

Self-evaluation document guidance

For higher education institution-led partnerships providing initial teacher education
for the further education system

Introduction

The purpose of the SED

1. The self-evaluation document (SED) (www.ofsted.gov.uk/publications/080192) is a tool to help you to demonstrate how well you evaluate the effectiveness of your provision. It is meant to be evaluative rather than descriptive. The SED will be used to help Ofsted inspectors to plan and focus inspections. The use of the SED is not mandatory, but inspectors will consider a provider's self-evaluation as part of the inspection.

Submission of the SED

2. For the inspection year 2010/11 the SED and supporting annexes should be submitted to Ofsted electronically no later than **31 December 2011**.¹ Details of how to submit these will be sent in a separate letter to providers.
3. The timing of the submission is intended to enable:
 - providers to complete internal course reviews, evaluations and reports
 - Ofsted to undertake the inspection planning required – the self-evaluation has a central part in this process to ensure that inspections are tailored carefully to the particular provider.

The structure of the SED

4. The SED is designed to address each of the graded inspection questions in the Ofsted inspection framework. It has not been arranged as a template to be filled in, but as a model for structuring the provider's evaluative judgements of the provision. However, the SED does include a small number of tables to be completed, such as the grade table to be used to summarise self-evaluation grades for each of the inspection questions.
5. The length of the SED will vary according to the complexity of your provision. However, the SED should not be descriptive. The emphasis is on evaluations based on rigorous analysis to support the judgements made. The focus of this analysis should be on the outcomes for trainees, as explained in the introduction to the SED.

Supporting data

6. Throughout the document there are requests for data to be supplied as annexes. It is envisaged that you will already be producing much or all of this quantitative and/or qualitative. You should only provide the data that supports the analysis and evaluation in the SED.

¹ If providers do not use the SED, Ofsted will accept self-evaluation in another format.

7. Wherever possible, the analysis of data should be of trends rather than for one year. You may not have data for the three-year period suggested; if this is the case you should submit your most recent data and begin the process of compiling a year-on-year data bank so that trends can be considered in future SED.
8. An effective SED will use data to support and justify its evaluations. Without such data, evaluations are likely to be little more than assertions. The data are requested as annexes to the SED so that you can submit them in formats convenient to you, such as spreadsheets you have already compiled. You should ensure that any data submitted links directly to the evaluations made in the body of the SED. You should not submit generalised data that cannot be linked directly to evaluations made. For instance, you should not submit all the data held on individual trainees since this level of detail is unlikely to support your evaluations directly.
9. It will be important to provide a breakdown of trainees' attainments within particular groups, particularly for pre- and in-service trainees, and for individual partner colleges or other training partners. You will need to demonstrate how you monitor the outcomes for different groups, especially when they may be small in number, for example, trainees with learning difficulties and/or disabilities.
10. If you wish to refer to other materials, such as course reviews, you must specify the relevant pages in those documents rather than simply supplying their titles or annexing them in entirety.

The relationship between the SED and college self-assessment

11. The SED is intended for use by higher education institution-led partnerships providing initial teacher education (ITE) for the further education (FE) system.² It is to be completed as an evaluation of the provision across the partnership. It will draw upon self-assessment by partner colleges. The partnership should ensure that this self-assessment includes an analysis of the outcomes for trainees to inform the partnership SED.
12. The partnership should draw upon the analysis by partner colleges and centrally held data to produce the overall partnership SED. As explained above, specific data for each partner college should be included if this differs from the overall partnership data and analysis.

Compliance check

13. It is important that all provision meets the Secretary of State's requirements and Standards Verification UK endorsement for FE teaching qualifications. Each

² This term is used to cover all settings in the learning and skills/lifelong learning sector that include provision for learners aged 14 years or over, for example: FE or sixth form colleges, specialist colleges, adult community learning, work-based learning, personal and community development learning, voluntary and community learning, offender learning, the armed forces.

provider should establish systems for making the necessary checks. While several people may have some responsibility for the checking procedures, the SED is asking you to identify the position of a senior manager who has overall responsibility for ensuring that the compliance checks have been carried out effectively.

In each section of the SED you should:

- comment on any differences between the different colleges/training partners in a partnership
- use the information provided to identify the key priorities for improvement.

In completing the SED you will find it helpful to refer to *Grade criteria for the inspection of initial teacher education 2008–11*:
www.ofsted.gov.uk/publications/080128.

Context

Statement of the nature and context of the provision

14. The context section and the main priorities for improvement section below are the only sections of the SED which do not require evaluative comments. This section is not the place to make judgements about quality, nor is it a summary of the other sections of the SED. You should try to set the scene for the evaluations that follow and refer to the features of your provision which make it distinctive – those that are distinctly different from that routinely offered by other providers. You should limit this section to the most important contextual factors affecting your provision. It is envisaged that the context section will be no longer than 300–500 words.
15. You should only describe those aspects of the context that have a direct bearing on the evaluations you make within the SED. You do not need to refer to all of the prompts in this section of the SED. You should feel free to add other information if it would help you to describe the context in which the training takes place more clearly. You need to be aware that if you identify important contextual features, you must evaluate in the main body of the SED how they affect your provision.
16. You may wish to include reference to the following, as appropriate:
 - the range of courses and qualifications provided (for example, Certificate in Teaching in the Lifelong Learner Sector (CTLLS), Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Skills for Life)
 - how qualifications are delivered (for example, whether Skills for Life is separate from or integrated into generic training)
 - factors affecting/determining how trainees are identified for each course/qualification route

- local or regional needs or contextual information that affect your provision (such as serving the needs of a particular client base, for example work-based learning, or demand for specialising in specific optional units)
 - any other affiliations or factors that influence your provision
 - any specific arrangements for training teachers in delivering 14–19 qualifications
 - contractual or other arrangements to provide training for other organisations
 - a mission statement that helps to explain aspects of your provision
 - other distinctive features, including examples of innovative or creative solutions to challenges you encounter
 - links with any other agencies that have an impact or influence on your provision.
17. You may want to provide information about the wider range of courses offered within the partnership as part of this contextual background.
18. Part of setting the context is explaining the size and complexity of the provision. The next two sub-sections provide information on two key aspects of this.

Numbers of trainees

19. The SED is compiled following the completion of the training for a cohort of trainees. The information requested here refers to that cohort and to those already on training programmes, such as those part-way through a two-year course. During the year of an inspection, information about the number of trainees in the current cohort will be required by the lead inspector.

The partnership

20. The information provided here will help with inspection planning as well as provide information about the size and nature of the partnership. It will help Ofsted coordinate inspections of initial teacher education with inspections of partner colleges and other inspections, surveys and audits in the FE system.

Main priorities for improvement for initial teacher education

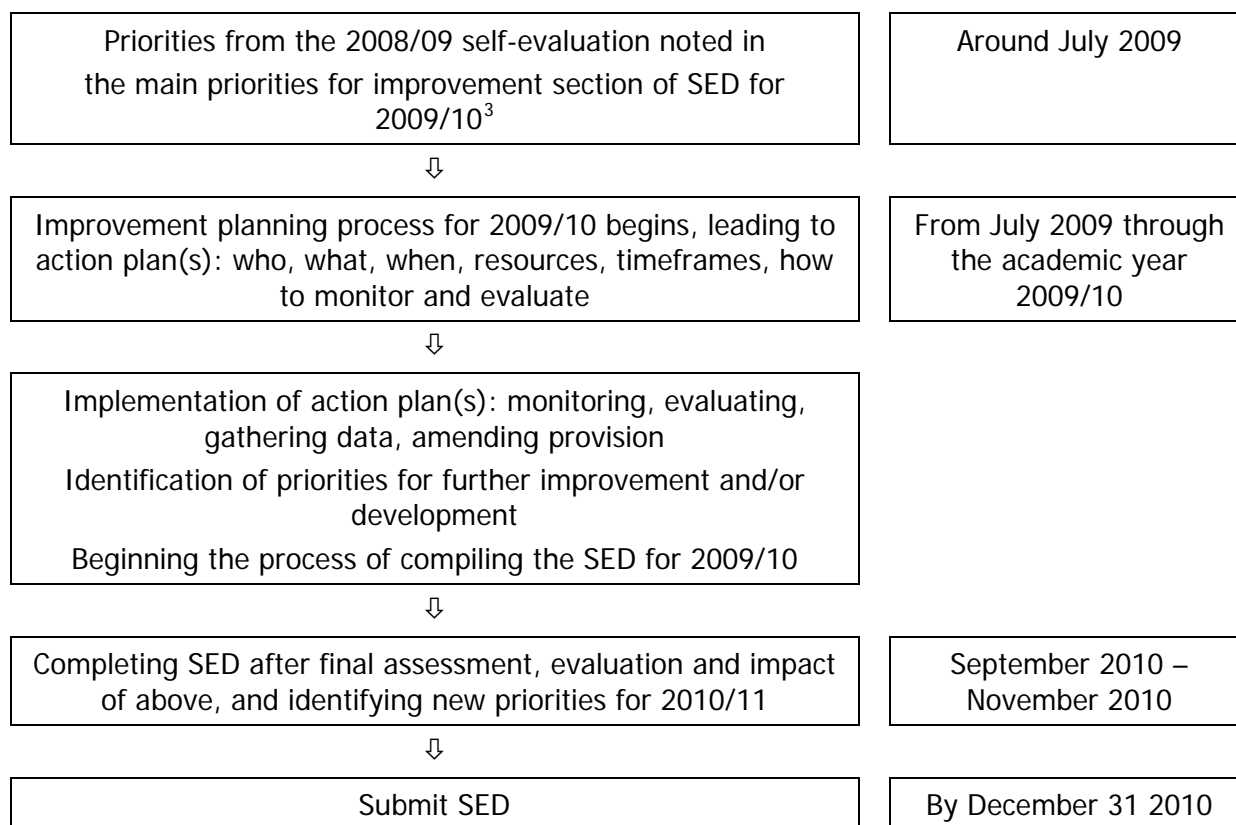
21. As with the context section above, this section is not asking for evaluative comments. You are asked to record:
- the main priorities you worked on over the year of the SED, arising from previous self-evaluation. Your response to these priorities should be evaluated in the main body of the SED. The priorities you identified should

have fed in to the improvement planning process and resulted in action plans

- the priorities for improvement and/or further development arising from the SED.

22. The relationship between the SED and improvement planning is illustrated in the diagram below. Once submitted, the SED cannot be changed, but improvement planning and action plans will allow you to show how you are responding to the new priorities identified and how you are making adjustments to provision over the course of the academic year before producing the next year's SED. During an inspection, inspectors will discuss this planning.

Figure 1: The relationship between the SED and improvement planning



Trainees' attainments

23. In the trainees' attainments section you are asked to provide data about trainees' attainments for the year of the SED and the previous two years. It is recognised that some providers will not initially have this data for three years. Providers are not expected to compile the data retrospectively. In this case, you should provide the data for the year of the SED and begin the process of compiling the data annually.

³ This year is for illustrative purposes only.

24. Judgements of trainees' attainments are made at the end of the period of training. These judgments should be made against the grade criteria. They are not intended to take account of trainees' starting points or other factors. These factors should be explained elsewhere in the SED, in particular in the section on how well the training provided secures trainees' progress.
25. The process for reaching judgements about trainees' attainments, for individual trainees and for cohorts, is outlined below. Your procedures for internal and external moderation should enable you to be confident that your judgements are consistent with those made by other providers. If you do not assess trainees using the Ofsted four-point scale you should submit evidence of their attainments in your preferred form, but you must justify your overall conclusions in a way that will allow comparisons with the attainment of trainees elsewhere. If you assess your trainees only as pass/fail, you must consider how you can demonstrate the progress in trainees' attainments over time, since much of the evaluation required later in the SED should be linked to the effects of training on trainees' attainments and other outcomes.
26. Judgments on the performance of **individual trainees** at the end of their training should be made using the guidance in the *Grade criteria for the inspection of initial teacher education 2008–11*:
www.ofsted.gov.uk/publications/080128.
27. **The overall judgement for trainees' attainments** is reached by analysing how well, **by the end of the training programme**, the cohort of trainees meets the assessment requirements of the relevant qualification to teach in the lifelong learning sector and the criteria for judging trainees' attainments.

Indicative proportions for grading the cohort of trainees at the end of course⁴

Attainment grade	
Grade 1	More than half of trainees are judged to be outstanding, with no more than one tenth judged to be satisfactory
Grade 2	At least three quarters of trainees are judged to be at least good
Grade 3	All trainees are judged to be at least satisfactory
Grade 4	Assessment is inaccurate at the pass/fail boundary, leading to trainees whose attainment is judged to be inadequate being awarded the qualification to teach in the lifelong learning sector

28. Drawing on the data you submit, you are asked to provide an evaluative commentary about trainees' attainments over time, and/or differences between different groups of trainees. For instance, your data may show that the number of trainees judged to be outstanding has increased year on year. It may also show that trainees from an ethnic group or gender attain higher standards than others. Your evaluative commentary should identify the factors contributing to this. Another example may be that trainees in one partner college achieve lower grades overall than trainees in other partner colleges. Again, your evaluative commentary should try to identify why this might be and what has been done about it.
29. Any of the above might have an impact on how you evaluate any of the other sections in the SED.
30. In the trainees' attainment section, you must refer to evidence from external moderation relating to the accuracy and reliability of your assessments of trainees. You should show how you have responded to any recommendations.
31. The positions suggested for trainees' attainment section of the SED are those of senior managers who have responsibility for the reliability of the assessment procedures.

Recruitment and selection

32. It is recognised that there are significant differences between the recruitment of pre- and in-service trainees. Responses to this section need to show clearly what type of provision is being evaluated. The prompts are designed to be helpful, but they will need interpreting as appropriate for the type of provision.

⁴ For grade 3 and above all trainees must be **at least** satisfactory.

33. In evaluating the effectiveness of recruitment and/or selection procedures the focus must be on:
- the impact on outcomes
 - the progress trainees make and their final attainment
 - the proportion of trainees who complete the course successfully (please note for in-service trainees the success rate is calculated across the whole two years of the programme rather than the constituent years)
 - over time, the proportion of trainees who either go on to employment (pre-service) or gain licensed practitioner status (in-service)
 - how well the procedures contribute to the effectiveness of the training in meeting individual trainees' needs, for example: contributing to the individual training plan, identifying literacy/numeracy/ICT support, ensuring specialist training, and identifying particular professional development needs for in-service trainees
 - how successfully trainees have been allocated to the most appropriate training programme and qualification (judged through 'the outcomes').
34. Where possible, you should refer to statistical data (**included as an annex**) to support your evaluations, such as:
- the degree to which recruitment targets are met
 - the extent to which you meet local and regional needs
 - the extent to which you are successful in recruiting under-represented groups
 - the proportion of trainees completing the course(s) successfully and achieving CTLLS/DTLLS/Skills for Life
 - over time, the numbers going on to achieve licensed practitioner status
 - the proportion of pre-service trainees who gain employment.
35. You should include:
- enrolment data and, if appropriate, how these match any target numbers
 - numbers applying and recruited, indicating gender, ethnicity and disability
 - any assessments of the trainees at the recruitment and selection stage
 - a summary of previous qualifications for trainees recruited
 - numbers going on to achieve qualifications – CTLLS/ DTLLS/Skills for Life (over time, the actual numbers going on to achieve licensed practitioner status could be included) – indicating details of the numbers withdrawing/referring/failing

- the outcomes of your initial assessment of trainees to identify how many require literacy and/or numeracy and/or ICT support – indicating how these needs are met.
- 36. You should include here the general criteria you use for the recruitment and selection of trainees or for allocating trainees to particular training programmes/qualification routes; for example, you may assess relevant subject knowledge or previous experience, in-service trainees' current role and/or professional development needs. Explain how you apply these criteria and how you assess the trainees at the start of the training programme to inform individual training plans.
- 37. It is assumed that the information you collect about trainees at the recruitment and selection stage will feed in to the various review/assessment points throughout the course. The information gained at review/assessment points should be used to evaluate the appropriateness of recruitment and selection criteria and procedures.

Training and assessment

- 38. In this section you are asked to evaluate the quality of training and assessment over a three-year period in relation to the impact these have on trainees' progress, attainment and other outcomes. The focus must be on this link between the training and trainees' progress and final attainment.
- 39. There are links between this section and the section on promoting equality and diversity. A key aspect of equality is how well the training, and the support and guidance provided for trainees, secures progress for individual and groups of trainees. This will include how they apply their understanding of **equality and diversity** to their teaching practice, including for specific groups of learners such as those with learning difficulties and/or disabilities and minority ethnic groups.⁵
- 40. You should evaluate how well the training and assessment, and the support and guidance given to trainees:
 - enable all trainees to make progress and meet the learning outcomes of the units of assessment within individual qualifications at an appropriate level (given their starting points)
 - ensure training provision promotes equality of opportunity and takes account of diversity
 - take account of individual training needs
 - are consistently effective in monitoring progress and identifying the need for support or enhancement to ensure trainees achieve at least good outcomes

⁵ See *Grade criteria for the inspection of initial teacher education* (080128), Ofsted, 2008, pp. 27–37; www.ofsted.gov.uk/publications/080128.

- ensure that all trainees acquire the knowledge, understanding and personal skills teachers should have to enable them to address the needs of their learners
 - ensure that those who require it receive effective support in literacy/numeracy/ICT.
41. Where appropriate, you may want to include any information you have about trainees' further development after the period of training.
42. In evaluating how effective you are in ensuring that all trainees receive sufficient specialist training, support and guidance for teaching their 'specialist area', you should include the effectiveness of individual learning plans, mentoring support, the quality of feedback and developmental targets, and the use of these targets to plan and direct the specialist training.
43. Where possible, provide, as an annex, a summary, covering the past three years, of the analysis of the evaluations you undertook of training and assessment, including the quality of work-based support for trainees.
44. Evidence in this section could include:
- any analysis you undertake of the value added by the course for individual and groups of trainees
 - an analysis of quality assurance information gathered by managers, where this has a focus on evaluation based on the quality of trainees' experiences, opportunities and outcomes
 - summary data showing trainees' and trainers' evaluations of the quality of training. For instance, you may provide a table showing the proportion of trainees in each year who rated the training as very good, good, satisfactory or unsatisfactory. This may need to be broken down for those trainees in different partner colleges, on different routes, or in-service trainees working in different settings if there are significant differences between them.
45. Supporting information and/or more detailed data must therefore be available for inspectors should they ask for it. Factors that could be included:
- your analysis of trainees' summative evaluations of their courses
 - work-based mentors' evaluations of the courses to which they contribute
 - other evaluations of the quality of provision you may have carried out
 - the outcomes of any internal observations of the quality and variety of training both within the higher education institution and across individual providers
 - the outcomes of external reviews and evaluations
 - an analysis of the views of former trainees and their employers

- summary data showing an analysis of evaluations by, for example, mentors or college ITE coordinators
- summary data showing an analysis of views gathered from former trainees and their employers.

The effective and efficient use of resources

46. In the context section you may want to include a brief description to explain the resources available. This should include any differences between partner colleges. The term 'resources' is used here to encompass physical, financial and human resources.
47. In this section, you need to make the connection between how you choose to deploy resources and the impact this has on trainees' progress and achievements, and how this impact is monitored and evaluated. You should make clear how you know that the best decisions have been made to achieve the best possible outcomes, given the context and circumstances of the provision.

The quality of provision across the partnership

48. This section asks you to evaluate the extent to which there is high quality provision across the partnership. It is not about systems and procedures for monitoring and/or quality assuring this (this is covered in the judgment of the capacity to improve further and/or maintain high quality outcomes), but about the actual level of quality.
49. The evaluation should be based on an analysis of the outcomes for trainees. To demonstrate the quality across the partnership you can do this at the whole partnership level or break it down into groups of trainees. However you do this, it is essential that your self-evaluative judgment is backed up through this analysis and presentation of evidence. Inspections will confirm the self-evaluation through careful selection of parts of the partnership to test your analysis and judgements.
50. You should focus your analysis on how the following secure the best possible outcomes for individuals and groups of trainees:
 - the information and data you collect and analyse to indicate the quality of all aspects of the provision across the partnership
 - how well all those involved in training understand the rationale for the training programme
 - the quality of placements and mentoring support for trainees
 - the involvement of all partners in reviewing, planning and delivering the training programme

- the extent to which all training partners have high expectations for training and of trainees
- the effectiveness of the professional development of all trainers in securing and sustaining high-quality training and consistent and reliable assessments of trainees
- taking account of the views of trainees.

51. This section also includes the security of assessments of trainees. Evidence should be presented to demonstrate the accuracy and reliability of these assessments. This covers:

- formative/developmental and interim assessment and the use of this to secure progress for trainees
- the final assessment of trainees.

You should refer to:

- the nature and extent of your assessment systems
- the training you provide for staff involved in assessment
- the quality assurance systems you have in place for monitoring accuracy and consistency
- the use you make of internal and external moderation.

Promoting equality and diversity⁶

52. The focus of this section is on how well the partnership ensures that all trainees, individuals and groups receive their entitlement to high-quality training, support and guidance, and on the effectiveness of the promotion of equality and diversity. You may wish to draw upon evidence submitted elsewhere, for example in recruitment and selection and in meeting the training needs and well-being of individuals and groups of trainees. The focus of the evidence should be on the analysis of the outcomes for trainees – both individuals and groups.

53. This section should include particular reference to:

- how well the partnership promotes equality of access and opportunity
- the effectiveness in eliminating incidents of harassment and unlawful discrimination
- the quality of support for trainees' personal well-being
- how well prepared the trainees are to promote equality and diversity in their institutions.

⁶ There are links between this section and the training and assessment section.

54. In evaluating how well the partnership creates a harmonious and inclusive environment for learning, you should include:
- the quality of support for the personal well-being of all trainees
 - how secure trainees feel in declaring a disability and/or personal circumstance and/or in reporting incidents of harassment and unlawful discrimination
 - how confident trainees are that any declaration will lead to adjustments and adaptations to training programmes so that equality of access is secured.

Overall effectiveness

55. In this section you need to consider the evaluations and supporting evidence in all of the sections above. The criteria for making the overall effectiveness judgement are in the *Grade criteria for the inspection of initial teacher education 2008–11*: www.ofsted.gov.uk/publications/080128.
56. Firstly, for each of the sections above, use your analysis and evaluation, together with the Ofsted grade criteria, to provide a self-assessment grade and enter this in the table in the SED.
57. Then, using all the judgements in the above sections and the Ofsted grade criteria for overall effectiveness, provide an indicative grade for the overall effectiveness of your provision.
58. In this section you should also provide an evaluative summary of how the various sections interrelate, for example how selection ensures trainees with the right potential to make good progress and attain well are recruited, and how this progress is secured through the quality of training provided and the promotion of equality of opportunity for all trainees.
59. It is important that any differences between different aspects of the partnership are identified and explained.

Capacity to improve further and/or to sustain high-quality outcomes

60. This section is largely concerned with the way longer-term strategic leadership and management demonstrate your capacity to improve further or to sustain high-quality training and outcomes. The evaluation should not be a description of systems and procedures, for example to monitor and/or quality assure provision; it should be an analysis of the impact on the outcomes for individual and groups of trainees.

How effectively does the management at all levels assess performance in order to improve further and/or sustain high quality outcomes?

61. The focus of this judgement is demonstrating a record of improvement, based on the analysis of improvements in the outcomes for individual and groups of trainees.
62. It is important that this is demonstrated at all levels of management across the partnership.
63. Improvements may be:
 - against specific issues raised in a previous inspection report
 - against aspects of the partnership 'mission' and priorities or those of individual partner colleges
 - based on the analysis of data and information from a wide range of sources, including both current and former trainees (and their further professional standards in the early years of teaching), and their employing institutions.⁷
64. The evaluation should include:
 - an analysis of the quality of self-evaluation, in particular how well this is focused on the analysis of the outcomes for trainees
 - an evaluation of how well this self-evaluation is informed by rigorous monitoring of all aspects of the provision, through the impact on the outcomes for trainees – including for particular groups of trainees; and/or against your own 'mission' and priorities
 - how self-evaluation is informed by the analysis of data and information from a wide range of sources, including both current and former trainees (and their further professional standards in the early years of teaching), and their employing institutions.⁸

How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?

65. This aspect of judging 'capacity' involves 'looking ahead'. The evaluation should include an analysis of the likely impact on trainees' outcomes and how this will be monitored and evaluated.
66. The changes and initiatives will, of course, change from year to year. There will be national, regional and local issues. There are likely to be particular issues that will impact on your partnership.

⁷ This is not about individual trainees, but about how you evaluate the effectiveness of training by collecting information from these former trainees and their employers.

⁸ This is not about individual trainees, but about how you evaluate the effectiveness of training by collecting information from these former trainees and their employers.

67. It is assumed that national issues will always include:
- key policies and guidance from the Department for Innovation, Universities and Skills and other relevant government departments that have an impact on the FE system
 - changes in the qualifications to teach in the lifelong learning sector
 - changes in the requirements for initial teacher education in the FE system
 - Ofsted and other reports on the FE system and on initial teacher education.
68. Examples of local issues include:
- changes in the partnership – loss or addition of colleges, significant changes in the size of cohorts or the nature of trainees (for example the proportion of in-service trainees employed in different settings), new programmes
 - significant changes in leadership and management in the higher education institution and/or partner colleges
 - changes in funding arrangements.

How effectively does the provider plan and take action for improvement?

69. This covers actions arising from the two sections above. Action planning will be evaluated through how well it is focused on analysis of previous outcomes to identify what needs to be done and how well the analysis of these outcomes will be used as indicators of success.
70. Action plans do not need to be appended, but should be available for inspectors during an inspection.

To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high-quality outcomes?

71. Ofsted inspections will lead to a judgement about the capacity of a provider to maintain high-quality outcomes for trainees and/or secure and sustain improvements where required. This means weighing up the evidence in the three sections above. The criteria for each grade are in the *Grade criteria for the inspection of initial teacher education 2008–11*: www.ofsted.gov.uk/publications/080128.
72. Firstly, for each of the sections above, use your analysis and evaluation, together with the Ofsted grade criteria, to provide a self-assessment grade and enter this in the table in the SED.
73. Then, using all the judgements in the above sections and the Ofsted grade criteria for capacity to improve further and/or sustain high quality outcomes, provide an indicative grade for the capacity to improve further.

74. You should also provide an evaluative summary of how the various sections interrelate to reach your overall judgement for capacity.
75. It is important that any differences between different aspects of the partnership are identified and explained.

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