

Education inspection framework: Inspecting personal development

Further education and skills



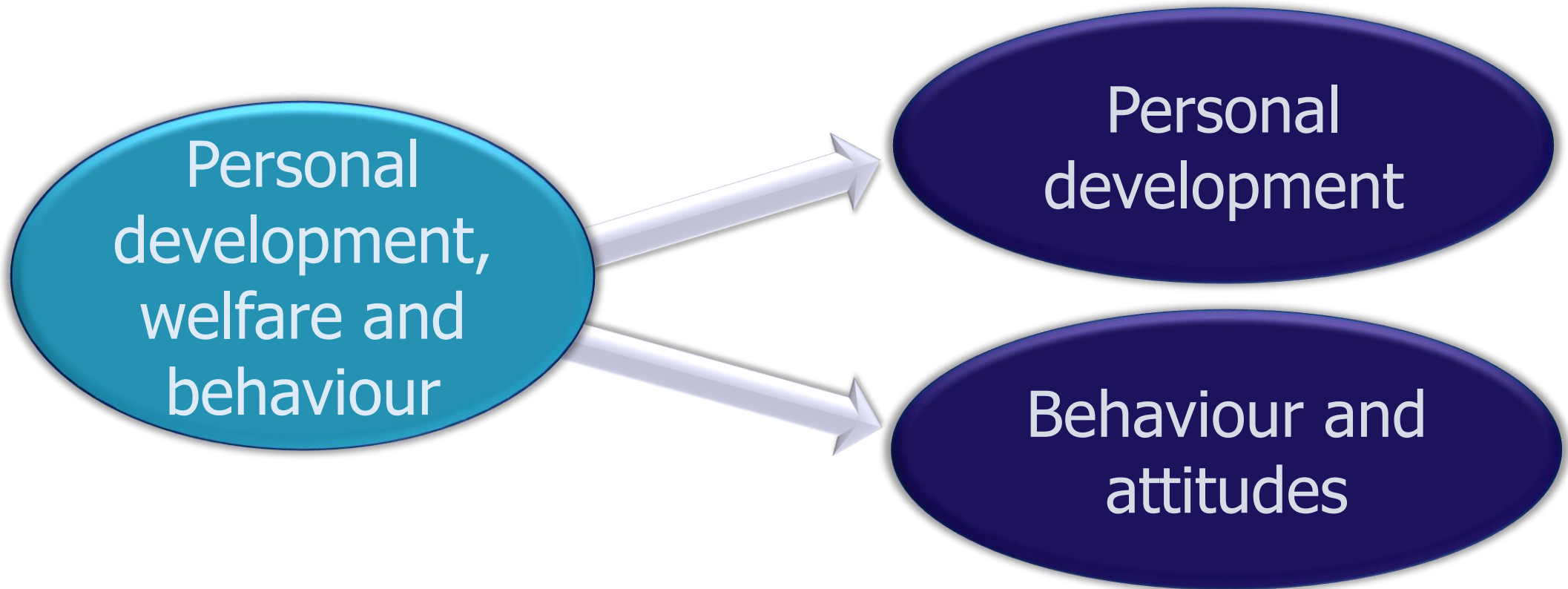
Inspecting personal development, behaviour and welfare

- Further education and skills providers play a crucial role in ensuring that learners of all ages post-16 are equipped with the knowledge and skills that improve their life chances.
- The combined inspection judgement of 'personal development, behaviour and welfare' was introduced in September 2015.
- It is a recognition that the curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational and that the provider create a positive, disciplined environment where effective learning can take place.
- It has quite often been scored higher than the overall effectiveness grade.
- Its usually something done well in further education and sometimes done very well.
- But since this existing judgement combines all of these elements - it has not been easy to separate reporting on personal development from that on behaviour.
- The wide range of issues covered within it (behaviour as well as personal development) has sometimes made it challenging for inspectors to report and grade the provision meaningfully - especially the impact.
- This has also made it difficult for users to understand the reporting under this judgement.
- For personal development it is only really possible to assess the quality and intent of the provision.
- By contrast, behaviour and attitudes can be assessed in terms of the impact the provider's work has on students at the point of inspection.
- Personal development deserves a clearer focus.

The EIF consultation proposal: Outcomes from the consultation

- Ofsted recently consulted on its proposals for the education inspection framework to apply from September 2019.
- The main proposal was that there should be a separate judgement on the quality of education – that was widely supported and this will be the key focus of inspections from September 2019.
- We also proposed in our consultation to have separate judgements about learners' behaviour and attitudes from those about learners' wider personal development.
- Nearly eight in 10 respondents supported introducing separate judgements.
- They welcomed the greater clarity offered by separately grading and reporting these two judgement areas.
- Respondents also welcomed Ofsted's recognition that personal development can be impacted significantly by factors outside education providers.

Separate judgements for 'personal development' and 'behaviour and attitudes'



New inspection judgements



Overall effectiveness



Quality of education



Personal
development



Behaviour
and attitudes



Leadership
and
management

Personal development: What this means in practice

- This will give a clearer focus on students' personal development separate from the matter of behaviour and attitudes.
- It will bring greater attention to what education providers do to educate learners in the broadest sense, sometimes referred to as 'the wider curriculum'.
- This recognises that providers can teach and train learners how to build their confidence and resilience, for example, but they cannot necessarily determine how well young people and adult learners draw on this.
- It also recognises that personal development can be affected significantly by factors outside the control of influence of education providers, such as in the home or the community.
- Inspectors will seek to evaluate the quality and intent of what a provider offers and will look to see what learners know but will not attempt to measure the impact of the provider's work on the lives of individual learners.

Inspecting personal development: Coverage



The judgement focuses on:

- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully
- developing responsible, respectful and active citizens
- developing learners' character and confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an appropriate understanding of healthy relationships
- promoting equality of opportunity so that all learners can thrive together
- promoting an inclusive environment that meets the needs of all learners
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Inspecting personal development: What does good personal development look like? *Good grade descriptor*



- The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence –and, where relevant, help them know how to keep physically and mentally healthy.
- The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.
- The provider prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.

Inspecting personal development: evaluation

Inspectors will evaluate:

- the range, quality and take-up of extra-curricular activities offered
- how well leaders develop learners' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that learners have
- the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps.
- learners' understanding of the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common
- how well leaders promote British values.

Inspecting personal development: How will we collect evidence?

Inspection methodology:

- 'deep dives'/ focused curriculum reviews involving discussions with students about their experience of education
- speaking to teachers, managers, employers and other partners
- collecting views of students on inspection
- Learner View – revised questions.

Inspecting personal development: Reporting



- Personal development will be graded and reported on in inspection reports.
- The grade awarded for personal development will be considered to inform the grade for overall effectiveness.
- Reports will have a section on the front page 'what is it like to be a learner at this provider?'
- Every incentive for providers to focus on students' personal development.

Thank you



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