

**14–19: Programme of Support
for Delivery of Change on the Ground**



department for
education and skills

A quality audit toolkit to support the delivery of change on the ground

For managers and teachers
planning to introduce
14–19 qualifications,
courses and programmes



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Introduction to a quality audit toolkit to support the delivery of change on the ground at 14–19

1

The Department for Education and Skills (DfES) has agreed to extend the contract awarded to the Learning and Skills Network's (LSN's) Vocational Learning Support Programme (VLSP) to include the delivery of a new programme in 2005/06: the '14–19: Programme of Support for Delivery of Change on the Ground' (14–19: PSDCG).

This is a significant development. Besides building on LSN's knowledge and experience of vocational learning, the programme will also make available to schools and colleges the good practice brought about through the 14–19 Pathfinders and local initiatives. The 14–19: PSDCG' will help to:

- improve delivery in the classroom and workplace through the dissemination of good practice and the provision of training and resources
- support collaboration between institutions with the aim of increasing partnership working and promoting high-quality management and organisation and effective delivery
- broaden curriculum provision to include the latest developments in vocational, work-related and work-based learning
- promote inclusive provision
- support the involvement of employers in curriculum design and delivery.

LSN's 14–19: PSDCG is concerned with embedding the 14–19 reforms and its aims are set out in *14–19: an introduction*.¹ The quality audit toolkit is contextualised by the drive to place learners at the centre of learning through personalisation of the curriculum² and the enhanced status of quality assurance.

The author Dr Cheryl A Jones is an experienced and highly respected inspector of education and training, accomplished researcher, conference speaker, consultant and 14–19 adviser who specialises in vocational learning. She has a plethora of knowledge and experience of educational issues, including teaching and learning pedagogy. She has a doctorate in the management of the quality of education, and is very well placed to offer practical guidance to support staff in meeting learners' individual needs to promote learning and ultimately raise levels of achievement.

Ian Duckett

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Context of the quality audit toolkit

Vocational qualifications are intended to broaden the range of provision for all 14–19 year olds, meeting the needs of the increasing number of learners who wish to choose a curriculum that best suits their requirements and aspirations. The government has introduced a raft of initiatives intended to provide every learner with an opportunity to achieve at a level commensurate with his or her ability, circumstances and aspirations.

Following on from the Increased Flexibility Programme, learners have the additional options of Young Apprenticeships at Key stage 4, Apprenticeships at post-16 and similar, locally devised programmes in a number of vocational sectors. There will also be the limited availability of an Entry to Employment/re-engagement programme at Key stage 4 for those not able to engage with full-time, mainstream education for whatever reason. Greater emphasis has been placed on the involvement of pupil referral units in 14–19 provision and their essential work with learners at risk of exclusion or those permanently excluded from mainstream provision. In his report on the future of 14–19 education and skills, Sir Mike Tomlinson coined the phrase ‘stage not age’ and many young people are being provided with the opportunity of accelerated progression to Level 3 qualifications, while others are being afforded more time to achieve at a level appropriate for them.³

The legal requirement for a local area prospectus from 2007 means that young people and those who give learners information, advice and guidance will be provided with a definitive list of 14–19 provision in their region. In addition the government has extended the core curriculum at Key stage 4. Work-related learning and enterprise education are mandatory requirements for all 14–16 year olds and will be considered in future Ofsted inspections.

About the quality audit toolkit

This document provides guidelines and a quality audit toolkit for putting in place elements of provision in an entitlement curriculum for 14–19 year olds engaged in education and training. This does not in any way invalidate the necessity for centres to pursue appropriate awarding body guidance and approval, where this is required, or procedures associated with Ofsted and local inspections. The government looks to all providers to adopt strategies for securing continuous improvement. ‘Primary responsibility for improving the quality of provision rests with the provider.’⁴ The following checklists and the self-evaluation or self-assessment tools can be applied by subject sector categories and/or curriculum departments offering programmes within the 14–19 framework in any vocational area.

How to use the quality audit toolkit

This quality audit toolkit is designed to be used by course tutors and/or programme leaders. It is envisaged that the toolkit will be located in the quality management section of the course file or in the subject sector category/departmental quality management file. It is recommended that the audit tool be updated termly, in readiness for a short-notice inspection. On average, two days' notice will be given for an Ofsted inspection under *Every child matters*⁵ in the schools sector and approximately six weeks' notice for post-16 providers inspected under the revised Common Inspection Framework.⁶

Summary of content

Section A Guidelines for the introduction of 14–19 qualifications, courses and programmes

Section A puts forward answers to two essential questions:

- Why introduce vocational qualifications for 14–19 year olds in your institution?
- What are the key factors for success?

This section sets the context for work-related learning.

Section B: Specific course details

Section B requires the course tutor and/or programme leaders to enter key information pertaining to a particular course. This will prove helpful for a representative from an external agency (eg an external verifier from an awarding body or an Ofsted inspector) who is reviewing and evaluating the quality of provision.

Section C: Quality audit toolkit

This section is divided into the following parts:

- Course planning
- Resources and staffing
- Selection and recruitment
- Industry links
- Teaching
- Learning
- Assessment and moderation
- Retention, achievement and value added
- Progression
- Work-related learning
- Enterprise education.

Appendix 1 includes quality audit checklists and action plans which cross-reference to the 11 parts of Section C.

Appendix 2 includes good practice checklists focusing on:

- the self-assessment/self-evaluation process
- internal quality assurance
- session plans.

What follows is a quality audit toolkit to promote continuous improvement based on the two inspection frameworks.

Key elements of Section C, which forms the main body of this quality assurance document, require you to identify evidence to meet the key criteria and can be used as a diagnostic tool to determine your preparedness when planning to introduce a programme. They are intended to help you with self-evaluation or self-assessment and enable you to evaluate the programme at key stages throughout its introduction and delivery, putting forward evidence cross-referenced to the five outcomes of the Every Child Matters framework and the five key questions incorporated within the revised Common Inspection Framework. Evidence obtained as part of this quality audit toolkit may be used to support judgements that feature in your school's self-evaluation form or your college's self-assessment report.

Every Child Matters outcomes:

- 1** Being healthy
- 2** Staying safe
- 3** Enjoying and achieving
- 4** Making a positive contribution
- 5** Achieving economic well-being

Common Inspection Framework key questions

- 1** How well do learners achieve?
- 2** How effective are teaching, training and learning?
- 3** How well do programmes and activities meet the needs and interests of learners?
- 4** How well are learners guided and supported?
- 5** How effective are leadership and management?

Figure 1 Correlation between Every Child Matters and the Common Inspection Framework

Outcomes for children (Every Child Matters)	Key questions (Common Inspection Framework)
1 Being healthy	4 How well are learners guided and supported?
2 Staying safe	5 How effective are leadership and management?
3 Enjoying and achieving	1 How well do learners achieve?
4 Making a positive contribution	3 How well do programmes and activities meet the needs and interests of learners?
5 Achieving economic well-being	4 How well are learners guided and supported?

Guidelines for the introduction of 14–19 qualifications, courses and programmes

Essential questions

1 Why introduce vocational qualifications for 14–19 year olds in your institution?

There are many reasons for the introduction of a range of courses. These include:

- to meet the needs and aspirations of all 14 year olds
- to accommodate future cohorts of learners under the Increased Flexibility Programme and other national and local initiatives
- to provide broad curriculum choice as an entitlement by means of an appropriate curriculum
- to accommodate the ever-widening range of vocationally related qualifications (VRQs), National Vocational Qualifications (NVQs) and applied General Certificates of Secondary Education (GCSEs) and General Certificates of Education (GCEs)
- to provide a sound platform for coherent progression to post-19 education
- to work collaboratively with other providers: schools, colleges, work-based learning providers, community organisations and so on
- to respond to local labour market information
- to be responsive to the needs of local employers
- to help to sustain the viability of a local economy
- to enable teachers to develop their expertise
- to be prepared for future developments emanating from the government's Education and Skills White Paper⁷, the 14–19 implementation plan⁸ and other papers as and when they appear.

2 What are the key factors for success?

The key factors are:

- course planning
- resources and staffing
- selection and recruitment
- industry links
- teaching
- learning
- assessment and moderation
- retention, achievement and value added
- progression
- work-related learning
- enterprise education.

Before you undertake a quality audit of a particular course, complete the information required below and list the aims of the course (you will find these in the specification).

Subject sector category/curriculum department

Course title

Awarding body

Course tutor/programme leader

Teachers who contribute to the course

Teacher	Title and number of the unit	Portfolio?	End-of-unit test?	Contact hours

Course aims



1 Course planning

To what extent is your course planned effectively?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Have you decided which awarding body you are going to work with?			(Evidence will include the name of the awarding body chosen and rationale for your selection)	
2	If there are optional units, have you decided which units you are going to use?			(Evidence will include the title(s) of the optional unit(s) chosen and rationale for your selection)	
3	Have you analysed the course units?			(Evidence will include a unit analysis sheet that identifies the key topics)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
4	Have you produced a programme plan?			(Evidence will include a termly plan for each year of the programme)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM: Achieving economic well-being
5	Have you produced a scheme of work?			(Evidence will include schemes of work for some or all of the units, whether you choose a discrete unit or an integrated approach)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
6	Have you produced session plans?			(Evidence will include session plans for at least one half-term or six-week block)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
7	Have you written any assignments?			(Evidence will include tasks and activities that relate to learning outcomes)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM: Achieving economic well-being
8	Are assignments well designed; do they reflect learning outcomes and encourage learning?			(Evidence will include references to course content, assignments and internal moderation)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
9	Do you have an effective induction programme in place?			(Evidence will include an induction timetable and a scheme of work)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

