



**Office for Standards  
in Education**

# **Handbook for the inspection of initial training of further education teachers**

September 2004

HMI 2275

© Crown copyright 2004

Document reference number: HMI 2275

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

## Contents

<b>Introduction</b>	<b>1</b>
<b>Purposes of the handbook</b>	<b>1</b>
<b>How the inspections will be arranged and conducted</b>	<b>2</b>
<b>Self-assessment</b>	<b>3</b>
<b>Reporting</b>	<b>3</b>
<b>Quality assurance of inspections</b>	<b>4</b>
<b>Inspection process</b>	<b>5</b>
<b>Phase one visits</b>	<b>5</b>
<b>Quality of training</b>	<b>5</b>
<b>Management and quality assurance</b>	<b>11</b>
<b>Phase two visits</b>	<b>21</b>
<b>Achievements of trainees</b>	<b>21</b>
<b>Annex A. Concerns and complaints about FE initial teacher training inspections: guidance for providers</b>	<b>31</b>
<b>Annex B. Provider's evaluation of the inspection process</b>	<b>35</b>

# Introduction

## Purposes of the handbook

1. In September 2004, Ofsted published a *Framework for the inspection of initial training of further education teachers*, following consultation on the inspection arrangements.<sup>1</sup> This handbook explains how the framework will be applied in all initial teacher training (ITT) inspections for further education (FE) teachers.
2. Both the framework and the handbook have been written during a period when the Department for Education and Skills (DfES) has been considering the future arrangements for ITT (FE).<sup>2</sup> As further decisions on the organisation and funding of ITT (FE), including the review of the FENTO standards for teaching and learning, become clear, these documents may be modified.
3. The main purposes of this handbook are to:
  - guide inspectors on how to carry out inspections
  - guide inspectors on the questions they need to consider in order to make judgements about quality.
4. In making this handbook public, Ofsted aims to:
  - promote high standards in ITT (FE) and contribute to raising standards
  - provide a basis for consistency, fairness and validity in ITT (FE) inspections
  - help providers to prepare for inspections and work with inspectors to ensure the smooth running of the inspection process
  - support providers' self-evaluation procedures.
5. To achieve these aims the handbook explains:
  - how the inspections will be organised and managed
  - the questions inspectors will be seeking to answer and the evidence they are likely to require to make their judgements

---

<sup>1</sup> Consultation on the Ofsted *Framework for the inspection of the initial training of further education teachers* (HMI 2202), Ofsted, March 2004.

<sup>2</sup> *The future of initial teacher education of the learning and skills sector – an agenda for reform*, DfES, November 2003.

- the quality assurance procedures for ITT (FE) inspections.

6. The handbook will be placed on the Ofsted website during summer 2004 ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)). It is produced in sections so that providers and inspectors can locate those they require for particular phases of the inspection.

7. The Race Relations (Amendment) Act 2000 places duties on higher education institutions and colleges with respect to the promotion of race equality, including having a race equality scheme. Providers will be expected to have taken due account of any codes of practice issued by the Commission for Racial Equality. Ofsted is bound by the general duty on public bodies to promote race equality through its public functions, including the inspection of ITT (FE). This handbook sets out Ofsted's approach to this.

8. The handbook makes reference to the inspection of ITT (FE) courses which are designed to meet the subject specifications for teachers of adult literacy and numeracy and the subject specifications for teachers of English for speakers of other languages (ESOL).<sup>3,4</sup>

## **How the inspections will be arranged and conducted**

9. Each inspection will focus on courses leading to accredited qualifications for teachers of further education provided by a higher education institution (HEI) and a sample of further education colleges. The colleges will normally be drawn from those in the local area that work in partnership with the HEI. However, in order for inspectors to gain a representative sample of the breadth of ITT provision, some colleges will also be selected that are not working in partnership with HEIs. For example, colleges may be chosen which provide specialist courses to prepare FE teachers of literacy, numeracy or ESOL that are validated by the national awarding bodies. The number of colleges chosen will depend upon the scope and scale of the partnership and the nature and extent of ITT provision in the area.

10. Inspections will be in two phases. In the first, normally taking place during the autumn or spring terms, inspectors will focus on the quality of training and on management and quality assurance. In the second, culminating in a team visit during the summer term, inspectors will focus on the achievements of trainees and the progress they have made through their training. Further evidence will also be gathered at this stage on the quality of training and of its management and quality assurance. The inspection process will include observation of the teaching of a sample of trainees, and discussion with them of their perceptions of the training and of the progress they have made during the course. Given the diversity of training routes and the dominance of in-service trainees on these courses, inspectors will time their visits to observe trainees to reflect the many different patterns of teaching in FE. In many instances, it will be necessary for visits by inspectors to observe individual trainees to be scheduled at different times from the final team visit. Oral

---

<sup>3</sup> Subject specifications for teachers of adult literacy and numeracy (DfES/SSO1/ 2002).

<sup>4</sup> Subject specifications for teachers of English for Speakers of Other Languages (ESOL) (DfES/SSO1/2002).

feedback will be given to providers at the end of each phase of the inspection. Given that there are two phases of inspection, feedback at the end of phase one may enable providers to take rapid action in relation to the issues raised by inspectors.

11. Where HEIs are working in partnership with a number of colleges of FE, several of these colleges will be included in the inspection; the number chosen will depend on the scope and scale of the partnership.

12. The inspections will be carried out by Her Majesty's Inspectors (HMI), supported in some cases by full-time inspectors from the Adult Learning Inspectorate and specialist additional inspectors. Each inspection will have a managing inspector (MI) who will agree the inspection programme with the provider and manage the two phases of the inspection. Where the provision is large and complex, the MI will be supported by an assistant managing inspector (AMI). Each HEI and college will be invited to select a nominee to help with the smooth running of the inspection. The nominee will play an important role in the inspection by liaising regularly with the MI during the planning and the inspection weeks. There should be an ongoing professional dialogue between inspectors and each nominee about the context of the provider's work and the emerging inspection findings.

13. Providers will normally be informed of the proposed timings of the inspection at least eight weeks before the first inspection visit. In planning and carrying out inspections, all inspectors will behave with integrity, courtesy and due sensitivity in accordance with Ofsted's Principles of Inspection and Code of Conduct for the Inspection of ITT (see inspection framework).

## **Self-assessment**

14. Inspectors will take account of providers' self-assessments when carrying out ITT inspections, particularly when inspecting management and quality assurance. Inspectors will draw upon evidence from many sources and endeavour to make use of evidence that is available as part of the routine quality assurance (QA) procedures of HEIs and colleges. The evidence may include:

- course reviews and self-assessment reports
- action and improvement plans
- evaluation of training by current and former trainees
- reports from external examiners/verifiers
- comments from external bodies, such as FENTO.

## **Reporting**

15. Inspection findings on courses leading to qualifications awarded by HEIs will culminate in a published written report on the provision of each HEI and the courses leading to its qualifications that are provided within the partnership. The report will

contain a judgement of the overall effectiveness of provision, based on inspectors' judgements under each of the headings in the inspection schedule.

