



**Office for Standards  
in Education**

# **Consultation on the Ofsted 'Framework for the inspection of the initial training of further education teachers'**

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## Introduction to the consultation

Your views are sought on Ofsted's proposals for the regular inspection of providers of further education (FE) teacher training, outlined in the draft *Framework for the inspection of the initial training of further education teachers (Framework)* in Part A.

The *Framework* explains Ofsted's proposals for the inspection process, the evaluation schedule and plans for reporting on inspections.

Ofsted intends to conduct a four-year programme of inspections of all higher education institution (HEI) providers of FE teacher training and the partnerships with which they operate. The *Framework* builds on inspection processes developed in the survey of FE teacher training carried out in 2002/03. The report of this survey, *The initial training of further education teachers: A survey* (HMI 1762), can be found on Ofsted's website on the following link

<http://www.ofsted.gov.uk/publications/docs/3425.pdf>

## Consultation questions

Part B (provided as a separate document) provides the list of consultation questions, to which we should especially welcome your response, and details on how to respond. The consultation period ends on **7 June 2004**. We welcome your views by that date and preferably before.

## Part A – Framework for the inspection of the initial training of further education teachers

### Introduction

The Post-16 Education and Training Inspection Regulations 2001 (SI 2001 No.799) extended Her Majesty's Chief Inspector's (HMCI) remit to cover the inspection of the training of FE teachers which is funded by the Learning and Skills Council or Higher Education Funding Council for England.

In the same year, The Further Education Teachers' Qualifications (England) Regulations 2001 (SI 2001 No. 1209) for the first time introduced a requirement for all FE teachers to obtain a teaching qualification, based on national standards for teaching and supporting learning in FE. These standards were drawn up by the Further Education National Training Organisation (FENTO) after extensive consultation and were published in 1999.

From September 2004, Ofsted will be conducting a four-year programme of inspections of all HEI providers of FE teacher training, and the partnerships with which they operate. This *Framework* indicates the purposes and principles underpinning these inspections, outlines how the inspections will be carried out and sets out the evaluation criteria which will be used. The *Framework* builds on inspection processes developed in the earlier survey of FE teacher training<sup>1</sup> and takes account of feedback from the providers involved in the survey. This *Framework* is intended to be compatible and consistent with the *Common Inspection Framework for Inspecting Post-16 Education and Training*<sup>2</sup> and with the *Framework for the Inspection of Initial Teacher Training* for school teachers.<sup>3</sup>

### Purposes of inspection

The main purposes of the inspection of the initial training of FE teachers are to:

- help bring about improvement by identifying strengths and weaknesses and highlighting good practice
- keep the Secretary of State, the Higher Education Funding Council for England and the Learning and Skills Council informed about the quality and standards of training
- promote a culture of self-assessment among providers, leading to continuous improvement or maintenance of very high quality training.

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<sup>1</sup> *The initial training of further education teachers: A survey*, (HMI 1762), Ofsted, 2003.

<sup>2</sup> *The Common Inspection Framework for Inspecting Post-16 Education and Training*, (HMI 263) Ofsted/ALI, 2001.

<sup>3</sup> *Framework for the Inspection of Initial Teacher Training*, (HMI 548), Ofsted/TTA, 2002.

## Inspection process

Each inspection will focus on courses leading to accredited qualifications for teachers of FE provided by an HEI and, where relevant, its partner FE colleges. Inspectors will report on the areas set out in the following evaluation schedule.

Inspections will be in two stages. In the first stage, taking place during the autumn or spring term, inspectors will focus on the quality of training and on management and quality assurance. In the second stage, normally taking place during the summer term, inspectors will focus on the standards achieved and the progress made by trainees. Further evidence will also be gathered at this stage of the effectiveness of training and of its management and quality assurance. The second visit 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. Oral feedback will be given to the provider at the end of each stage of the inspection.

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

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 who will agree the inspection programme with the provider and manage the two stages of the inspection. Providers will be invited to nominate a representative to help with the smooth running of the inspection. This representative will play an important role in the inspection by liaising regularly with the Managing Inspector during the planning and the inspection weeks. There should be an ongoing professional dialogue between inspectors and the provider's representative about the context of the provider's work and the emerging inspection findings.

Inspectors will take account of providers' self-evaluations when carrying out initial teacher training inspections, particularly when inspecting management and quality assurance. Inspectors will draw upon evidence from many sources. These may include:

- evaluation of the impact of action and improvement plans
- evaluation of training by current and former trainees
- reports from external examiners/verifiers
- peer reviews and observations including self-assessment reports
- comments from FENTO and other external bodies.

## Reporting of inspections

Inspection findings on courses leading to qualifications awarded by HEIs will culminate in a written report on the provision of each HEI and its partnership. The report will contain inspectors' judgements under each of the headings in the Inspection Schedule.

Inspection findings on courses leading to qualifications validated by national awarding bodies will be presented in an annual report which will summarise the evidence gathered from all the visits made to the partner FE colleges during the academic year. Reports will not be published on provision in individual colleges.

## **Evaluation schedule**

The following questions form the basis of the judgements which will be made by inspectors in their evaluation of courses leading to Postgraduate Certificate in Education (PGCE), Certificate in Education (Cert Ed) or other accredited qualifications for teachers in further education.

### **A. Overall effectiveness**

- 1. What is the overall quality of the initial training provided for FE teachers?**
- 2. What steps need to be taken to improve the provision further?**

To answer these questions, inspectors will consider the evidence from the sections below.

### **B. Achievements of trainees**

**By the end of their training programmes:**

- 1. Do trainees reach a satisfactory level of teaching competence against the main elements specified in the national standards?**
- 2. Have trainees made sufficient progress in their teaching capability in relation to their prior attainment and experience?**

To answer both of these questions, inspectors will consider the following key areas of performance, which 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 that enable all their students to acquire the expected knowledge, understanding and skills.
- ❑ *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.
- ❑ *Organisation and management* – trainees are able to organise and manage their classes confidently and safely.
- ❑ *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.

## **C. Quality of training**

### **1. Are the content and structure of the training programme designed to ensure that trainees meet the national standards?**

To answer this question, inspectors will evaluate:

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

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

- training is designed to ensure that trainees achieve the national standards
- 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 of differing abilities 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 standards
- 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 classroom practice 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 knowledge, understanding and skills towards achieving the standards
- 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 and understanding 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 standards
- 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 the standards and provide accurate information on trainees' strengths and areas for development to help them to prepare for a teaching career 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' achievements against the required standards during and at the end of the training

- 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 against the standards, 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.

## **D. Management and quality assurance of the provision**

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

To answer this question, inspectors will evaluate:

- the accuracy and clarity of the information given to prospective trainees about the training programmes
- 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
- the effectiveness of the provider's equal opportunities policy and the efforts made to recruit trainees from minority ethnic and other under-represented groups
- the appropriateness of the selection criteria for stage 1, stage 2 and stage 3 qualifications
- the effectiveness of appraisal and interviewing processes in identifying trainees' needs and qualification requirements
- the 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 initial teacher training 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 have 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 ensure that trainees accepted onto training programmes are likely to meet the relevant standards by the end of the 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 partnership arrangements, where applicable
- the effectiveness of the planning and delivery of the training programmes
- the opportunities provided for trainees to develop expertise in teaching their specialist subject or occupational area
- the clarity and appropriateness of roles and responsibilities of all involved in partnerships
- the deployment of resources to support effective training.

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

- the course or partnership is well managed to provide coherent and consistent planning and training across the different elements of the training programmes
- co-operation between the HEI 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 of policies on equality of opportunity and the promotion of good race relations
- the effectiveness of the procedures to ensure that trainers have the knowledge, skills and understanding necessary to discharge their roles successfully
- the management and monitoring of developments in training programmes to ensure that high standards are established, maintained or enhanced
- the 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
- the effectiveness of the systems for evaluating the quality of provision
- the quality and impact of the provider's improvement planning.

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

- managers monitor whether training programmes promote good race relations and equality of opportunity
- the institutions provide suitable venues for training
- 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 the targets set
- the assessment procedures, in the range of programmes provided, are appropriate, clear, accurate and effective
- course development is managed and monitored

- 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
- training programmes are evaluated against clear criteria.

## Principles of inspection

The following principles apply to all inspection activities carried out by or on behalf of Ofsted. They are intended to ensure that:

- the findings of the inspection are valid, reliable and consistent
- the findings of the inspection contribute to improvement
- the process of inspection promotes inclusion
- inspection is carried out openly with those being inspected.

The principles of inspection are that:

- Inspection acts in the interest of learners, to encourage high-quality provision that meets diverse needs and promotes equality.
- Inspection is evaluative and diagnostic, assessing quality and compliance, and providing a clear basis for improvement.
- The purpose of inspection and the procedures to be used are communicated clearly to those involved.
- Inspection invites and takes account of any self-evaluation by those inspected.
- Inspection informs those responsible for taking decisions about provision.
- Inspection is carried out by those who have sufficient and relevant professional expertise and training.
- Evidence is recorded and is of sufficient range and quality to secure and justify judgements.
- Judgements are based on systematic evaluation requirements and criteria, are reached corporately where more than one inspector is involved, and reflect a common understanding in Ofsted about quality.
- Effectiveness is central to judging the quality of provision and processes.
- Inspection includes clear and helpful oral feedback and leads to written reporting that evaluates performance and quality, and identifies strengths and areas for improvement.
- The work of inspectors reflects Ofsted's stated values and code of conduct.

- Quality assurance is built into all inspection activities to ensure that these principles are met and inspection is improved.

## **Code of conduct for inspectors**

Inspectors must uphold the highest professional standards in their work, and ensure that school staff are treated fairly and benefit from their inspection. These standards are ensured through a code of conduct for inspectors.

The code of conduct requires inspectors to:

- evaluate objectively, be impartial and have no previous connection with the provider which could undermine their objectivity
- report honestly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy and sensitivity
- do all they can to minimise the stress on those involved in the inspection, and act with their best interests and well-being as priorities
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work.

## **Concerns and complaints about inspections**

Occasionally, providers feel dissatisfied with some aspect of their inspection report. Ofsted takes such matters seriously and providers will have recourse to published procedures for internal reviews of inspection judgements and for dealing with complaints about the conduct of an inspection or an inspector.

## **Part B (supplied as a separate document)**

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3600>