2 Resources and staffing

To what extent have you considered and made arrangements for appropriate teaching and resources to be available throughout the course?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Have you conducted a staff audit to determine the suitability of staff for the course?			(Evidence will include a staff inventory and the CVs and continual professional development (CPD) records of staff)	CIF key question 5: How effective are leadership and management? ECM/CIF: Achieving economic well-being; meeting the needs of employers
2	Do the qualifications and recent vocational experience of staff match the demands of the programme and the range of learners?			(Evidence will include the CVs and CPD records of staff and evaluations)	CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
3	Have you identified staff development needs?			(Evidence will include staff development plans, teacher placements and attendance at awarding body courses)	CIF key question 5: How effective are leadership and management? ECM/CIF: Achieving economic well-being; meeting the needs of employers
4	Have you applied for customised, in-house training from LSN or other providers including the awarding bodies?			(Evidence will include a training development plan, course applications and evaluations)	CIF key question 5: How effective are leadership and management?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
5	Do you have appropriate tools, equipment and resources including access to information and communications technology (ICT)?			(Evidence will include a rooming plan; an inventory of tools, equipment and machinery; and details of access to ICT, telephones, faxing facilities and the internet)	CIF key question 5: How effective are leadership and management? ECM/CIF: Achieving economic well-being; meeting the needs of employers
6	Do you have a dedicated resource base for the learners?			(Evidence will include a designated course baseroom; appropriate resources, publications and storage facilities for learners; and access to ICT and an information board)	CIF key question 5: How effective are leadership and management? ECM/CIF: Achieving economic well-being; meeting the needs of employers
7	Do you have an adequate budget for the course?			(Evidence will include a summary of costs, the course budget and a record of expenditure)	CIF key question 5: How effective are leadership and management? ECM/CIF: Achieving economic well-being; meeting the needs of employers
8	Have you been allocated sufficient time within the timetable to deliver the programme?			(Evidence will include timetables and information on staffing and accommodation)	CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
9	Does the accommodation provide a safe and suitable environment for teaching and learning?			(Evidence will include surveys of accommodation and access to facilities, and feedback from learners)	CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving ECM: Staying safe ECM/CIF: Achieving economic well-being; meeting the needs of employers
10	Is the accommodation accessible to all learners?			(Evidence will include an accommodation audit, room surveys and disability and equal opportunities policies)	CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving ECM: Staying safe ECM/CIF: Achieving economic well-being; meeting the needs of employers

3 Selection and recruitment

How effective are your selection and recruitment procedures?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Do learners have access to an appropriate range of courses at appropriate levels?			(Evidence will include the options booklet, course descriptions and the school or college's 14–19 course portfolio)	CIF key question 4: How well are learners guided and supported? CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving
2	Is your offer socially inclusive, providing equal access and opportunities for all learners?			(Evidence will include provider policies, records of learners recruited and marketing strategies)	CIF key question 4: How well are learners guided and supported? CIF key question 5: How effective are leadership and management? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution
3	Do learners receive appropriate high quality support when choosing courses?			(Evidence will include interview records, guidance interviews and Personal Assessment [PA] records)	CIF key question 4: How well are learners guided and supported? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
4	Is course literature effective?			(Evidence will include course booklets and feedback from learners)	<p>CIF key question 3: How well do programmes and activities meet the needs and interests of learners?</p> <p>CIF key question 4: How well are learners guided and supported?</p> <p>CIF key question 5: How effective are leadership and management?</p> <p>ECM: Being healthy</p> <p>ECM: Staying safe</p> <p>ECM: Enjoying and achieving</p>
5	Are diagnostic systems effective?			(Evidence will include diagnostic records and course team discussions)	<p>CIF key question 1: How well do learners achieve?</p> <p>CIF key question 4: How well are learners guided and supported?</p> <p>CIF key question 5: How effective are leadership and management?</p> <p>ECM: Being healthy</p> <p>ECM: Staying safe</p> <p>ECM: Enjoying and achieving</p>
6	Are partnership arrangements with other agencies to provide advice and guidance effective?			(Evidence will include service-level agreements, minutes of steering group meetings and an evaluation of partnership working)	<p>CIF key question 4: How well are learners guided and supported?</p> <p>CIF key question 5: How effective are leadership and management?</p> <p>ECM: Being healthy</p> <p>ECM: Staying safe</p> <p>ECM: Enjoying and achieving</p>

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
7	Do you have access to learners' profiles and SAT scores?			(Evidence will include Key stage 3 SAT scores and other essential information)	CIF key question 3: How well do programmes and activities meet the needs and interests of learners? CIF key question 4: How well are learners guided and supported? CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving

4 Industry links

How effective are your links with the vocational sector?