16. Reports will not be published on provision in individual colleges. However, inspection findings on courses leading to qualifications validated by the national awarding bodies at individual colleges will be summarised in a letter to the college principal containing a judgement of the overall effectiveness of the courses provided by the college based on inspectors' judgements under each of the headings in the inspection schedule. This letter will be copied to the local Learning and Skills Council (LSC).

17. The overall findings on courses validated by national awarding bodies will also be presented in a published annual report which will summarise the evidence gathered from all the visits made to FE colleges during the academic year. Over the four years of the inspection cycle, these reports will focus on different facets of national provision, for instance the specialist qualifications for trainees on literacy, numeracy and ESOL courses.

## **Quality assurance of inspections**

18. Ofsted will employ a range of measures to assure the quality of ITT (FE) inspections, including:

- clear guidance for inspectors and providers about the inspection process
- training for all ITT inspectors
- continuing dialogue between inspectors and nominees about the inspection process and emerging findings
- moderation meetings, on site, at each stage of the inspection, chaired by the MI
- evaluation of the work of all ITT inspectors
- a project leader for the inspection of ITT (FE) with responsibility for ensuring consistency in inspection judgments across providers
- clear procedures for raising concerns and complaints (annex A)
- a written evaluation form completed by providers to check whether they are satisfied that the inspection has followed the procedures in this handbook (annex B)
- an opportunity for providers to check the draft report for factual accuracy.

## Inspection process

### Phase one visits

#### Focus of visit

The inspection team will concentrate on gathering and evaluating evidence on the quality of training and procedures for management and quality assurance.

### Quality of training

#### Key questions

- Q1 Are the content and structure of the training programme designed to ensure that trainees meet the secretary of state's requirements for FE teaching qualifications?
- Q2 How effective is the training in preparing trainees to teach in FE?
- Q3 How well does the training meet the needs of individual trainees?
- Q4 Is the assessment of trainees' competence to teach within FE effective and accurate?

#### **1. Are the content and structure of the training programme designed to ensure that trainees meet the secretary of state's requirements for FE teaching qualifications?**

##### **To answer this question, inspectors will evaluate:**

- the structure and content of the training programmes and whether they meet the national qualification requirements
- how well the taught elements of the course and experience in the workplace combine to secure trainees' progress.

##### **In making judgements, inspectors will consider the extent to which:**

- training is designed to ensure that trainees achieve the outcomes described in the endorsed HEI or National Awarding Body qualifications
- training is planned and managed effectively to provide coherence, with a good balance between general and subject-specific training, and between the taught elements and experience in the workplace

- training provides suitable opportunities for trainees to teach and assess students across the full range for which they are being trained
- training takes account of developments in national qualifications, in the 14–19 curriculum and in post-compulsory training and education
- assessment (including college-based tasks and assignments) contributes to the training
- training programmes build on trainees' previous knowledge and experience and provide for a variety of training needs.

## **2. How effective is the training in preparing trainees to teach in FE?**

**To answer this question, inspectors will evaluate:**

- the implementation of the planned programme of training
- the quality of the HEI-provided and college-based training, including the training sessions observed
- trainers' understanding of their roles and responsibilities.

**In making judgements, inspectors will consider the extent to which trainers:**

- prepare trainees through high-quality training to meet the qualification requirements
- plan their training effectively, set clear objectives and use appropriate teaching methods and resources
- have a shared understanding of good practice in FE teaching, demonstrate good knowledge and provide exemplars of good teaching
- challenge and inspire trainees to teach well, evaluate what they do, and read widely about teaching, learning and research in the subject
- understand their roles and responsibilities and have the necessary knowledge, understanding and skills to carry them out well

**and the extent to which trainees:**

- engage with the training and acquire appropriate knowledge, understanding and skills

- understand how the training contributes to what they need to know and do to achieve the relevant FE qualification
- are stimulated and interested by the training
- prepare themselves for the training sessions by undertaking reading and other tasks
- draw on their college and wider vocational experience to contribute to the training sessions.

### **3. How well does the training meet the needs of individual trainees?**

**To answer this question, inspectors will evaluate how:**

- trainers identify trainees' prior experiences, relevant knowledge, including their skills in literacy, numeracy and ICT, and respond to their specific training needs
- trainers provide opportunities for trainees to develop their knowledge and skills in teaching their specialist subjects or occupational areas
- trainees' progress is monitored to enable training to be focused on their needs in relation to the qualification requirements of the courses they are pursuing
- trainees are helped to evaluate their own professional practice and set targets for their future career.

**In making judgements, inspectors will consider the extent to which trainers:**

- act on information gained at the selection stage to identify particular needs
- audit trainees' prior experience and knowledge effectively at the outset of training, take suitable action in the light of the strengths and weaknesses revealed, and monitor trainees' subsequent progress
- work with trainees to develop individual action plans that are informed by initial assessments, regularly review and update trainees' targets, based on their individual needs
- liaise with college mentors to ensure that opportunities are provided for trainees to enhance their knowledge and skills in teaching their specialist area
- set tasks and assignments which help trainees to make progress

- provide constructive feedback, from lesson observations, course tasks and assignments, that informs trainees about how they are performing and what they might need to do to improve
- acknowledge trainees' achievements in relation to qualification requirements and provide accurate information on trainees' strengths and areas for development for teaching in FE

**and the extent to which trainees:**

- respond positively to the mentoring and tutoring provided
- recognise the need to develop their knowledge and skills in teaching their specialism and take appropriate action to do so
- know how well they are progressing and recognise what they need to do to improve
- complete perceptive evaluations and self-assessments to contribute to their progress reviews and the identification of targets for further improvement.

**4. Is the assessment of trainees' competence to teach within FE effective and accurate?**

**To answer this question, inspectors will evaluate:**

- the assessment of trainees' progress and achievements in relation to the targets set by their trainers
- the attention given to the assessment of trainees' competence in teaching their specialist area within FE
- the accuracy and rigour of the final assessment for the different stages of the FE qualifications.

**In making judgements, inspectors will consider the extent to which trainers:**

- are clear about their roles in assessing trainees and have an appropriate understanding of what trainees are expected to achieve at different stages of the training
- follow effective assessment procedures, make these explicit to trainees and maintain accurate and useful assessment records
- make fair and accurate assessments, phased suitably throughout the training
- make accurate assessments for the award of FE qualifications, especially at the pass/fail borderline

- apply effective moderation procedures (including external moderation) to ensure that assessments are consistent and accurate.

*The following example illustrates the kind of evidence that would lead inspectors to judge that trainees were receiving adequate training.*

The taught elements of the course and experience in the workplace are linked so that trainees are able to make satisfactory progress in developing skills in teaching their specialist subjects/vocational areas. At least some of the aspects of the training are differentiated so that trainees can build on their previous knowledge and experience. Trainees are not required to repeat unnecessarily areas of knowledge and skill in which they are already competent. The training meets the national qualification requirements for both generic and, where relevant (literacy, numeracy and ESOL), subject-specific training.

Trainees are provided with the opportunity to teach and assess students of different types in their specialist area.

Programmes of training are planned and implemented so that:

- objectives are understood by trainees
- trainees are interested and engaged by the training, and are stimulated to undertake further reading and other activities
- trainees are able to draw on their college and wider experience to contribute to training sessions
- assessment activities and feedback provide trainees with a clear understanding of their individual progress, and what they need to do to improve.

The initial assessment and audit procedures identify the needs of individual trainees, and the resulting individual action plans are designed to build on the strengths and areas for development of each trainee. Assessment of trainees makes sufficient use of college-based tasks and assignments to respond to their individual development needs.

Trainees' progress is routinely monitored, and individual action plans are regularly reviewed and updated. Tutors give constructive feedback and guidance to trainees on their performance, and negotiate and agree appropriate new targets with trainees.

There are sufficient assessments in place, phased suitably throughout the training, so that trainees' competence can be assessed effectively. Assessment procedures are explained to trainees, and trainees understand what is expected of them. Trainers make fair and accurate assessment of trainees' achievements at different stages in the training, and maintain clear records of all assessments.

*The following example illustrates the types of evidence that inspectors would regard as representing 'good practice'.*

The structure and content of the programme are carefully designed to meet the national qualification requirements for both generic and, where relevant (literacy, numeracy and ESOL), subject-specific courses, and to respond to the widely differing backgrounds and training needs of individual trainees. There is a good overall balance and coherence to the training programme, with close and effective integration of the individual components of the programme. Taught elements of the course are closely linked to relevant experience in the trainee's workplace so that the development of the specialist teaching skills of each trainee is enhanced.

There is careful identification and planning of training opportunities so that trainees teach and assess students of different ages and levels of courses in their specialist area. Additional opportunities for the further development of trainees' skills are carefully identified through frequent and close liaison between the tutors and mentors so that trainees are able to respond to the variety of students in FE.

Programmes of training have clear objectives and are implemented well using a varied range of high quality resources and effective teaching methods which act as an exemplar to trainees. Trainees are fully engaged in the training and are challenged and inspired to teach their subject well, to evaluate thoughtfully what they do, and to research and read widely about classroom practice. Trainees are encouraged to contribute positively to training sessions and to draw fully on their college and wider experience. Training is differentiated well so that it builds upon trainees' prior knowledge and experience.

There are thorough initial assessment and audit procedures which identify clearly the needs of each trainee. Trainers and college mentors work closely with individual trainees to develop detailed action plans which build on the strengths and areas for development of each trainee.

The subsequent progress of trainees is closely monitored and regularly reviewed. Tutors and mentors give trainees frequent, constructive feedback and clear guidance on their performance, and trainees' achievements and contributions to the review process are fully acknowledged. Trainees are fully informed on how they are performing and recognise clearly what they need to do to improve their performance. Individual action plans are regularly updated so that they accurately reflect individual development needs.

There are well established procedures in place to ensure the effective and accurate assessment of trainees' competence to teach in FE. Close attention is paid to the assessment of trainees' specialist teaching skills.

## Management and quality assurance

### Key questions

Q1 How effective are procedures to recruit and select suitable trainees?

Q2 Does the management of the training programme ensure that high-quality training and good outcomes are promoted?

Q3 Do the quality assurance procedures support the management of high-quality training and good outcomes?

### 1. How effective are procedures to recruit and select suitable trainees?

**To answer this question, inspectors will evaluate the:**

- extent to which initial training is integrated with other aspects of the management of staff within colleges, such as the recruitment, selection and induction of new teachers (for in-service trainees)
- effectiveness of the provider's equal opportunities policy and the efforts made to recruit trainees from minority ethnic and other under-represented groups
- effectiveness of selection and interviewing processes in identifying trainees' needs and qualification requirements
- identification, recording and communication to trainees of relevant information on any developmental activities that they need to undertake to help them prepare for the training.

**In making judgements, inspectors will consider the extent to which:**

- colleges integrate ITT within their overall management of human resources, including the professional development of staff
- trainees are accurately informed about the requirements and the nature of the course of training before enrolling onto the training programme
- trainees are able to develop the personal skills and attributes, including appropriate attainments in literacy and numeracy, to meet the requirements for FE teaching
- the publicity material, prospectuses and other documentation reveal an inclusive approach to recruitment, and minority ethnic groups are encouraged to apply

- the provider monitors the implementation of its equal opportunities policy in the selection procedures
- selection procedures are designed and implemented to enable trainees accepted onto training programmes to meet the relevant requirements for teaching qualifications, at stages 1, 2 or 3, by the end of their training
- partner institutions are actively involved in the selection process
- trainees are made aware of any developmental activities that they should undertake to ensure that they are adequately prepared for the training.

**2. Does the management of the training programme ensure that high-quality training and good outcomes are promoted?**

**To answer this question, inspectors will evaluate the:**

- effectiveness of the planning and delivery of the training programmes
- opportunities provided for trainees to develop expertise in teaching their specialist subject or occupational area
- clarity and appropriateness of roles and responsibilities of all involved in the training
- deployment of resources to support effective training
- effectiveness of the partnership arrangements, where applicable.

**In making these judgements, inspectors will consider the extent to which:**

- planning results in coherent and consistent training across the different elements of the programmes
- co-operation between the HEI, national awarding bodies and colleges in the partnership contributes to high quality training
- trainees are provided with appropriate mentors
- communication systems between managers, trainers and trainees are clear and effective
- the roles and responsibilities of all involved in the management and delivery of training are based on a sound rationale, and are clearly understood and effectively delivered.

### **3. Do the quality assurance procedures support the management of high quality training and good outcomes?**

**To answer this question, inspectors will evaluate the:**

- effectiveness of the monitoring and implementation of policies on equality of opportunity and the promotion of good race relations
- monitoring of assessment processes, particularly those relating to the assessment of trainees' teaching, and the effectiveness of the internal and external moderation procedures in ensuring that the assessment of trainees is rigorous, consistent and accurate
- effectiveness of the systems for evaluating and improving the quality of provision.

**In making these judgements, inspectors will consider the extent to which:**

- managers monitor whether training programmes promote good race relations and equality of opportunity
- managers are aware of the strengths and areas for development of those involved in training, and provide suitable training and support where appropriate
- managers employ data relating to quality of provision in setting improvement targets
- provision is reviewed against clear criteria and targets for improvement
- the assessment procedures, in the range of programmes provided, are appropriate, clear, accurate and effective
- moderation procedures are understood and carried out well, and quality issues which are raised by external examiners or others involved in moderation are investigated and acted upon.

*The following example illustrates the kind of evidence that would lead inspectors to judge that there are adequate procedures for managing and assuring the quality of provision.*

Within each college, there are sufficient links between managers responsible for staff recruitment and induction and those responsible for ITT. For example, there is exchange of relevant information about trainees' experience and qualifications. Overall, procedures result in the selection of trainees who are capable of meeting the assessment requirements and clear identification of how training will respond to their specific needs.

