

Top Tip

You could use these questions as an alternative to a self-assessment report to involve trainers/ teachers/ lectures/ coaches.

Ask your Administrator to contact Mesma Support to discuss access to this tool in Enquire.

**Introduction**

Our Mesma mantra when it comes to inspection is ‘no surprises’. This results from knowing your provision, its strengths, and areas for improvement. You will find questions for curriculum leaders and delivery team members in the Resources drawer.

**How to use this resource**

Use this to explore questions that *could* be covered during an inspection. It is not a checklist, but it will help you to understand any gaps in your knowledge and seek support from leaders or the inspection nominee.

Remember the discussion you have with inspectors is a professional dialogue – not an interrogation. We encourage you not to wait for the question to be asked – if you have something you want to say that is relevant to the discussion, be proactive in covering it. Inspectors will do their best in the limited time they have to give you this space. They are not trying to catch you out. Notice the questions are asked in the past tense to ensure you focus on the reality of what has or is being achieved.

This resource is also available as a template in ‘Enquire’. By using the template, you can easily share responses, share feedback, and ideas to support your team develop their confidence.

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| Question | Reflections/Evidence/Examples | Action needed |
| What do you see as the aims of the qualifications/units you teach? How does that influence your planning of the courses? |  |  |
| Why have you constructed your scheme of work/ training plan in the way you have? |  |  |
| What factors do you take into consideration when planning your lessons? |  |  |
| How does your group profile (if you have one) inform your teaching and make a difference in the learning experience? |  |  |
| How do you go about scaffolding the learning to build knowledge and skills development most logically and effectively? |  |  |
| How do learners know what they need to learn and be able to do by the end of the unit/course? |  |  |
| How do you think you demonstrate high expectations of learners through your teaching and assessment? |  |  |
| How do you relate theory to practical and industry needs through your teaching/ coaching? |  |  |
| Do you help learners practice end-point assessment methodologies through your teaching strategies? |  |  |
| How, and in what situations, would you adjust the curriculum planned for the learners? Can you give any examples? |  |  |
| What is your approach to the marking/ assessment of learners’ work and helping them to improve the standard of it in the future? |  |  |
| How do you judge how successful the qualification/course/unit is? |  |  |
| What are your strategies for improving learners’ English and mathematics skills through your vocational teaching? |  |  |
| What do you cover when you undertake progress reviews with learners? What goals or targets do you typically set together? How does the employer inform this? |  |  |
| How do set expectations for attendance and behaviour? Are they being met? What happens when they aren’t? |  |  |
| How do you keep your industry and/or subject knowledge up-to-date and relevant? |  |  |
| What subject-specific training and/or training on teaching and assessment have you received in the past 12 months? |  |  |
| Have you been observed teaching in the past 12 months? Was it useful and, if so, why? How has it improved your practice?  If you weren’t, what other strategies are used to support your development? |  |  |
| How recently have you had 121 time with your line manager to discuss performance? How has it helped to improve your practice? What goals or KPIs have been set with you? |  |  |
| What do you see as the strengths and areas for improvement in your teaching/assessment? |  |  |
| How well supported by managers? Do they look after your welfare and well-being? |  |  |
| How involved are you in suggesting and bringing about improvements to the learner’s experience? Examples? |  |  |
| How would you know if a learner had additional learning needs? Can you give an example of adjustments you have made to help them access the learning? |  |  |
| If you had a safeguarding concern with one of your learners, what would you do? |  |  |