1	Do you have a database of companies and organisations that operate within your vocational sector?			(Evidence will include a database of employers that contains contact information and details of the support they provide)	CIF: Meeting the needs of employers ECM: Enjoying and achieving ECM: Achieving economic well-being
2	Have you identified when and how you need to involve industry and other organisations in your programme?			(Evidence will include a programme plan, schemes of work and records of contact made with employers and other organisations in the sector)	CIF: Meeting the needs of employers ECM: Enjoying and achieving ECM: Achieving economic well-being

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
3	Have you ensured that all procedures regarding involvement with industry are being adhered to?			(Evidence will include health and safety, insurance and CRB checks)	CIF: Meeting the needs of employers ECM: Enjoying and achieving ECM: Achieving economic well-being

5 Teaching

How effective are teaching and training?

1	Is course planning effective?			(Evidence will include the programme plan, course and staff timetables, schemes of work, feedback from internal moderation and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
2	Is course planning thorough and comprehensive?			(Evidence will include schemes of work, session plans, feedback from the internal moderator and feedback from learners).	CIF key question 2: How effective are teaching, training and learning? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
3	Are learning objectives clearly defined in session plans?			(Evidence will include session plans, audits of course files and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
4	Are sessions planned mindful of learners' preferred learning styles?			(Evidence will include session plans, audits of course files and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
5	Are differentiated teaching and learning materials prepared and used appropriately to promote learning for all?			(Evidence will include session plans, audits of course files and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
6	Are peer and self-assessment used in teaching and learning sessions to promote active learning?			(Evidence will include session plans, audits of course files and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
7	Are individual learning plans (ILPs) informed by initial assessment?			(Evidence will include tutorial schedules, feedback from learners, audits of course files and ILPs, and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
8	Are ILPs reviewed and updated regularly?			(Evidence will include tutorial schedules, feedback from learners, audits of course files and ILPs, and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
9	Are assignments, tasks and activities appropriately briefed and thoroughly de-briefed?			(Evidence will include session plans; feedback from learners; audits of course files, assignments, tasks, activities and ILPs; and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
10	Does feedback to learners contain a balance of correction and encouragement?			(Evidence will include session plans, feedback from learners, audits of course files, analysis of learners' work with written feedback and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
11	Is feedback detailed, evaluative and constructive, and does it include advice and guidance on how learners can improve their work?			(Evidence will include session plans, feedback from learners, audits of course files, analysis of learners' work with written feedback and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
12	Is learners' progress throughout the session monitored against learning objectives set?			(Evidence will include session plans, feedback from learners, analysis of learners' work with written feedback and records of observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
13	Is good or better teaching consistently provided?			(Evidence will include schemes of work, session plans, feedback from learners and observations of teaching and learning, and the grade profile of teaching and learning sessions)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
14	Are teachers mindful of learners' individual learning styles when undertaking session planning and the delivery of teaching and learning?			(Evidence will include ILPs, session plans and tutors' records)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

6 Learning

To what extent are learners enabled to learn effectively?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Are there good working relationships between staff and learners?			(Evidence will include feedback from learners and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
2	Are learners motivated to learn by the environment and teaching methods used?			(Evidence will include feedback from learners, observations of teaching and learning, and the internal moderator's report)	CIF key question 2: How effective are teaching, training and learning? CIF key question 5: How effective are leadership and management? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
3	Are appropriate support services available to meet the needs of individual learners?			(Evidence will include CPD plans for teachers and support staff, details of learner support services, feedback from learners and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving
4	Are teachers and support staff working together with the common purpose of promoting accessible learning for all?			(Evidence will include CPD plans for teachers and support staff, details of learner support services, feedback from learners and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? CIF key question 5: How effective are leadership and management? ECM: Enjoying and achieving
5	Are the needs of individual learners being met?			(Evidence will include CPD plans for teachers and support staff, details of learner support services, feedback from learners and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
6	Are learners taking an active part in teaching and learning sessions?			Details of learner support services, feedback from learners and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving.
7	Is learning tested by appropriate methods?			(Evidence will include feedback from learners, session plans and observations of teaching and learning)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving

7 Assessment and moderation

How effective are assessment and moderation in meeting the needs of learners, the awarding body and/or programme and employers?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Do you have an effective system for formative and summative assessment?			(Evidence will include the assessment plan and schedule, assessment and review documentation and the revision plan, the internal moderation plan and documentation)	CIF key question 2: How effective are teaching, training and learning? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM: Making a positive contribution ECM/CIF: Achieving economic well-being; meeting the needs of employers
2	Are assessment and recording suitable for the courses and programmes ?			(Evidence will include awarding body documentation, assessment and review forms, and internal and moderation records and documentation)	CIF key question 2: How effective are teaching, training and learning? ECM: Being healthy ECM: Staying safe ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
3	Is assessment fair, accurate and carried out regularly?			(Evidence will include assignments, assessment reviews, internal moderation reports, external moderation reports, feedback from learners).	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
4	Is initial assessment and diagnostic testing used to design a programme of work and individual learning plans (ILPs)?			(Evidence will include learners' records and ILPs)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
5	Do you have an effective system for internal moderation?			(Evidence will include the internal moderation plan and feedback from the moderator)	CIF key question 2: How effective are teaching, training and learning? ECM/CIF: Achieving economic well-being; meeting the needs of employers
6	Are you able to arrange external assessments properly?			(Evidence will include the examination timetable and examinations policy documents)	CIF key question 2: How effective are teaching, training and learning? ECM/CIF: Achieving economic well-being; meeting the needs of employers
7	Do you communicate effectively with consortium partners regarding assessment and moderation?			(Evidence will include a service-level agreement and consortium protocols)	CIF key question 2: How effective are teaching, training and learning? ECM/CIF: Achieving economic well-being; meeting the needs of employers

8 Retention, achievement and value added

How many learners complete the programme and achieve success?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Do retention rates compare well to those for other programmes?			(Evidence will include course performance data and feedback from learners)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving
2	Do achievement rates compare well with the national average for the subject/programme?			(Evidence will include course performance data)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving
3	Have trends in performance improved over time?			(Evidence will include course performance data for three or more cohorts)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving
4	Does learners' achievement compare well with value-added measures?			(Evidence will include data from learners' schools, units or colleges and data in individual learning plans)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving

9 Progression

How effective are you in providing learners with clear progression routes?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Do you have a good knowledge of the progression opportunities available for your learners' subject area?			(Evidence will include careers information, and access to information, advice and guidance)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving
2	Do individual learning plans (ILPs) identify progression routes?			(Evidence will include ILPs)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving
3	Do you know the destinations of previous cohorts of learners?			(Evidence will include tracking data and an analysis of destination data)	CIF key question 1: How well do learners achieve? ECM: Enjoying and achieving

10 Work-related learning

To what extent is work-related learning planned effectively and delivered efficiently to meet learners' and employers' needs and external requirements?

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
1	Is work-related learning (WRL) regarded as a whole-school matter, with a senior manager allocated responsibility for its implementation?			(Evidence will include the identification of an appropriate senior manager who takes responsibility for WRL, and minutes of meetings with key staff responsible for the implementation of WRL)	CIF key question 5: How effective are leadership and management?
2	Is there an effective policy and management structure in place for WRL?			(Evidence will include a sample policy and details of the management structure including roles and responsibilities)	CIF key question 5: How effective are leadership and management?
3	Do all WRL activities meet Department for Education and Skills and Learning and Skills Council legal requirements on health and safety, child protection and other issues?			(Evidence will include policies, protocols, continuous professional development plans and CRB checks)	CIF key question 5: How effective are leadership and management? ECM: Staying safe

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
4	Is there a coherent programme for learning for, through and about work that addresses the needs of all learners and adheres to Qualifications and Curriculum Authority guidance?			(Evidence will include options booklets, details of the 14–19 course portfolio and progression data)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
5	Has the WRL programme been mapped against learners' courses?			(Evidence will include planning evidence, analysis and cross-referencing data)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving
6	Is there a sequence of work-related activities that start at Key stage 3 and have built in progression to the 16–19 phase?			(Evidence will include course plans, schemes of work, session plans and sample assignments, tasks and activities)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
7	Is a range of active learning approaches used to link theory and practice?			(Evidence will include schemes of work, session plans, reports of observations of teaching and learning, and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
8	Are learners well prepared for, and de-briefed on completion of, their WRL activities?			(Evidence will include schemes of work, session plans, reports of observations of teaching and learning, and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
9	Are systems in place for assessing and recording learners' learning from WRL activities?			(Evidence will include the assessment policy, learners' marked work with written feedback, sample recording documentation and internal and external verifier reports)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
10	Are there service-level agreements with link agencies?			(Evidence will include sample service-level agreements and protocols)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
11	Are employers and other partners clear about intended learning outcomes for WRL activities?			(Evidence will include sample policies and protocols, agendas and minutes of meetings and feedback from employers and other partners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM: Achieving economic well-being; meeting the needs of employers

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
12	Is the programme monitored to ensure that learners following different pathways receive at least their minimum entitlement to WRL set out in the National Framework?			(Evidence will include monitoring arrangements, course plans, the WRL policy, progression data and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
13	Does evaluation focus on the learning outcomes for learners and on helping learners to recognise the value of that learning?			(Evidence will include quality monitoring systems, procedures and documentation; reports of observations of teaching and learning; and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers
14	Do learners have an opportunity, periodically, to recognise, review, consolidate and plan for future WRL?			(Evidence will include personal tutorial records, individual learning plans and feedback from learners)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM/CIF: Achieving economic well-being; meeting the needs of employers

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
15	Is the WRL programme reviewed annually?			(Evidence will include quality monitoring systems, procedures and documentation and reports of observations of teaching and learning reports)	CIF key question 2: How effective are teaching, training and learning? ECM: Enjoying and achieving ECM: Achieving economic well-being; meeting the needs of employers

11 Enterprise education

How effective is the planning and delivery of enterprise education in terms of meeting the needs of learners and the wider community and adhering to external agency requirements?

1	Is enterprise learning at Key stage 4 and post-16 planned for and delivered?			(Evidence will include options booklets, enterprise policy and protocols, schemes of work and session plans, and feedback from learners)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
2	Have outcomes for enterprise learning been identified?			(Evidence will include course/unit analysis, schemes of work and session plans)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
3	Do learners develop enterprise capability. Are the outcomes of enterprise learning appropriately assessed and recorded?			(Evidence will include reports of observations of teaching and learning, assessment records, schemes of work, session plans and feedback from learners)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
4	Are there opportunities for progression in enterprise learning from Key stage 4 into post-16?			(Evidence will include course portfolio and progression data)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
5	Are the main strengths and weaknesses of current teaching and learning strategies for enterprise education appropriately identified?			(Evidence will include annual course review records, reports of observations of teaching and learning, and minutes of course team and enterprise staff meetings)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
6	Do developments in e-learning, personalised learning and assessment for learning include enterprise and work-related learning?			(Evidence will include schemes of work, session plans and reports of observations of teaching and learning)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being

No.	Question	Yes?	No?	Evidence	Cross-referenced with the five key questions of the Common Inspection Framework (CIF) and the five outcomes of Every Child Matters (ECM) where applicable
7	Is enterprise education part of a coherent work-related learning programme at Key stage 4 and post-16?			(Evidence will include course plans, schemes of work, session plans, annual course reviews and evaluations, and reports of observations of teaching and learning)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
8	Is the leadership, management and coordination of enterprise education effective at 14–19?			(Evidence will include identification of an appropriate member of the senior management team, job roles and responsibilities, and minutes of meetings focusing on enterprise education)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being
9	Is there a whole-school enterprise ethos that encourages staff and learners to initiate and implement new ideas?			(Evidence will include an enterprise policy, minutes of meetings, feedback from learners and evaluation of a range of cross-school initiatives)	ECM: Enjoying and achieving ECM: Making a positive contribution ECM: Achieving economic well-being

Quality audit checklists and action plans

1.1 Course planning

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of course planning.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To what extent is your course planned effectively?									
How effectively have you analysed the course units?									
How effective is the plan you have produced for the programme?									
How effective are the schemes of work written for each unit?									
How effective is session planning?									
How effectively do assignments meet programme requirements?									
How effective are the assignments in meeting the requirements for work-related learning?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effectively do assignments meet learners' needs?									
How effective is planning for the course induction?									

1.2 Resources and staff

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at resourcing and staffing your courses.

To what extent have you considered and made arrangements for the availability of appropriate teaching and learning resources throughout the course?									
Have you conducted a staff audit to determine the suitability of staff to deliver the course? If so, how thoroughly was it undertaken and how have you used the information obtained?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
Do the qualifications and recent vocational experience of staff match the demands of the programme and the range of learners?									
How effectively have you identified staff development needs?									
How effective is the continuous professional development (CPD) plan for support staff at meeting the needs of all learners?									
How effective is the CPD plan for teachers at meeting the needs of all learners?									
Have you applied for customised, in-house training from LSN or other providers including the awarding bodies?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How appropriate are the tools equipment and resources available (including internet access) for supporting course delivery?									
Do you have a dedicated resource base for the learners? If so, how appropriate is it?									
Do you have an adequate budget for the course?									
How effective is course and/or staff timetabling in enabling delivery of the programme, including visits and placements?									
How accessible is accommodation to all learners?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

1.3 Selection and recruitment

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of selection and recruitment.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effective are your selection and recruitment procedures?									
How socially inclusive is your provision in terms of providing equal access and opportunities for all learners?									
How effective is the guidance and support offered to learners choosing courses?									
How effective is your course literature?									
How effective are diagnostic systems in leading individual learners to, and providing, advice and guidance?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effective are partnerships with other agencies that provide advice and guidance?									
How good is your access to learners' profiles and SAT scores?									

1.4 Industry links

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of linking with industry.

How effective are your links with the vocational sector?									
Do you have a database of companies and organisations that operate within your vocational sector?									
Have you identified when and how you need to involve industry and other organisations in your programme?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
Have you ensured that all procedures regarding involvement with industry are being adhered to?									

1.5 Teaching

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of teaching.

How To what extent are courses planned effectively?									
To what extent is teaching planned effectively?									
To what extent is teaching planned mindful of learners' preferred learning styles?									
How effective are differentiated teaching and learning materials?									
How effectively do teachers plan for active learning?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To what extent does the template for individual learning plans (ILPs) meet the needs of learners?									
How effective is the process of reviewing and completing ILPs?									
How effective is oral feedback?									
How effective is written feedback?									
How effectively is learners' progress monitored throughout teaching and learning sessions?									
What is the overall quality of teaching across the course?									
To what extent are learners' needs being met?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

1.6 Learning

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of learning.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effective are the working relationships between staff and learners?									
To what extent are learners motivated to learn by the environment and teaching methods used?									
To what extent do the support services available meet the needs of individual learners?									
To what extent are the needs of individual learners being met?									
To what extent do learners take an active part in teaching and learning sessions?									
How effective are methods of testing learning?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

1.7 Assessment and moderation

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of assessment and moderation.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effective are the systems for formative and summative assessment?									
To what extent are forms of assessment and recording suitable for learners and the awarding body?									
To what extent is assessment carried out accurately, fairly and regularly?									
To what extent is initial assessment and diagnostic testing used to design a programme of work and individual learning plans?									
How effective are the arrangements for external assessment?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To what extent do your systems for internal moderation meet the needs of learners, the programme and the awarding body?									
How effective is your communication with consortium partners regarding assessment and moderation?									

1.8 Retention, achievement and value added

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of retention, achievement and value added.

How well do retention rates compare with those for other programmes?									
How well do achievement rates compare with the national average?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How well have trends in performance improved over time?									
How well does learners' achievement compare with value-added measures?									

1.9 Progression

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of progression.

As a provider of education and training, how good is your knowledge of the progression opportunities available?									
How well do individual learning plans identify progression routes?									
How robust is destination data?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

1.10 Work-related learning

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of work-related learning.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To what extent is work-related learning (WRL) regarded as a whole-school matter?									
To what extent does the policy and management structure in place for WRL support the effective delivery of this provision?									
How well does your institution meet Department for Education and Skills and Learning and Skills Council legal requirements on health and safety, child protection and other issues in the context of WRL?									
How effectively are the needs of all learners met when assessed against Qualifications and Curriculum Authority guidance?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effectively have WRL programmes been mapped against learners' courses?									
To what extent does the sequencing of work-related activities that start at Key Stage 3 build in progression to the 16–19 phase?									
How well does a range of active learning approaches link theory and practice?									
How well are learners prepared for, and de-briefed on completion of, their WRL activities?									
How effective are the systems in place for assessing and recording learners' learning from WRL activities?									
To what extent are employers and other partners clear about intended learning outcomes for WRL activities?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effectively is the programme monitored to ensure that learners following different pathways receive at least their minimum entitlement to WRL as set out in the National Framework?									
To what extent do reviews and evaluations focus on the learning outcomes for learners and on helping learners to recognise the value of that learning?									
How would you judge the quality of opportunity that learners have to periodically recognise, review, consolidate and plan for future WRL?									
How effective are annual course reviews and evaluations in the context of WRL?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

1.11 Enterprise education

Using the four-point scale incorporated within *Every Child Matters* and the revised *Common Inspection Framework*, evaluate how successful you are at various aspects of enterprise education.

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To How would you judge existing provision for enterprise learning at Key stage 4 and post-16?									
How effectively have outcomes for enterprise learning been identified?									
To what extent do learners develop enterprise capability and how effectively are outcomes of enterprise learning assessed and recorded?									
How effective are the opportunities for progression in enterprise learning from Key stage 4 into post-16?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
How effective are current teaching and learning strategies for enterprise education at meeting learners' and employers' needs and at meeting external agency requirements?									
To what extent are developments in e-learning, personalised learning and assessment for learning included in enterprise and work-related learning?									
To what extent is enterprise education part of a coherent work-related learning programme at Key stage 4 and post-16?									
How effective is the leadership, management and coordination of enterprise education at 14–19?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

Question	1	2	3	4	Evidence	Action required to promote improvement	By whom?	By when?	Monitoring arrangements
To what extent is there a whole-school enterprise ethos that encourages staff and learners to initiate and implement new ideas?									