Managers in the college ensure that trainees have sufficient opportunities to develop expertise in teaching their specialist subject or occupational area. Within the

partnership and individual colleges, resources are deployed effectively to support training. Roles and responsibilities of all involved in the management and delivery of training are clearly documented and carried out as intended. Trainees benefit from advice and feedback from appropriate staff in the workplace. Where relevant, partnership agreements ensure that all parties make a contribution to the planning and delivery of training and the assessment of trainees. There are procedures for achieving continuity and consistency across the different elements of training and across the different stages of the ITT qualifications. Trainees have access to sufficient books, periodicals and ICT resources to support their training.

Systems and procedures for quality assurance are clear and implemented so that:

- the content, structure and delivery of the training is adapted to trainees' needs, enables them to progress and meet course requirements
- equality of opportunity and good race relations are promoted and monitored
- provision is reviewed on a regular basis against targets
- assessment processes, especially those relating to the assessment of trainees' teaching, are accurate, consistent and effective
- issues raised by internal and external moderation are addressed
- monitoring and evaluation are used to improve the quality of training.

*The following example illustrates the types of evidence that inspectors would regard as representing 'good practice'.*

The information in the course handbooks is clearly written and gives trainees accurate information about structure, content and assessment. Interview questions and tasks are designed well and used consistently to probe candidates' subject knowledge, previous experience of working with students, professional awareness and commitment. Where relevant, representatives from the HEI and partnership colleges have agreed criteria for recruitment and selection. The overall process leads to thorough assessment of trainees' suitability and detailed diagnosis of their literacy, numeracy and ICT skills and consequent training needs. Senior managers from each college have ensured that ITT is integrated well into wider policies for the management and development of staff.

There are well-documented principles and procedures for ensuring that trainees receive appropriate experience and support from subject mentors, which are applied systematically and membership of the partnership is kept under regular review.

Managers at institutional and programme level:

- create a coherent management structure that supports programme maintenance and development
- ensure that good equal opportunities practice is incorporated into training
- set a clear agenda for improvement and implement strategic decisions to ensure that the improvement takes place
- deploy resources well to support trainees and programme development.

There are systems that enable members of the partnership to contribute effectively to the planning, training and assessment. The management of provision is based on

clear communication systems that enable members of the partnership to carry out their roles effectively and this is evident in the quality of training.

Evaluation and monitoring take into account the views of trainees and trainers and are designed to reveal the strengths and weaknesses in the quality of the training. Action taken in the light of evaluation is well-considered, carefully planned and effectively implemented, with relevant criteria to assess changes. There are effective procedures for the monitoring and evaluation of the work of trainers, which help to secure high quality training.

There are established procedures that ensure consistency, accuracy and rigour in the assessment of trainees across the range of provision. Moderation procedures, such as joint observation and second marking of assignments, lead to rigorous and consistent assessment. Independent external moderation is employed to corroborate whether assessment decisions are securely based, paying particular attention to the capabilities of trainees and whether assessment is accurate at the pass/fail borderline.

### **Inspection activities**

19. The following paragraphs give examples of how phase one of the inspection may be organised and the activities that inspectors are likely to carry out to gain the evidence on which to base their judgements. Given the complexity of provision in colleges and in some HEI and college partnerships, it may be necessary to rearrange these activities or vary the time allocated to fit in with the providers' timetables and the availability of tutors and trainees.

### **Preliminary visit**

20. Providers will be notified about the inspection dates at least eight weeks in advance. A preliminary visit will normally take place about four weeks before the start of the inspection. The objectives of this visit are to:

- clarify and establish with the provider the procedures to be followed during the inspection
- gain an initial understanding of the scope and scale of the partnership and the diversity of provision in the HEI and colleges
- use evidence from selected documentation to form initial hypotheses about the quality of training and its management and quality assurance.

21. During this visit, the MI, and in some cases the AMI, will wish to meet with key individuals identified by the provider. These will normally include the senior ITT manager from the HEI, the ITT co-ordinator for each training route and a representative from each college selected from the partnership.

22. In addition, the MI will read documentation and begin to plan the timetable for the inspection with the nominee/s. The MI will wish to take a sample of documentation to

read in order to prepare a pre-inspection brief on the scope and scale of provision for the inspection team. Inspectors will make use of whatever documentation is normally produced by the HEI and colleges.

23. Examples of the types of documentation that the MI and other inspectors will use include:

- course handbooks and validation documents
- timetables and basic course information
- approval documentation from awarding bodies
- QAA reports
- annual course reviews/self-assessment reports with information on
  - analysis of intakes
  - analysis of outcomes
  - trainees' destinations
  - analysis of evaluations and subsequent action plans
  - analysis of examiners' reports and subsequent action plans
  - assessment policy
- partnership agreement and documents
- criteria for selection of trainees
- management structure and committee terms of reference
- job descriptions for ITT managers in the provider and for partnership management roles; specifications of roles and responsibilities of tutors and mentors
- quality assurance policy documentation
- self-assessment and improvement plans
- external examiner reports.

### **Inspection week**

24. The MI will allocate responsibilities for the collection of inspection evidence. It is likely that one inspector will be allocated as a link inspector to each partner college to take responsibility for gathering and recording evidence and liaising with the college about future arrangements for visits, especially for the purpose of observing trainees in phase two of the inspection. Where the inspection involves a partnership

of an HEI and colleges, the MI is likely to have responsibility for inspecting the HEI and leading on partnership-wide issues.

### **Day one**

25. Inspectors will travel to the area on the first day of the inspection and meet (as a team) at the HEI, usually around midday. Activities for the day will normally include:

- meeting of inspection team to confirm timetable and responsibilities
- discussion of the proposed inspection programme with the nominees from the HEI and the colleges
- initial meeting with course leader/s/nominee from HEI and if appropriate course leader/nominee from FE colleges
- analysis of entry qualifications and experience of trainees
- evaluation of recruitment and selection procedures
- scrutiny of other documentation on management, quality assurance and training.

### **Days two and three**

26. Inspectors will normally work separately, allowing two days for visits to each of the colleges and the HEI and for the scrutiny of documentary evidence and observations of training. Interviews with staff and trainees will take place at each college and the HEI.

27. Those to be interviewed at the HEI are likely to include:

- course leader(s)/co-ordinators
- other members of the course team
- trainees – as a group or individually.

28. Those to be interviewed at each college are likely to include:

- course leader(s)/co-ordinators
- staff with responsibilities for staff development and human resources
- subject mentors
- trainees – as a group or individually.

29. Inspectors will also:

- examine training and assessment documentation
- observe a sample of training sessions
- scrutinise arrangements for supporting individual trainees through mentoring or other means
- consider how training is adapted to meet individual needs and what support is offered where trainees need to improve their literacy, numeracy or IT skills
- check trainees' assessed work, profiles and other material.

