

Learning Insight Profile – Further Education and Training

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Education and
Training Inspectorate
Empowering Improvement

LEARNING INSIGHT PROFILE

The Learning Insight Profile (LIP) is used in evaluating aspects of planning, teaching, training and assessment for successful learning over a series of lessons and is not intended as a checklist for an individual session.

Purpose of the LIP on inspection	Possible in-organisation uses of the LIP
<p>The purpose of the LIP on inspection is to:</p> <ul style="list-style-type: none"> • guide the evaluation of the effectiveness of planning, teaching, training and assessment for successful learning based on the observations of learning during the inspection; • help identify the wider capabilities, transversal skills, attitudes and dispositions being acquired and developed by the learners in the classroom/workshop and in the workplace; • contribute to the wider evaluations of health, wellbeing, safeguarding and inclusion; and • enable a fuller evaluation of learning. <p>The use of the LIP will also:</p> <ul style="list-style-type: none"> • ensure that effective practice is identified, affirmed and shared with the organisation with a view to promoting consistently high standards of learning, teaching and training; • promote processes of self-evaluation which will endure beyond the period of the inspection; and • empower organisations in their improvement journey and build capacity post inspection. 	<ul style="list-style-type: none"> • To support the development of a common language around planning, teaching, training and assessment for successful learning. • To support consistency of expectations for, and understanding of, high standards in learning and teaching and training. • To help organisations identify the more effective and less effective aspects of learning and teaching and training across a, programme or professional and technical area. • To engage tutors/trainers in self-reflection and collegial planning and evaluation, supporting the right conditions for the growth and development of a community of learning. • To support focused whole-organisation or programme or departmental improvement work in a specific aspect of learning and teaching and training, for example, the nature, purpose and impact of the feedback learners receive. • To support tutors//trainers in the effective planning for successful learning over a series of lessons eg a unit or scheme of work.

Planning, teaching, training and assessment for successful learning
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Key questions	Going well	Even better if
<p>Planning for learning</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ are there high expectations for the achievement of all learners across all areas of the curriculum? ➤ is the planning informed by the learners' abilities, interests and aspirations? ➤ is there evidence of planning for differentiation and adapted teaching approaches based on knowledge of the learners and their needs? ➤ does planning show progression in knowledge, skills and understanding? ➤ are learning intentions clear, realistic and manageable? ➤ does the planning incorporate enriched and meaningful experiences in and beyond the learning environment? ➤ are opportunities taken to connect learning meaningfully across the curriculum? 		

Learning and teaching and training

To what extent:

- do the learners understand how they learn, know how to improve their work and set appropriate goals for themselves?
- are there opportunities provided to promote critical thinking, problem solving and checking for understanding?
- are the learners actively engaged and maintaining their focus on tasks?
- do the learners engage with a variety of learning experiences and have opportunities to apply and consolidate their learning?
- are there well-planned opportunities for the learners to engage in paired/group work?
- does differentiation and adaptive learning strategies effectively support all learners to make progress and achieve in line with their abilities/ potential?
- are a range of resources and strategies, including ICT and project-based learning incorporated effectively to motivate, promote engagement and learning?
- are learners with additional needs supported effectively?
- is the pace and level of task(s) across all sessions ensuring engagement and enabling successful learning?
- does the learning in the professional and technical areas relate sufficiently to relevant job roles?
- do the lessons support the development of literacy, numeracy and digital skills, knowledge and understanding?
- is the learning environment resourced to high standard (e.g. equipment)?

Assessment for and of learning

To what extent:

- do learners learn in a climate of fairness, trust and mutual respect?
- are learning intentions and success criteria shared with, and understood by the learners?
- are learners involved with setting learning goals/targets for their own learning and/or personal development?
- are learners encouraged to take risks for learning within a supportive and encouraging environment?
- do learners engage meaningfully with opportunities for self and peer assessment and evaluation of their own learning?
- do the learners receive and act upon appropriate verbal and written feedback that impacts on their learning experience?
- are the efforts and achievements of all learners acknowledged and celebrated within the learning environment?
- are opportunities for formative assessment maximised through effective questioning, discussion and collaboration?

Learner dispositions, transversal skills, capabilities and progression

Key questions	Going well	Even better if
<p>Learner transversal skills, dispositions and capabilities</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ do the learners have confidence in themselves, and high expectations for themselves relative to the current learning and progress? ➤ are the learners able to work well individually, in teams and in pairs, showing respect, taking responsibility and reaching agreement through consensus or compromise? ➤ do the learners organise and manage themselves, set goals and targets and evaluate how they can improve their work? ➤ are the learners able to research and manage information by asking questions and accessing, selecting, recording, evaluating and applying information appropriately? ➤ do the learners think flexibly and critically, make predictions, informed decisions and solve problems? ➤ do the learners demonstrate creativity, initiative and take risks in their learning? ➤ are learners competent, responsible and discerning users of digital technology across a range of contexts? ➤ do the learners develop work professionalism, where relevant? ➤ do the learners develop a sense of active citizenship? 		

<p>Progression</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ are the learners acquiring new knowledge and skills? ➤ are the learners developing practical/occupational skills in line with industry standards? ➤ are the learners making progress and achieving in line with their abilities? 		
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The Education and Training Inspectorate

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