

Key General Points:

- This document helps you to reflect on the “Expected criteria” as these have to be met before higher grades can be considered.
- Familiarise yourself with the Toolkit and reflect on how you can show that you can meet the “expected standard”. Are there any gaps?
https://assets.publishing.service.gov.uk/media/6a2a7767d95ffddb05d4ae7e/Further_education_and_skills_inspection_toolkit_for_use_from_September_2026.pdf
- Know your learners – their start points, aspirations, individual needs and particularly those who face the challenges as outlined in the Inspection toolkit.
- Ensure that you are making use of the information that is available to you to inform and enhance your learners’ experience, for groups and individuals. Do you have a mechanism to share relevant course level information with the nominee in readiness for the planning calls?
- Consider embedding the evidencing of the criteria within your routine academic practice, so that you have documents and supporting evidence in readiness for “the call”. Ofsted preparation should be a continuous embedded activity- not just pre-inspection.
- “build a “cross-university” community to share good practice and build Ofsted awareness and confidence.
- Think about and have ready areas that you want to showcase and celebrate that may be suggested as the topic for learning walks. Keep these focussed and ensure that they show impact.

Safeguarding

- Do leaders have up to date information to evidence that all staff have completed all required safeguarding training for the last 2 years?
- Can staff recognise signs of potential safeguarding concerns? Can you evidence this?
- Are reporting and support mechanisms clearly signposted and easily accessible to learners and staff? Do you check that learners know how to report concerns and where to get support? Can this be evidenced?
- Does the institution work with partner agencies to ensure that learners are provided with the necessary support? What are the mechanisms to refer learners for this support? Do you have examples?
- Are there regular discussions with the learners about radicalisation and extremism, inc. the local and national risks are and how to spot the signs? Is this consistently evidenced across the institution?

Inclusion

- How can you evidence that you quickly identify all learners (not just those with ALN) who experience barriers and challenges to learning? Do you have a list that you can share with the lead inspector at the planning call?
- Do all staff understand the range of barriers that learners may face?
- How are staff supported to quickly identify barriers to learning? What training have they had to adapt approaches to support learning?
- Are there processes in place to “assess, plan, do and review”?
- Are their processes in place to ensure that workplaces and workplace staff also receive appropriate training and support to understand how to overcome barriers to learning?
- Do staff have access to specialist support/training if they are responsible for learners with diagnosed difficulties. Eg Autism

Leadership and Governance

- Is there evidence of oversight across the provision- identifying strengths and areas for development? How are actions for improvement monitored? Is there evidence of challenge and holding leaders to account?
- Is there evidence of governors monitoring the effectiveness of support for learners who face barriers and challenges to learning checking that support systems are efficient and effective?
- Are apprentices at the heart of decision making? How can you evidence this?
- Do leaders and managers use resources effectively, regarding staff workload and wellbeing?
- Do leaders and managers monitor the performance of staff who face barriers to learning?
- Do leaders work effectively with stakeholders to plan the curriculum to meet employer and learner needs?
- Is there a planned CPD programme, with allocated staff time, to support the pedagogic and professional practice of staff?
- Is there an effective process for monitoring subcontracted provision? Do leaders and managers have clear oversight of the outcomes and actions that may result?

Curriculum, Teaching and Training

- Quality enhancement activities are undertaken, and areas for development or improvement acted upon quickly.
- The sequence of the curriculum shows that learning is gradually built up from fundamental to more complex topics.
- The curriculum is clearly co- created with employers and aligned to relevant professional body standards and the KSBs of the apprenticeship standard.
- The curriculum is adaptable and flexible to be able to meet learner needs, particularly those who face barriers to learning.
- Staff are encouraged to, and have time to engage in pedagogical and professional development, which is evident in their teaching.
- Lessons include strategies to help learners to remember and check learning so that gaps or misunderstandings can be clarified.
- Learners use professional vocabulary in their classroom interactions and written work.
- Tutors regularly provide developmental feedback- in lessons and on written work.
- Co-planning of the on and off the job training to support apprentices to apply and practice new knowledge , skills and behaviours at work.

Achievement

- Staff should know the achievement, progressions and retention statistics for their modules/ programmes, and know how those with barriers to learning perform in comparison to those without barriers. Are your reasonable adjustments working?
- How can you evidence that learners are progressing through the curriculum and achieving milestones and interim goals?
- Where is there evidence that the KSBs of the standard are met and work reflects at least the relevant academic standard? It will be useful to identify potential examples of work where learners have developed and improved their performance during the course, responding to feedback.
- How can you show how English, Maths and digital skills are developed.
- Have destination data available, and able to illustrate how some learners have gained promotion or additional responsibilities after graduation.

Participation and Development

- How can you show that staff promote safe and respectful environments- classroom/ online/ workplace? What actions have been taken to promote student wellbeing?
- Staff should know the attendance statistics for their module/ programme.
- How can you demonstrate that you have high expectations for behaviour and clear messages about bullying and harassment.
- How is non-engagement and poor attendance identified and addressed- are there illustrative examples to show the effectiveness of the approach?
- What wider development opportunities are available within the programme eg membership of student societies (do apprentices actually participate?) or professional societies; participation in conferences; voluntary activities.
- How do you show that mental and physical health and healthy relationships are embedded within the curriculum and that you check individual understanding.
- How can you show that discussions about FBV and diversity are embedded in the curriculum and that you check individual understanding
- How can you show that Careers education and guidance is coherent and embedded and aspirations discussed with individuals, with support to meet individual aspirations.