### **Day four**

30. Usually on the morning of day four, the inspection team will meet to draw together and review the evidence on training and on management and quality assurance, gathered from the visits to the HEI and colleges. The team should include time for the moderation of judgements on training sessions that have been observed. Following this meeting, inspectors should meet with representatives of each of the colleges and the HEI to give a short verbal report of the main interim findings on training and on management and quality assurance. This feedback should be confirmed in writing following the inspection. Where the scale of the partnership's provision is very extensive, it is likely that inspection activities will continue on day four and that feedback to providers will take place during the morning of day five.

### **Day five**

31. Each inspector completes relevant sections of the inspection notebook for each college and HEI and emails it to the MI, who checks it and in turn sends it via email to the inspection administrator and the project leader for ITT (FE) inspections.

### **Interviews**

32. In their interviews with those responsible for managing and delivering the training, at both partnership and individual college levels, inspectors will usually seek to explore and check the evidence gained from documentation and other sources. For instance:

#### *Quality of training*

- how the different elements of training, the taught aspects and experience in the workplace, are integrated
- whether trainees have sufficient opportunity to teach across different types of courses (full-time and part-time) and levels within their own specialist areas

- how the training is adapted to meet the diverse range of trainees' needs
- whether adequate resources are available to support both the generic and subject-specific aspects of the training
- how the training enables trainees to meet the generic and, where relevant, subject requirements
- how assessment of trainees is carried out.

*Management and quality assurance*

- how the procedures for recruitment and selection ensure that trainees' capabilities and needs are clearly identified
- whether adequate opportunities are provided for trainees to develop expertise in teaching their specialist subject or occupational area
- how subject mentors and other staff are trained and deployed to support trainees
- whether course reviews and other evaluations lead to maintained or improved quality
- how initial training is integrated with other aspects of the management of staff within colleges, such as recruitment, selection, induction and mentoring
- how assessment of trainees is moderated to ensure accuracy and consistency
- how the partnership is managed to promote the active involvement of all partners.

33. When interviewing trainees, inspectors may seek evidence on the extent to which:

- the training is differentiated to meet their specific needs
- the training is coherent, in that links between the generic and subject-specific, and the taught and workplace elements, are well integrated
- assessment and moderation procedures are fair
- support from mentors and other trainers is enabling them to make good progress

- trainees are aware of their own progress in meeting qualification requirements
- trainees have sufficient support in developing expertise in teaching their subject/occupational area.

### Observation of training sessions

34. During the inspection there will be some observation of training at both the HEI and colleges. This could include both group and one-to-one sessions. Where possible, inspectors will sample a range of types of training from the activities available in the inspection week (for example, lectures, practical workshops, seminars, mentoring and assessment sessions).

35. The number of training sessions seen may vary, but in total they should not exceed six hours of observation per institution. The inspector will normally make use of a standard college Evidence Form for evaluating the session and offer brief oral feedback to the trainer following the observed session. The observation of training will contribute evidence and judgements to (some or all of) the areas shown below.

36. When observing training sessions, inspectors will consider the questions below:

Focus areas	Questions
<b>The content and structure of the training programme</b>	Is the content appropriate, for example topics covered and activities undertaken? Does the content take account of the wider FE curriculum (for example 14–19 pathways)? Are there links to other elements of the course? Is the content designed to engage the trainees and move them towards meeting relevant standards? Where the training is designed to meet both generic and subject requirements, how effective is this?
<b>Meeting individual trainees' needs</b>	Does the trainer show awareness of the diversity of the trainees' prior experiences and current needs? Is the training differentiated effectively, for example by the provision of a range of materials, reading and tasks? Is the training appropriate to all trainees? Are they all included and involved? Do the trainees respond positively and relate the issues to their own experiences? Do the trainees show an awareness of how they are progressing and what they need to do to improve in order to meet the qualification requirements?
<b>Effectiveness of the training in preparing trainees to teach in FE</b>	Does the trainer set clear objectives, use appropriate teaching methods and resources, exemplify good teaching, demonstrate good subject knowledge, draw on research and share good practice?  Do the trainees engage with the training? Are they stimulated by it and do they respond to its challenges? Do they contribute actively to discussion, ask pertinent questions and participate enthusiastically in activities? Do they acquire knowledge, skills and understanding that move them towards meeting the

	qualification aims?
<b>The assessment of trainees' competence to teach in FE.</b>	Does the trainer have appropriate expectations for trainees' achievements at this stage of the programme? Where there are opportunities for assessment of the trainees, does the trainer carry out the assessment competently?

## Phase two visits

### Focus of visit

The inspection team will gather and evaluate evidence of trainees' achievements. Interim judgements, from phase one, on the quality of training and on management and QA, will be revisited in the light of additional evidence from phase two. The cumulative evidence will be used to arrive at a judgment about the overall effectiveness of the provision in the partnership and in each of the colleges. At the end of the process, inspectors will report back to each college, to the HEI and to the partnership as a whole.

## Achievements of trainees

### Key questions

By the end of their training programmes:

- Q1 Do trainees reach a satisfactory level of teaching competence against the main elements specified in the national qualification requirements?
- Q2 Have trainees made sufficient progress in their teaching capability in relation to their prior attainment and experience?

To answer each of these questions, inspectors will consider the following key areas of performance, taking into account the aims and objectives of the qualification for which trainees are enrolled. These areas incorporate the skills set out in the FENTO standards:

- *Professional values and practice* – trainees are committed to raising students' achievement and demonstrate appropriate values and attitudes in their teaching and support of learning.
- *Self-evaluation and professional development* – trainees are able to improve their own teaching by effective evaluation, and have the motivation and ability to develop professionally.
- *Knowledge and understanding* – trainees have sufficient command of their subjects or vocational areas, and the associated pedagogical knowledge required to teach them effectively in the FE context.

- *Planning* – trainees’ planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their students.
- *Teaching and learning strategies* – trainees are able to use effectively a range of teaching strategies and resources, including ICT, that enable all their students to acquire the expected knowledge, understanding and skills.
- *Organisation and management* – trainees are able to organise and manage their classes confidently and safely.
- *Monitoring and assessment* – trainees are able to devise and use appropriate methods for monitoring and assessing their students’ progress, to inform their own planning and stimulate their students to improve.
- *Access and support* – trainees ensure that all students have full access to programmes of study and give suitable support to help them make good progress.

37. Inspectors will consider how well each of the observed trainees demonstrates capability in these areas and what progress they have made since commencing the course. The task is complex because the expectations of trainees differ for the stage 1, stage 2 and stage 3 qualifications. It will be necessary therefore for inspectors to have a broad understanding of the different teaching roles and associated requirements applicable to the qualification that the trainee is taking.

38. Inspectors will not attempt to judge teaching capabilities against each of the FENTO sub-standards. Instead, for inspection purposes they will group the standards into the 8 focus areas illustrated below and make a judgement about each trainee’s overall performance with reference to these broad categories. The section of the report which contains judgements about the achievements of trainees will then be written under three main headings: ‘Professional values and practice’, ‘Teaching and learning’ and ‘Assessment and student support’.

