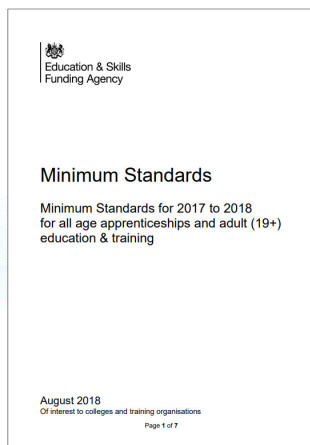


Table 1: Minimum Standards thresholds for 2017 to 2018

Qualification Type	Threshold (%)
Apprenticeships (framework or standard)	62
Access to HE	70
A-Levels	75
AS-Levels	63
Award	80
Certificate	80
Diploma	70
ESOL	70
Basic Skills Maths and English	63
GCSE Maths and English	75
GCSE Other	75
Other non-Regulated	85
Other Regulated	70
QCF Unit	85

Minimum Standard thresholds are not a target to achieve, they are the minimum acceptable level of performance.

The tolerance level will remain at 40% for apprenticeships and education and training in 2017 to 2018.

<https://www.gov.uk/government/publications/minimum-standards-2017-to-2018>

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	Provider QAR	Cohort	Overall 2017 to 2018	
					Cohort Below Minimum Standards Threshold	
Level 2	617	Community Safety	66.5%	35		0
Level 2	634	Vehicle Restoration	53.2%	25	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	Provider QAR	Cohort	Overall 2017 to 2018	
					Cohort Below Minimum Standards Threshold	
Level 2	617	Community Safety	66.5%	35		0
Level 2	634	Vehicle Restoration	53.2%	25	25	25
Level 3	599	Journalism	45.3%	44	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 2016 to 2017 has no corresponding restart record in the R04 ILR return of 2018 to 2019.”

“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. ”

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>

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”

“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

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING