

# The Common Inspection Framework: Guidance for tutors

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The Common Inspection Framework (CIF) was devised to meet the needs of the Learning and Skills Act 2000 and has recently been revised. It sets out the principles that will be used to assess post-16 non-higher education during inspection (including schools, colleges, providers of work-based learning, adult and community learning, learndirect, welfare-to-work programmes, prisons and other centres of adult learning).

The document comes in two parts, the first is the CIF itself and the second is a set of extensive guidance tailored towards specific learning areas. This document is necessarily a very brief summary; if you would like to look more closely at the CIF and its guidance documents they can be downloaded for free from the Adult Learning Inspectorate website: [www.ali.gov.uk](http://www.ali.gov.uk)

Though the CIF is centred on judgements that will be made during inspection, these are based on effective best practice for learners and therefore represent goals that we can all support. There are 5 key questions in the CIF, the first 4 are of particular interest to tutors. The evaluative judgements shown below are those which have direct implications for tutors. Areas where tutors can evidence best practice are shown in italics.

## ACHIEVEMENT AND STANDARDS

### Key Question 1. How well do learners achieve?

In detail an evaluation of:

- learners' success in **achieving challenging targets** including qualifications and learning goals, with trends over time and any significant variations between groups of learners; *(Through all assessments and individual planning processes)*
- the **standards of learners' work in relation to their learning goals**; *(through individual planning and in examples of student's work)*
- **learners' progress** relative to their prior attainment and potential *(through assessment)*
- the extent to which **learners enjoy their work**; *(by recording your learners comments, could be in individual planning and feedback)*

and, where appropriate,

- the development of skills which contribute to the social and economic well-being of the learner;
- the emotional development of learners;
- the behaviour of learners;
- the attendance of learners; *(through a well-kept register, and by addressing issues of lateness or absence)*
- the extent to which **learners adopt safe practices** and a healthy lifestyle; *(by including appropriate health and safety planning in lesson plans)*

## THE QUALITY OF PROVISION

### Key question 2. How effective are teaching, training and learning?

In detail an evaluation of:

- how **well teaching and/or training and resources promote learning**, address the full range of learners' needs and meet course or programme requirements; *(by using effective and appropriate resources)*
- the **suitability and rigour of assessment in planning and monitoring learners' progress**; *(through effective assessments that influence group and individual planning)*
- the **identification of, and provision for, additional learning needs**;

### 3. How well do programmes and activities meet the needs and interests of learners?

In detail an evaluation of:

- the **extent to which the provision contributes to the learners' capacity to stay safe and healthy**.

### Key Question 4. How well are learners guided and supported?

In detail an evaluation of:

- the **quality and accessibility of information, advice and guidance to learners** in relation to courses and programmes, and, where applicable, career progression.

## LEADERSHIP AND MANAGEMENT

### Key question 5. How effective are leadership and management in raising achievement and supporting all learners?

## THE COMMON GRADING SCALE FOR ALL INSPECTION JUDGEMENTS

A common grading scale will be used in making judgements for institutional inspection:

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate