

Planning for Enhanced Inspection

7 February 2025

Lou Doyle in conversation with Ollie Rodley

An SDN-Mesma Webinar



Introductions



Lou Doyle
Mesma CEO
SDN Strategic Associate



Ollie Rodley
Vice Principal Quality &
Performance,
Middlesbrough College

Plan for today

- Short input on the intent and methodology
- In conversation with Ollie Rodley
- Opportunity for Q&A

Intent

Evaluate the extent to which colleges are:

- Identifying and understanding the current and future skills needs of the communities, regions, and employers they serve.
- Shaping their curriculum to meet these identified skills needs effectively.
- Ensuring that learners acquire the skills and knowledge that align with these needs, thereby enhancing their employment prospects and contributing to economic growth.

Activities

- Normal course of inspection will provide much of the evidence
- Lead inspector may request a written summary from college during planning process
- More detailed evidence will be drawn from:
 - Discussions with college leaders (including governors) and managers
 - Discussions with stakeholders in respect to skills needs
 - College's own plans, any accountability agreement, local skills improvement plan (LSIP) or similar
 - Published information and data about skills needs (such as LEP/Combined Authority/Skills & Employer Advisory Panels).

Planning for meeting with stakeholders

Heading	Detail
Civic	Local or regional government bodies.
Employers	Small, medium and large employers and businesses, bodies representing employers, relevant employer representative bodies as designated in accordance with section 2 of the Skills and Post-16 Education Act 2022
Education providers	Other providers of education including other colleges, universities/higher education institutions, independent learning providers, community learning and skills providers, schools
Community	Community representative groups, local authority projects or initiatives that train or bring into education those furthest from employment or training, or that target particular neighbourhoods, areas and communities.

Limited, Reasonable and Strong judgement

College will be considered to be making a **strong contribution** to meeting skills needs if **all** of the following criteria apply:

- leaders and managers engage very effectively with employers and other relevant stakeholders to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly
- leaders and managers involve employers and other relevant stakeholders very effectively in the design and implementation of the curriculum to prepare students for future education, employment or work
- leaders and managers are very clear how they contribute to skills needs
- leaders and managers ensure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need

Contribution to meeting skills needs

The college makes a reasonable contribution to meeting skills needs.

Leaders have developed a curriculum that is focused well on five key sectors in digital, creative arts, health and social care, construction and electrical installations. These sector areas are aligned well to the skills priorities for the college's region and locality. Leaders have taken suitable action to develop their curriculum offer and put in place appropriate resources. For example, they are working with large employers to install green renewable hubs at the Rush Green campus in response to the government's skills for a green economy agenda.

The vast majority of the college's stakeholders consider BDC a key strategic partner that helps shape, advise and deliver on their strategic plans. They greatly value the input and insight they receive from BDC. For example, BDC worked effectively with the Department for Work and Pensions to provide sector-based work academy pre-employment training programmes in civil service, warehousing and teaching assistants. These gave local people who were furthest from the job market the skills they needed to gain work in such sectors.

Leaders work well with employers and other key stakeholders at a strategic level to identify a suitable curriculum offer. However, leaders do not consistently involve employers and other relevant stakeholders in the design and implementation of the curriculum. For example, they do not involve employers enough in helping to shape the curriculum content, so that the knowledge and skills that learners and apprentices are taught match closely to current and emerging skills needs. In some subjects, lack of work experience at employers hinders learners' application of their knowledge in the workplace.

Leaders have established a number of mutually beneficial partnerships with key stakeholders across priority skill sectors. The vast majority of stakeholders report that they have effective communication with leaders at the college. As a result, they identify opportunities to collaborate on various local and regional initiatives. For example, BDC collaborates with the Institute of Technology to develop education and training programmes across a range of science, technology, engineering and mathematics occupations and industries where there are skills gaps.



Contribution to meeting skills needs

The college makes a strong contribution to meeting skills needs.

Leaders and managers engage very effectively with key stakeholders to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly. They collaborate closely with combined authorities and local councils in Teesside and surrounding areas to ensure that the college's priorities across all types of provision are aligned precisely with their stakeholders' strategic goals. As a result of this engagement and wider interactions with their stakeholders, such as the Department for Work and Pensions, community groups and charities, leaders ensure that those furthest away from employment and training are fully supported to develop their readiness for work.

Leaders are ambitious in their intent to provide education and training opportunities that respond to the skills needs of local, regional and national employers. They gain a very secure understanding of the skills needs of employers through the extensive range of employer advisory boards that they have established. They carefully assess and use information from advisory boards to review and modify the curriculum, ensuring it delivers the skills needed for the local economy to grow. For example, leaders have rapidly developed new provision and have modified existing provision using employer feedback in areas such as health and social care, construction and retrofit to ensure that the curriculum incorporates new and emerging trends.

Leaders and managers have developed strong partnerships with education leaders in local universities, colleges and schools. They work together as a consortium to ensure the education offer is coherent and avoids unnecessary duplication. Therefore, the college's vocational, academic and technical curriculum is well informed by partnership input that ensures a strong contribution to meeting skills needs.

What's to come

4. Proposed evaluation areas for FE and skills providers:

Provider as a whole:

- leadership
- inclusion
- safeguarding

Provider as a whole, but only in colleges and specialist designated institutions:

- contribution to meeting skills needs

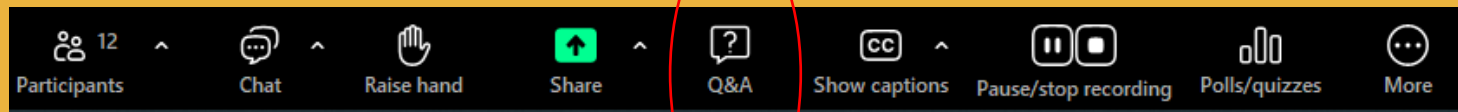
For each type of provision offered (education programmes for young people, provision for learners with high needs, apprenticeships and adult learning programmes):

- curriculum
- developing teaching and training
- achievement
- participation and development



Questions & Answers

Type your questions into the webinar panel



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Hayley Lord, Skills South Tyneside



Collaborate



Data and Document Management



Templates, Frameworks and Standards



Guidance and resources



Scheduling and reminders



Reports and downloads

Be ready for 2025/26: mesma.co.uk/contact-us





THE QUALITY PROFESSIONALS AWARDS

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Rising Star of the Year

Nominate for #QPA25

- Two awards given in many categories FE & Skills and Employability
- Closing Date **21st March 2025**
- Ceremony – Leeds Marriott
- Afternoon of 6th June
- Listen to “Speaking of Excellence...”
- **Webinar 13th Feb: Tips on nominating**

Outstanding Contribution to Quality Improvement

Taken from all nominations

Compliance Team of the Year

NEW Quality Champion of the Year

Quality Improvement Leader of the Year

Quality Collaboration

Quality Improvement Initiative of the Year

NEW Compliance Leader of the Year

Social Mobility Quality Improvement Initiative of the Year

Quality Team of the Year

Quality Improvement Professional of the Year

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Upcoming events

Quality events with Mesma

- Free webinar – 19 Feb – Unpacking Ofsted’s New Proposals – A Practical Walkthrough
- 24 Feb – Using deep dives in quality assurance
- 1 May – Quality assurance & the role of the IQA for apprenticeship standards
- 13 May – Using Observations of Practice in your Quality Cycle

Other SDN Events

- 25 Feb – Creating and using individual training plans – supporting apprentice success
- 26 March – Apprenticeship curriculum design
- 27 March – Strategic planning and the Apprenticeship Accountability Framework
- April start dates – Level 3 award in undertaking end-point assessment

For full event details and to book, visit:

www.strategicdevelopmentnetwork.co.uk/sdnevents

Thank you for joining us

Contact SDN

hello@strategicdevelopmentnetwork.co.uk

www.strategicdevelopmentnetwork.co.uk

01622 962 411

Contact Mesma

hello@mesma.co.uk

www.mesma.co.uk

0845 6588370

After this session you will
receive:

Slide deck

Survey

Webinar recording