<b>Broad category</b>	<b>Areas of performance</b>	<b>Key focus areas</b>
<b>Professional values and practice</b>	Self-evaluation	Trainees are committed to raising students’ achievement and demonstrate appropriate values and attitudes in their teaching and support of learning.
	Professional development	Trainees are able to improve their own teaching by effective evaluation, and have the motivation and ability to develop professionally.
<b>Teaching and learning</b>	Knowledge and understanding	Trainees have sufficient command of their subjects or vocational areas, and the associated pedagogical knowledge required to teach them effectively in the FE context

<b>Assessment and student support</b>	Planning	Trainees' planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their students.
	Teaching and learning strategies	Trainees are able to use effectively a range of teaching strategies and resources, including ICT, that enable all their students to acquire the expected knowledge, understanding and skills.
	Organisation and management	Trainees are able to organise and manage their classes confidently and safely.
	Monitoring and assessment	Trainees are able to devise and use appropriate methods for monitoring and assessing their students' progress, to inform their own planning and stimulate their students to improve.
	Access and Support	Trainees ensure that all students have full access to programmes of study and give suitable support to help them make good progress

*The following example illustrates the characteristics of trainees whose overall performance inspectors would regard as adequate.*

Trainees expect students to learn and aim to raise their achievement appropriately as a result of their teaching. They evaluate their teaching in order to improve it, but sometimes need the additional help of more experienced teachers to assess its impact on students' learning. Trainees have an understanding of the organisation of the college and how processes, such as admissions and quality assurance, have an impact on the progress of the students they teach. Trainees relate to their students well, respecting their backgrounds and interests.

Trainees are dependable in their knowledge and understanding in the subject/s they are trained to teach and make use of ICT. They are able to describe and communicate the concepts and skills of the subject/s to students. They are familiar with developments in post-compulsory education and training and the requirements of national qualifications, and use them to support their planning. Trainees set clear objectives for their sessions. They usually take account of the needs of different groups of students and are able to differentiate their teaching accordingly. Trainees are aware of the potential range of teaching strategies, and use some of these in their own teaching. They organise and manage time and resources to support their learning objectives. They establish a clear framework for managing learning, in line with the college's expectations.

They use a range of assessment strategies and, with the help of more experienced teachers, are able to identify students' individual needs. They are able to use data on previous attainment, and arising from diagnostic assessment, to place the performance of the students they teach into context. They mark students' work constructively, provide helpful feedback and record and report achievement, guided by the college's practice.

*The following example illustrates the characteristics of trainees whose overall performance inspectors would regard as illustrating many features of good practice.*

Trainees are committed to raising achievement, have high expectations of students and relate to them in a purposeful and positive way. They plan for the varying needs of individuals and groups in the class. They are recognised as having made a positive contribution to the work of the teaching department in which they are based. They have a good understanding of college guidance and support processes and how these are of benefit to the students that they teach. They think critically about the impact of their teaching on what all the students learn.

They set well thought out and clear objectives for lessons and sequences of lessons which students know and understand, and they match the learning resources and the learning activities carefully to intended outcomes. A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose. Trainees know how to manage time effectively in sessions, establish good relationships with students and provide a positive climate to motivate students. Work is matched well to a range of achievement, with recognition of the value of diversity and of the different contributions students can make. They are confident and up-to-date in their subject/vocational area and use of ICT. They use and apply their subject/occupational knowledge effectively in the context of what students need and have developed the ability to explain and communicate the concepts and skills of the subject to a high standard. In planning their sessions, they are able to draw on their work experience, knowledge and understanding of national frameworks and guidance.

Trainees understand and use a range of formative and summative strategies at the appropriate time to assess students' achievements accurately and consistently and can recognise when students have made progress. They interpret and use the data on students' achievements, including the results of diagnostic assessment, to judge starting points and to target levels of attainment. They are methodical and systematic in recording and reporting students' achievements.

### **Inspection activities**

39. Phase two consists of three aspects:

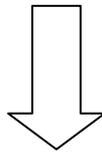
- planning for the visits to observe the teaching of individual trainees
- visits by inspectors to observe the teaching of individual trainees and to collect other evidence with which to judge their achievements
- a final team visit to the HEI and colleges to consolidate the evidence gained from preceding visits and to report findings to the HEI partnership and to individual colleges.

40. The diagram on the next page illustrates the process.

## **PHASE TWO**

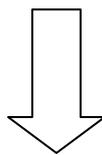
### **PLANNING THE VISITS**

Sample of trainees is agreed with the HEI and colleges by the MI and link inspectors for each college. Practical arrangements for visits are confirmed in writing.



### **VISITS TO EVALUATE TRAINEES**

Specialist inspectors and members of the core team visit trainees at their workplaces to observe them teaching and to collect other evidence of their achievements.



### **FINAL TEAM VISIT**

Core team of inspectors return to HEI and colleges to consolidate/extend evidence gathered from phase one and visits to observe trainees. Inspection team agree judgements and report back to HEI partnership and to individual colleges.

## **Planning the visits**

41. The managing inspector and link inspectors for each college will negotiate and agree a sample of trainees to be observed by inspectors. The provider will send to the managing inspector or link inspector a record of assessment of each selected trainee. This will include the provider's assessment of each trainee's teaching and assignment work and particular development priorities identified to improve the trainee's practice.

42. The sample should normally include:-

- six in-service trainees from each college (to include three trainees on stage 1/2 qualifications and three on stage 3 qualifications)
- six trainees from the HEI (with mix of in-service and pre-service, if applicable).

43. The sample selected should broadly reflect the range of capabilities of trainees as assessed by each college and the HEI. Although inspectors will not normally visit trainees who the provider has identified as not meeting the requirements for the qualification, the inspection team could decide to do so if they have concerns about the accuracy of the provider's assessment of trainees.

44. When the sample has been agreed, arrangements for visits to observe trainees will be confirmed by the MI or the link inspector for each college. Inspectors will need to bear in mind that trainees attend for job interviews at short notice and should give the provider appropriate alternatives. Providers should also inform the MI or link inspector if there are any problems about the colleges or trainees to be visited after the sample has been chosen. In these circumstances, the alternatives identified by the inspector will be visited. To ensure that programme changes can be made with minimum inconvenience to colleges and trainees, providers are asked to alert 'alternative' trainees to the possibility of a visit by an inspector.

## **Evaluating the achievements of individual trainees**

45. The inspection team for phase two will be supplemented by additional inspectors with expertise in a range of specialist subject/vocational areas. Their role will be to assist the core team in observing trainees and evaluating their achievements. Their involvement will enable the observation of a wider range of trainees.

46. Evidence for evaluating the progress and achievements of individual trainees will normally be gained from:

- observation of their teaching by specialist inspectors
- examination of their teaching/professional files, including examples of record keeping and assessed work
- scrutiny of completed tasks and written assignments

- reviews of teaching practice and other assessments, including targets and action plans
- interviews with the trainees
- interviews with their assessors.

47. Visits to trainees by specialist inspectors are likely to follow the model below. It is anticipated that each subject inspector will observe three trainees.

### **Outline programme for visit to evaluate trainees**

Consider documentary evidence on achievements	About an hour
Observe trainee teaching	About an hour
Interview trainee	About 45 minutes
Interview tutor/assessor	About 45 minutes

48. Providers are requested to inform the trainees that they are to be visited by an inspector and to clarify with them the programme for the visit and its purpose and format. They should make it clear that the inspector's judgements play no part in determining whether they will pass or fail the course.

49. Providers are asked to ensure that trainees have the following documents with them when the inspector visits:

- their teaching/professional file(s) including all assignments and assessments of their teaching
- examples of their assessments of students' work and any records made
- their profile of professional development in whatever form this takes
- a copy for the inspector of the plan(s) for the lesson(s) being observed.

### **Judging the achievements of individual trainees**

#### **Observing lessons**

50. Each trainee visited will be observed teaching one, or possibly two, sessions. An Ofsted evidence form (EF) will be completed for each session. Together with evidence from the sources listed above, the observation of the trainee's teaching will provide important evidence on the extent to which the trainees have reached a satisfactory level of teaching performance and made adequate progress in relation to their prior attainment and experience.

### **Interviews with trainees**

51. The topics for discussion in the interview with the trainee will normally include:

- points arising from the lesson observation
- trainee's strengths and areas for development
- schemes of work/lesson plans
- their wider involvement in the college or department
- future professional development needs
- other issues arising from the scrutiny of documentation
- how the trainee has been monitored and assessed.

### **Interviews with tutors/assessors**

52. The topics for discussion in the interview with the tutors/assessors will normally include:

- the factors which led to the tutor's overall evaluation of the trainee
- specific matters arising from the session observed and the teaching file
- the trainee's progress over time – with specific reference to targets set
- the final assessment procedures, including moderation.

### **Making judgements about the achievements and progress of trainees**

53. Based on the session observation(s), discussion with the trainee, examination of the trainee's file, profile, assignments, and any other available evidence, inspectors will make judgements on the achievement of each trainee seen and record them in the inspection notebook. The inspector's judgement on the achievement of an individual trainee is confidential and is not intended to be shared with providers or trainees.

### **The team visit**

54. Following the visits to evaluate the performance of individual trainees, the inspection team will return to the HEI and individual colleges to draw together the evidence gained from the inspection. During this period the MI and other members of the inspection team will liaise closely with the nominees and other staff at the HEI and colleges, to check findings and clarify any outstanding issues.

55. Inspectors will normally request additional meetings with staff in the HEI and colleges to discuss issues that have arisen from the evaluation of trainees or to consider changes that have been made by providers since phase one of the inspection. Inspectors will also ask to meet with trainees seen during phase one of the inspection to discuss with them their progress.

### **Making a judgement on the overall effectiveness of training**

56. In arriving at a judgement about the overall effectiveness of training, inspectors will take into account the judgements made on each of the three elements of the framework: the achievements of trainees, the quality of training, and the management and quality assurance of the provision.

57. The overall judgement of effectiveness will be represented by a single grade for each HEI (partnership) which summarises the inspection team’s judgment. The grades and descriptors are represented in the table below.

<b>Grade 1</b>	<b>Very good</b>	Highly effective; well above average
<b>Grade 2</b>	<b>Good</b>	Effective; above average
<b>Grade 3</b>	<b>Adequate</b>	Sound, acceptable, but has scope for improvement
<b>Grade 4</b>	<b>Inadequate</b>	Ineffective, below average, urgent action needed.

58. A provider will normally be judged to be inadequate where there is evidence that trainees are making insufficient progress and any one of the three main elements of the framework has been judged to be weak.

59. Where there are separate ITT (FE) courses in colleges, validated by National awarding bodies, inspectors will judge these separately from the ITT courses that are common to the partnership as a whole. They will not be graded.

### **End of the visit – feedback and reporting**

60. At the end of the team visit, oral feedback, based upon inspectors’ judgements on the three areas of the inspection framework, will be given to each college and to the HEI partnership. Inspectors will normally report on their overall evaluation of the effectiveness of provision and outline the strengths and weaknesses of the three areas of the evaluation schedule: the quality of training, management and QA and the achievements of trainees. Where the feedback is to the partnership as a whole, it may be useful to gather staff from the colleges and HEI together.

61. Inspection findings on courses leading to qualifications awarded by HEIs will culminate in a published report on the provision of each HEI and the courses leading

to its qualifications that are provided within the partnership. The report will contain a judgement (and grade) of the overall effectiveness of provision. The main substance of the report will be based upon inspectors' judgements under each of the three main headings in the inspection schedule. The managing inspector will send a draft copy of the report to the HEI so that it can be checked for accuracy before it is published.

62. Reports will not be published on provision in individual colleges. However, inspection findings on courses leading to qualifications validated by the National awarding bodies at individual colleges will be summarised in a letter to the college principal which will summarise inspectors' judgements under each of the three main headings of the inspection schedule. Where college tutors are substantially involved in teaching and assessing Cert. Ed and PGCE courses, validated by HEIs, the letter will also comment on the quality of this provision. This letter will be copied to the local LSC. The overall findings on courses validated by national awarding bodies will also be presented in a published annual report which will summarise the evidence gathered from all the visits made to FE colleges during the academic year. A draft copy of the report will be sent to the relevant national awarding bodies in advance of publication.

63. Over the four years of the inspection cycle, it is expected that the annual reports on courses leading to National Awarding Body qualifications will focus on different facets of national provision. For example, it may be possible in a particular year to present the findings on courses leading to the specialist teaching qualifications in literacy, numeracy or ESOL.

## Annex A. Concerns and complaints about FE initial teacher training inspections: guidance for providers

*These procedures apply to inspections carried out by Ofsted under the Framework for the inspection of the initial training of further education teachers.*

### 1. Introduction

1.1. Ofsted anticipates that the great majority of inspections will be carried out smoothly and without incident. However, we recognise that some providers may, on occasion, feel dissatisfied with some aspect of their inspection or inspection report.

1.2. Ofsted takes complaints about inspection seriously: we view them as an important addition to our own quality assurance measures. They can alert us to difficulties or uncertainties in the system and may lead us to issue new guidance to inspectors. Providers should be reassured that making use of the complaints procedures will have no impact whatsoever on our subsequent working relationship with them.

### 2. Handling of concerns and complaints

2.1. There are several ways in which concerns and complaints can be handled:

- discussion with the managing inspector
- lodging a request for an internal review of inspection judgements
- lodging a formal complaint about the conduct of an inspection or an inspector.

