



REFLECTION

April – May 2020



‘Innovation distinguishes between a leader and a follower’

Steve Jobs, former CEO Apple

From the editor

What a month! Out of all the sadness, fear and frustration this month has also had its highlights. Without doubt the most positive has been how brilliantly the FE Sector has shown just how amazing, caring and truly innovative it is!

Social media has come alive with fantastic stories about what providers are doing, going above and beyond to support learners, showing their creativity and adapting to the challenging environment. The Ofsted mantra of ‘do the right thing’ is clearly evident.

Many providers have found new, innovative and exciting approaches to remote delivery. With new practice come new challenges such as managing quality for home working and remote delivery. Times like this bring out the best innovation in your tutors, try to capture this as not only inspection evidence, but as excellent innovative approaches that can be used when back in the classroom.

Fin Networking Events

Networking events have gone live and following the successful session in April, members are invited to book on FREE OF CHARGE to the next two events.

12th May - Planning for the future, new ways of working and success stories from the field.

21st May - Sector update and Business planning.

Book on within the members area of the fin website.

Fin Resources - Members Only

Members may wish to look at the Observation guidance in resource 6a1, this has a reference to remote observation.

We also have a new resource for members identifying career opportunities for learners, see resource 5c4. This is a Word document for editing and focuses on the career rather than the qualification. This version is for motor vehicle and can be amended for any career.

A Quest for Excellence

We know there is some really good and innovative learner engagement and we would like to see it first-hand. We are looking for members to come forward with suggestions so we can sample. Our aim is to pull together from our members, a guide that reflects this really good practice. We will ensure any material we produce is written in a way that can be used as evidence of sharing good practice. Got something good you would like us to see?

Please email: info@fin-online.org.uk

From Ofsted published reports

In the new EIF Ofsted still observe learning, but it’s rarely mentioned in good and better reports. However, internal observation is still an important element of the providers quality assurance process. From reports:

Governors receive information on the performance of apprentices. However, because managers do not use the outcomes of their observations of teaching and learning well enough, governors do not yet receive clear information on the quality of teaching and training and how it informs the continual personal development of staff.

Managers carry out observations to evaluate the quality of teachers’ practice. However, feedback from a small minority of observations is not precise enough to help staff identify what they need to do to enhance their practice and improve the development of learners’ knowledge and skills.

Leaders have introduced a well-considered quality assurance process with a good focus on improving the quality of the provision and the experience of learners.

Observing remotely

How do we quality assure remote learning? Is it good quality and how do we know its good?

Providers need to consider their current observation strategy and ensure the policy includes arrangements for home working and remote observation, including a sensitive and effective approach for dropping-in on remote sessions. For those where remote observation is still in the early stages of development here are some tips you may want to consider:

How the observer will be introduced, and the process explained.

How tutors consider the environment where the learner finds themselves and the constraints they have to work within.

Tutors intent, is it clear for the learner, what is being learnt and how?

Quality of delivery, to what extent does the delivery model meet learners individual needs and present challenge?

Consider the impact of questioning, are learners asked to expand on an answer rather than just state a fact.

Outcomes, was the intent met, what has been learnt and what are the next steps?

Good questioning isn’t just about finding out what learners know, it’s about finding out what they don’t know.

In this issue we focus on evaluating how well standards and quality are upheld and maintained. Its critical the findings from observation are used to improve the quality of delivery.