1 = Outstanding **2** = Good **3** = Satisfactory **4** = Inadequate

2.1 Self-assessment/self-evaluation process

Is self-assessment/self-evaluation an integral part of your organisation?	Yes	No
Is there a climate of trust within your organisation where all staff are self-critical about their performance?		
Is the principal/chief executive/head teacher actively involved in the self-assessment/self-evaluation process?		
Is the senior management team actively involved in the self-assessment/self-evaluation process?		
Are governors actively involved in the self-assessment/self-evaluation process?		
Do the principal/chief executive/head teacher, senior management team and governing body critically evaluate their performance as part of their responsibility to raise standards?		
Is accurate and robust data used as the basis of the self-assessment/self-evaluation process?		
Does your organisation compare itself with national benchmarking data?		
Are trends over time used within the self-assessment/self-evaluation process to evaluate your performance?		
Does your self-assessment/self-evaluation process involve the systematic identification of good practice?		
Does your self-assessment/self-evaluation process methodically use identified good practice to raise standards within other parts of the organisation?		

Is self-assessment/self-evaluation an integral part of your organisation?	Yes	No
Has your organisation identified proven intervention strategies for raising standards?		
Does your self-assessment/self-evaluation process demonstrate that intervention strategies deemed fit for purpose are implemented effectively to improve the quality of provision?		
Does your self-assessment/self-evaluation process involve external and appropriate individuals to bring objectivity to your internal quality mechanisms?		
Are internal decisions about quality moderated by an appropriate, external person to provide validity?		
Are your observations of teaching and learning based on national standards?		

2.2 Internal quality assurance

The internal quality assurance arrangements for my school/college:	Yes	No
place the learner at the centre		
are owned by all staff who are then empowered to make them work prove the quality of provision for the benefit of the learner		
are an integral part of daily operations		
contribute to creating a culture of continuous improvement within the educational establishment		
My school/college has ensured that its quality assurance arrangements are:		
fully integrated		
undertaken using a bottom-up approach		
Do the quality assurance arrangements at your institution:		
involve learners?		
address learners' needs?		
minimise the duplication of information?		
prevent the duplication of data in different formats?		
avoid the over-reliance on paper-driven arrangements?		
act as an early warning mechanism to detect issues that may affect the quality of provision without timely intervention?		
ensure learners receive consistently high standards of education, training and levels of support?		
inform curriculum planning and continuous professional development?		
identify and disseminate good practice?		

The quality management systems and procedures at my school/college provide information to produce an accurate picture of the quality of provision at a given time in order to:	Yes	No
meet external agency requirements		
provide evidence on which to compile a self-evaluation form or a self-assessment report		
contribute to a culture of continuous improvement		

2.3 Session plans

Does your session plan:	Yes	No
demonstrate effective planning?		
provide details on the programme title, level and unit being delivered?		
state if the unit is tested externally?		
include appropriately formulated learning aims and objectives?		
state the start and finish time?		
provide information on the group's characteristics (ie seven learners are aged 16–19, four learners are 19+, two learners are under the age of 16, three learners have been diagnosed with dyslexia)?		
include information on learners' preferred learning style		
(ie visual, auditory or kinaesthetic)?		
maximise opportunities to use information learning technology?		
demonstrate a differentiated approach?		
justify other professionals' involvement in the teaching and learning session (eg learning support assistants, basic skills and key skills support tutors) and how they are going to be used to promote learning?		
demonstrate how individual learners' needs are going to be met?		
Build in opportunities for oral feedback?		
provide details on the range of teaching delivery methods?		
provide details on activities and identify if they are visual, auditory or kinaesthetic?		
provide details on visual aids and teaching and learning materials?		
identify assessment methods used in the session?		
provide details on the integration of key skills?		

References

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- ⁶ ALI/Ofsted (2005). *Common inspection framework for education and training*, Adult Learning Inspectorate/Ofsted.
- ⁷ DfES (2005). *14–19 education and skills*, Department for Education and Skills.
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Further reading

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Jones CA (2004). *Putting learning first: the effective delivery of vocational A-levels*. London: Learning and Skills Development Agency. Available via www.lsneducation.org.uk/pubs/index.aspx (accessed 21 April 2006).

For further information about staff development in connection with this resource, please contact:

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**14–19: Programme of Support
for Delivery of Change on the Ground**