2.2. Ofsted will investigate any complaints rigorously and make every effort to resolve the issues as quickly as possible. We are concerned, above all, with the fairness of the inspection. We will acknowledge that we are mistaken where the facts clearly prove this to be so or where we agree that there are serious omissions or factual errors. We will not, however, change our judgements because they are unpopular, because improvements are promised at some time in the future or because of developments after the inspection has been completed.

### 3. Raising concerns and complaints

3.1. It is essential that any areas of concern are raised **as soon as they arise** so that they can be properly considered and, wherever possible, resolved while the inspection is taking place. Whatever the cause for concern, it should initially be discussed with the managing inspector. If, however, you consider the matter to be of such gravity, or if it relates to the action of the Managing Inspector him/herself, you should raise the matter with the head of Ofsted's Teacher Education Division (paragraph 8).

3.2. Where concerns are about judgements you may ask for an internal review, provided that it can be shown that opportunities for normal debate with the inspection

team have been exhausted. The internal review process, which is described in more detail in section 4 below, will normally only take place after the issue of the draft report.

3.3. Where concerns are about the conduct of an inspection, or of an inspector, and it can be shown that proper debate with the managing inspector has taken place without a satisfactory conclusion, you then have recourse to the formal complaints procedure set out in section 5 below.

#### **4. Internal review**

4.1. If you wish to ask for an internal review, you should do so by writing to the head of Ofsted's Teacher Education Division at the earliest opportunity, and by no later than 20 working days after receipt of the draft inspection report. Your request should set out your case clearly and provide evidence in support. Disagreement with the judgements reached by the inspectors is not a sufficient reason to prompt an internal review: you must be able to demonstrate that material evidence has been presented to the inspector(s) and neglected.

4.2. Where the head of the Teacher Education Division considers there are sufficient grounds for a review, he will seek consideration of the available evidence. Any evidence submitted must be in writing and you must be able to demonstrate that it was:

- a. in existence at the time of the inspection
- b. made available to the inspector(s) during the inspection
- c. not taken into account by the inspector(s) in reaching their judgements.

4.3. The additional evidence will be sent to the relevant inspector who will consider this and comment on whether this might lead to the amendment of any of his/her original judgements. Subsequently, another inspector, not directly involved in the inspection, will independently consider the original inspection evidence, the additional information, and the response of the inspector to this, and then offer his/her view on the inspection judgements. The independent views of both inspectors will be considered by the head of the Teacher Education Division who will then write to the provider with his decision either to uphold the challenge, in whole or in part, or to reject it.

4.4. The whole process will normally be completed within 20 working days of receipt of the request for an internal review. However, the response time may vary depending on particular circumstances. When the review is likely to take longer than four weeks, Ofsted will let you know and keep you informed of progress.

#### **5. Formal complaints**

5.1. If it has not proved possible to resolve your concerns during the course of the inspection, then the next step is to lodge a formal complaint. This will normally only come about if you believe there is evidence that the conduct of the inspection, or of an inspector, did not meet the requirements set out in this handbook. The complaint should be sent in writing to the head of the Teacher Education Division and must be submitted no later than 20 working days after receipt of the draft inspection report.

5.2. In writing to the head of the Teacher Education Division, the main areas of concern should be clearly stated, grouped under headings and supported by evidence. If the conduct of the inspection, or an inspector, is believed to have adversely influenced the inspection judgements reached, the claimed effect on the judgements should also be demonstrated. All the information you wish to be considered should be included at the outset. This will enable your complaint to be dealt with more quickly and will reduce the need to seek further information from you.

5.3. Ofsted will acknowledge receipt of complaints as soon as possible. Responsibility for investigating the complaint will rest with the head of the Teacher Education Division. He will carefully reconsider all the existing evidence together with any further information provided in support of the complaint and will then form conclusions and draft an appropriate response. This will be considered by an independent review team within Ofsted, which is totally separate from the operational work of the Teacher Education Division. They will review the case to ensure that the conclusions of the Head of Division are fully supported by the available evidence and that the complaint has been dealt with fairly. The head of division will then respond substantively to the complaint.

5.4. If your complaint is fully or partially upheld, the response will include an apology, an explanation and, if necessary, an indication of what steps have been or will be taken to put matters right. Where allegations or complaints are not upheld the response will say so, and explain why.

5.5. Ofsted will consider and respond to the complaint speedily and will endeavour to respond substantively within four working weeks. However, the response time will vary depending on the individual circumstances of the case. Where consideration takes longer than four weeks, Ofsted will keep you informed of progress and the reasons for delay. We will respect confidentiality and will respond to complaints in a reasonable and even-handed manner.

## **6. Referral to Her Majesty's Chief Inspector**

6.1. If you are dissatisfied with the outcome of an internal review or complaint, you may write to HMCI and ask for a further review. Such a request must, however, be lodged within 10 working days of receipt of the decision letter from the head of the Teacher Education Division. HMCI will consider all the available evidence and take advice from the independent review team within Ofsted (see paragraph 5.3.). He will then convey his decision in writing, normally within 14 days of the receipt of the request for a review.

## **7. External review**

7.1. If you remain dissatisfied with Ofsted's response, you may appeal to the Independent Ofsted/ALI Complaints Adjudicator. The Adjudicator provides an external and independent element to the procedures but may only accept a case once internal procedures have been exhausted. The Adjudicator can rule only on the management of the complaints procedure, not on the validity of inspectors' judgements.

## **8. Contact**

Head of Teacher Education Division  
Teacher Education Division  
Ofsted  
Alexandra House  
33 Kingsway  
London WC2B 6SE

Telephone: 020 7421 6695

## Annex B. Provider's evaluation of the inspection process

**Name of provider:**

**Inspection year:**

**Courses Inspected:**

This questionnaire invites providers to evaluate the quality of the inspection process. It should not be used to challenge the outcomes of inspections. The procedures to deal with appeals against inspection judgements and complaints are described in annex A of the *Handbook for the inspection of the initial training of further education teachers* ('the *Handbook*').

### **Communication**

1. Were you given notification of the inspection in accordance with the timescale described in the *Handbook*?
2. Were the initial arrangements for the inspections made by the managing inspector(s) (MI) in line with the *Handbook*? If not, please describe any difficulties you had with the inspection arrangements.
3. As the inspection process progressed, were you content with the quality of communication between you and the MI(s) and the inspection team? What, if anything, could be done to improve communication?
4. Did the feedback at the end of each of the two phases of the inspection conform to the guidelines in the *Handbook*?

### **The inspections**

5. Did the relationship between the MI(s) and the nominee/s help the inspection process to run smoothly? Could the MI(s) or other inspectors have done more to make this relationship more effective?

6. Did inspectors carry out the inspections according to the *Handbook*? Which aspects of the inspection process worked particularly well? Were there aspects of the process that did not work well which Ofsted should note for future inspections?

### **After the inspections**

7. Did you receive the draft report/letter confirming findings at the time indicated by the MI(s)?

### **Conclusion**

8. Overall, are you content that the inspections were carried out according to the *Handbook* and Ofsted's Principles for Inspection?

Signed:

Date:

Name:

Position: