



Provider Information Pack 2007-08

This document is framed to help monitoring staff frame their evaluations of provision. It is not prescriptive, some provision is unique and does not fit easily into all criteria, other provision may have real strengths or challenges that do not fall easily into the areas described below. Monitoring officers are encouraged to follow up issues as they believe will impact positively for learners.

Evaluating the SAR and QIP:

Question	Yes	No	Comment
Is there a clear description of the overall quality of the provision and a grade?			
Are there clear judgements about the strengths, weaknesses and satisfactory aspects of the provision?			
Are judgements framed in terms of impact on and for learners?			
Does the report make judgements against all 5 key Questions?			
Does the report detail improvements since the last report addressing capacity to improve?			
Can you identify clear judgments in relation to achievement and standards including reference to accreditation and RARPA?			
Does the report make reference to impact on children, including achievement?			
Is the language evaluative rather than descriptive?			

Question	Yes	No	Comment
Does the report make effective use of MIS both as evidence for judgements and supporting planning and targeting?			
Are there clear judgements in relation to the quality of teaching and learning including reference to lesson observations, use of ILT/e-learning, meeting the needs of learners and use of resources?			
Where applicable does the report show how family learning has contributed to the Every Child Matters agenda?			
Does the self assessment draw on a range of sources of evidence, both internal and external, including staff, learners, partners and other stakeholders?			
Does the report make appropriate reference to protecting children and vulnerable adults?			
Are there clear judgments about concerning the quality of leadership and management including equality of opportunity and partnership work?			

Are the Self-Assessment Report and Quality Improvement Plan effective documents? Yes No

If no what actions are required to make the self-assessment and QIP effective?

What systems does the provider have in place for the evaluation and review of the Quality Improvement Plan?

Are these effective? Yes No

Reviewing provision against the Common Inspection Framework:

Monitoring officers are not expected to evaluate every area, monitoring is not a full Ofsted inspection.

CIF Criteria	How effective and efficient are the provision and related services?	What steps need to be taken to improve the provision further?
<p>How well do learners achieve?</p> <ul style="list-style-type: none"> • Learners success in achieving challenging targets <ul style="list-style-type: none"> ○ Refer to schemes of work to assess the challenge on courses ○ Refer to outturn and data reports to review achievement (ECM: Enjoying and achieving) • The standards of learners' work <ul style="list-style-type: none"> ○ Review any exemplars made available during the visit ○ Ascertain the effectiveness of moderation if appropriate (ECM: Enjoying and achieving) • Learner's progress relative to their prior attainment, with any significant variations between groups of learners • The acquisition of skills for jobs (priority for NLDC) <ul style="list-style-type: none"> (ECM: Achieving economic well-being) • The attendance of learners <ul style="list-style-type: none"> ○ Review the effectiveness of registers ○ The effectiveness of any review and support that encourages attendance • The extent to which learners adopt safe practices and a healthy lifestyle <ul style="list-style-type: none"> (ECM: Being healthy and Staying safe) 		

CIF Criteria	How effective and efficient are the provision and related services?	What steps need to be taken to improve the provision further?
<p>How effective are teaching, training and learning?</p> <ul style="list-style-type: none"> • How well do teaching/training resources promote learning and address learners' needs and meet course requirements <ul style="list-style-type: none"> ○ Has the provider accessed capital funding and what use has been made of the resources ○ What are the current capital priorities identified by the provider • The suitability and rigour of assessment in planning and monitoring learner progress (RARPA) <ul style="list-style-type: none"> ○ There are clearly stated aims for all programmes ○ Initial assessment: There is an initial assessment establishing the learner's starting point ○ There are challenging objectives for each programme and where possible each learner ○ Formative assessment: Where appropriate progress is evaluated and recorded during the course (not suitable for very short programmes) ○ Summative assessment: Learner achievement is evaluated at the end of each programme. This could include incidental outcomes. ○ Moderation: The effective evaluation of achievement judgements • Identifying and meeting additional learning needs <ul style="list-style-type: none"> ○ Can the provider identify learners with Skills for Life needs? ○ Would the HAFLS screening tool help? ○ Has the provider completed the HAFLS Skills for Life self assessment toolkit? 		

CIF Criteria	How effective and efficient are the provision and related services?	What steps need to be taken to improve the provision further?
<p>How well do programmes meet the needs and interests of learners?</p> <ul style="list-style-type: none"> • Do the courses meet learner aspirations and potential and build on prior experience <ul style="list-style-type: none"> ○ Do learners evaluate their courses? ○ Do these evaluations effectively inform course planning and quality improvement? ○ Does the provider undertake a learner survey? Is this matched to the national learner survey? How does this inform planning? Can HAFLS help? • Are the courses responsive to local need • Do the courses contribute to the learners' capacity to stay safe and healthy (ECM: Being healthy and Staying safe) 		

CIF Criteria	How effective and efficient are the provision and related services?	What steps need to be taken to improve the provision further?
<p>How well are learners guided and supported?</p> <ul style="list-style-type: none">• The care, advice, guidance and other supported provided to safeguard welfare and achieve high standards• The quality and access to information, advice and guidance (free IAG is only available to learners below L2)<ul style="list-style-type: none">○ Can HAFLS help the provider to forge links with nextstep IAG?		

CIF Criteria	How effective and efficient are the provision and related services?	What steps need to be taken to improve the provision further?
<p>How effective are leadership and management in raising standards and supporting all learners?</p> <ul style="list-style-type: none"> • How effectively performance is monitored and improved <ul style="list-style-type: none"> ○ Does the provider observe learning and teaching? ○ Do observations result in an action plan for the tutor? ○ Is HAFLS informed of the results? ○ Does the provider enter their data on Learner Track? ○ Can the provider report using Learner Track? • How effectively leaders and managers at all levels clearly direct improvement and promote well-being of learners • How well equality of opportunity is promoted and discrimination challenged • The adequacy and suitability of staff <ul style="list-style-type: none"> ○ Has the provider planned for effective engagement with the new tutor qualifications? ○ Are tutors registered with the Institute for Learning? ○ Do the tutors have access to a planned programme of CPD? ○ Can HAFLS help with this? ○ Has the provider identified where tutors can access the new tutor courses? ○ What are the issues with this? • The adequacy and suitability of specialist resources • The effectiveness of links with other providers, services and partners <ul style="list-style-type: none"> ○ Does the provider undertake any peer review activity? Can HAFLS assist in planning such activity? 		