

# Initial teacher education inspections 2011/12

Guidance for inspectors and providers on the inspection of provision leading to awarding body qualifications to teach in the lifelong learning sector

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**Age group:** All

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## Introduction

1. The current initial teacher education (ITE) inspection cycle does not take into account provision for the initial training of lifelong learning/further education teachers that leads to awarding body qualifications<sup>1</sup> and offered through a wide range of further education institutions. A considerable number of trainees opt for this route. ITE inspections currently only cover higher education institution-led (HEI) partnerships, which include further education colleges that deliver HEI-validated ITE qualifications. In 2011/12, inspections will be undertaken of a sample of centres which offer ITE leading to an awarding body qualification to teach in the lifelong learning/further education sector. The evidence gathered from these inspections will inform the publication of an overview report on the quality of provision.
2. The inspections will be conducted using the *Framework for the inspection of initial teacher education 2008–11*,<sup>2</sup> which will be contextualised to meet this type of ITE provision, and the *Grade criteria for the inspection of initial teacher education 2008–11*<sup>3</sup> will be applied. These are designed to cover both training to teach in the lifelong learning/further education sector and training to teach in maintained schools.

## Principles of inspection and regulation

3. The principles of inspection and regulation reflect Ofsted's values and ensure that our statutory duties are carried out efficiently and effectively. The principles focus on the interests of service users: children, young people, parents, adult learners and employers. They promote improvement in the services we inspect or regulate, and value for money. They also take full account of our policies on equality and human rights. Inspectors will comply fully with the Ofsted code of conduct in Annex E.
4. All inspections carried out by Ofsted must:
  - support and promote improvement
  - be proportionate
  - focus on the needs of users
  - focus on the needs of providers
  - be transparent and consistent

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<sup>1</sup> Throughout this guidance, 'provision for the initial training of lifelong learning/further education teachers that leads to awarding body qualifications' will be shortened to 'awarding body provision'.

<sup>2</sup> *Framework for the inspection of initial teacher education 2008–11* (080129), Ofsted, 2008; [www.ofsted.gov.uk/publications/080129](http://www.ofsted.gov.uk/publications/080129).

<sup>3</sup> *Grade criteria for the inspection of initial teacher education 2008–11* (080128), Ofsted, 2009; [www.ofsted.gov.uk/publications/080128](http://www.ofsted.gov.uk/publications/080128).

- be accountable
- demonstrate value for money.

## The nature of the provision to be inspected

5. There is a very wide and diverse range of providers that operate outside HEI-led ITE partnerships and offer training leading to awarding body qualifications. These providers include adult and community learning institutions, work-based learning providers, local authorities, and further education and sixth form colleges. The provision falls within sector subject area 13 which is not normally inspected under the Common Inspection Framework.
6. The inspection will focus on provision leading to the Certificate for Teaching in the Lifelong Learning Sector (CTLLS) and the Diploma for Teaching in the Lifelong Learning Sector (DTLLS). This is compatible with the HEI-validated qualifications, namely the Certificate in Education (CertEd) or Professional Graduate Certificate in Education (PGCE). Inspectors will take into account the use that providers make of the Preparation for Teaching in the Lifelong Learning Sector (PTLLS) award, particularly in terms of widening participation and implementing national priorities. Inspections will also include qualifications in subject specialist diplomas, and additional diplomas for literacy, numeracy and English for speakers of other languages (ESOL) teaching.<sup>4</sup>
7. Details of the nature of awarding body qualifications are included in Annex A. Currently, there are 10 awarding bodies offering qualifications which will be included in the scope of the inspection. Currently, around 10,000 trainees are undertaking training leading to these qualifications (CTLLS and DTLLS) in around 215 centres.

## Key questions for the inspections

8. The overarching inspection question is: 'How well does training leading to awarding body qualifications prepare teachers for teaching in the lifelong learning/further education sector?'
9. The inspections will also consider the following questions which will be addressed in the overview report.
  - Do teachers in the lifelong learning sector have access to high quality training?

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<sup>4</sup> This only applies to those trainees undertaking these qualifications alongside the CTLLS/DTLLS qualification. Those who complete the CTLLS/DTLLS qualification and then train for these diplomas as part of their continuing professional development (CPD) will not be included in inspections.

- To what extent have the issues raised in the last overview report on awarding body provision (see Annex B) and the report on reforms in the accreditation and continuing professional development of teachers in further education (Annex C) been addressed?<sup>5</sup>
  - Does awarding body provision provide a good basis for further professional development and career progression?
10. These questions will be answered by inspecting a sample of providers (centres) to reflect the diversity of the provision and with wide geographical coverage. Each centre inspected will be sent a letter summarising the key findings from the inspection visit. This letter will be published on the [Ofsted website](#).
11. The findings from these inspections of awarding body provision will be compared with those from inspections of HEI-led partnerships to identify emerging strengths and areas for development.

## The inspection methodology

12. The following methodology will be used to gather the evidence required.
- A sample of centres (mainly, but not exclusively, further education colleges) in each region (south, midlands and north) will be visited.
  - A range of inspection activities will be scheduled including interviews with individual and small groups of trainees and, wherever possible, observations of their teaching, interviews with trainers and interviews with employers. Inspectors will also scrutinise documentary evidence of trainees' progress and achievements during the period of training, including evidence of the assessment of trainees and the internal and external verification of these assessments.
  - Each centre will receive brief oral feedback at the end of the inspection visit and a letter summarising the inspection outcomes soon after the visit; the letter will be published on the [Ofsted website](#).
  - The evidence from all of the centres visited will inform the findings of an overview report.
  - There will be no grades for each awarding body.
13. Each centre will receive a notification letter at least eight weeks prior to the main inspection visit (in line with all other ITE inspections). The inspector will contact the centre at least three weeks prior to the inspection in order to make arrangements for the visit.

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<sup>5</sup> Reference will also be made to the action plan produced by the Department for Business Innovation and Skills in response to these reports.

14. Each awarding body whose centres are to be inspected (see Annex A) will be informed that the programme of inspections is being undertaken, but not about the specific centres to be visited. Inspectors will need access to qualification specifications, assessment and verification arrangements and other relevant materials.

## Applying the ITE inspection framework, grade criteria and graded characteristics of trainees

15. Inspectors will use the current ITE inspection framework and associated grade criteria. These have been adapted to meet the specific context of inspecting awarding body provision.

### The ITE inspection framework

16. The key inspection questions and graded judgements in the *Framework for the inspection of initial teacher education 2008–11* (see the grade profile on page 8) will be applied. These are underpinned by evaluations of the quality of the outcomes for trainees.<sup>6</sup> As with all other ITE inspections, inspectors will judge the impact of provision on:
  - trainees' progress and attainment (achievement)
  - the proportion of trainees who successfully complete the course
  - the proportion of trainees who secure employment or acquire licensed practitioner status in the lifelong learning/further education sector.<sup>7</sup>
17. For trainees in the lifelong learning/further education sector, the final point includes the impact of the training and qualification on future professional development and career paths. Inspectors will evaluate how well this is used by providers to inform of self-evaluation.<sup>8</sup>

### The ITE grade criteria

18. The *Grade criteria for the inspection of initial teacher education 2008–11* will be applied. These are designed to cover training to teach in the lifelong learning/further education sector as well as training leading to qualified teacher status to teach in maintained schools. Each centre visited will receive a letter summarising the inspection findings shortly after the inspection visit. The letter will indicate the overall quality of the provision and the provider's capacity to

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<sup>6</sup> It is recognised that those being trained in the centres being inspected will be in-service and may be experienced teachers and/or trainers. However, 'trainees' is the generic term used throughout ITE inspections, including those for teachers in the lifelong learning/further education sector.

<sup>7</sup> These are the defined outcomes for all ITE inspections. It is recognised that, in the lifelong learning/further education sector, those obtaining teaching qualifications have up to five years of professional formation to obtain licensed practitioner status.

<sup>8</sup> This will often involve the provider working with external agencies such as the Institute for Learning.

sustain high quality and/or improve the outcomes for trainees using the Ofsted four-point scale: outstanding, good, satisfactory and inadequate. The letters will be published on the [Ofsted website](#).

19. In evaluating the effectiveness of the awarding body provision, the inspection will explore the relationship between the following outcomes.
  - Retention rates – what proportion of starters complete the training programme within a reasonable timescale?
  - Success rates – what proportion of starters successfully complete the course and gain the qualification?
  - Pass/achievement rates – what proportion of those who complete the course gain the qualification?
  
20. The ITE grade profile below will be used but interpreted to ensure that it matches the nature of awarding body ITE provision. This is explained in detail below under 'What inspectors will evaluate'. Inspectors will use the grade criteria and their professional expertise to make judgements for each aspect they evaluate.

## The ITE grade profile

### Overall effectiveness in securing high-quality outcomes for trainees

		Grade
<b>How effective is the provision in securing high-quality outcomes for trainees?</b>		
Trainees' attainments	How well do trainees attain?	
The factors contributing to trainees' attainments	To what extent do recruitment/selection arrangements support high-quality outcomes?	
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	
	To what extent are available resources used effectively and efficiently?	
The quality of the provision across the partnership	To what extent is the provision across the partnership of consistently high quality?	
Promoting equality and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	



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

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?	
How effectively does the management at all levels assess performance in order to improve or sustain high-quality outcomes?	
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	
How effectively does the provider plan and take action for improvement?	

## What inspectors will evaluate

Question from the ITE grade profile	What inspectors will evaluate
<p><b>How well do trainees attain?</b></p> <p>Explanatory notes:</p> <ul style="list-style-type: none"> <li>■ For ITE inspections, this grade is based on the proportion of the cohort of trainees attaining at satisfactory, good and outstanding levels at the end of the course, and is therefore dependent on verifying the provider's grading of trainees.</li> <li>■ Trainees following awarding body qualifications are not graded but either pass or fail.</li> <li>■ On other ITE inspections, inspectors use attainment data for previous cohorts to help with this judgement – this data will not be available for awarding body provision.</li> </ul>	<ul style="list-style-type: none"> <li>■ Inspectors will <b>not</b> make a judgement on trainees' final attainments.</li> <li>■ Inspectors will judge trainees' <b>achievement</b>. They will evaluate the extent to which individual trainees have made as much professional development as they can, given their starting points on entry to the training – not just meeting the expectations/requirements of the qualifications.</li> <li>■ The judgement will be made using the graded characteristics of trainees in the ITE grade criteria, which are designed to cover training to teach in the lifelong learning/further education sector, as well as training leading to qualified teacher status to teach in maintained schools.</li> <li>■ The evaluation of trainees' achievement will be important in judging the overall quality of the provision.</li> </ul>

<p><b>To what extent do recruitment/selection arrangements support high-quality outcomes?</b></p>	<ul style="list-style-type: none"> <li>■ Inspectors will evaluate the appropriateness of courses/programmes/qualifications for individuals and groups of trainees. In making this judgement, they will gain evidence from discussions with the provider, with trainees and where possible, with employers. They will also evaluate retention, success and pass rates.</li> <li>■ In line with other ITE inspections, including those in the lifelong learning/further education sector, inspectors will discuss with each centre information about former trainees' future professional development and career paths, including the proportion that go on to gain licensed practitioner status (see footnote 7). The evidence will be used to determine the effectiveness of the recruitment and selection procedures and also how well the centre uses this information as part of the evaluation of the effectiveness of the training.</li> <li>■ Inspectors will also evaluate the effectiveness of, and access to, progression routes from awarding body to higher education institution qualifications to ensure that progression routes between different teaching qualifications are clear and coherent, and that they take account of changing requirements as trainees move through their professional careers.</li> </ul>
<p><b>To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?</b></p>	<p>Inspectors will evaluate how well individuals and groups of trainees make progress and fulfil their potential given their starting points on entry to the training programme. In making this judgement they will take account of the views of trainees and other stakeholders to evaluate the extent to which:</p> <ul style="list-style-type: none"> <li>■ training has high but realistic expectations of trainees</li> <li>■ progress is monitored accurately and trainees receive good quality feedback and developmental targets that enable them to make progress</li> <li>■ the same rigour is applied to the monitoring and evaluation of the trainees' experience in the workplace as that applied in the taught courses</li> <li>■ the elements of training combine effectively to support trainees' progress</li> <li>■ trainees' practical teaching experience, in particular the development of their expertise in</li> </ul>

	<p>teaching their specialist subject, is central to their training and the assessment of their progress<sup>9</sup></p> <ul style="list-style-type: none"> <li>■ the provider ensures equality of access to high quality training for all trainees.</li> </ul>
<p><b>To what extent is the provision across the partnership of consistently high quality?</b></p>	<p>Inspectors will evaluate:</p> <ul style="list-style-type: none"> <li>■ the effectiveness and impact of the relationship between the provider, the awarding body, employers and other stakeholders which may include partnerships with HEI involved in teacher training and/or partnerships with other colleges and settings, in order to achieve the best possible outcomes for trainees</li> <li>■ the effectiveness of the moderation of the assessment of trainees, arrangements for external examination/verification and any arrangements for assuring the quality of the provision</li> <li>■ the extent to which the provider uses its partnerships to ensure sufficient breadth of experience for trainees.<sup>10</sup></li> </ul>
<p><b>To what extent are available resources used effectively and efficiently?</b></p>	<p>Inspectors will evaluate the extent to which available resources are deployed to ensure equality of access and to secure the best possible outcomes for trainees. This will include how well the provider ensures that trainees:</p> <ul style="list-style-type: none"> <li>■ have access to specialist (subject) training and mentoring<sup>11</sup></li> <li>■ have a suitable breadth of experience</li> <li>■ meet the requirements related to minimum teaching hours.</li> </ul>
<p><b>To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?</b></p>	<p>Inspectors will evaluate:</p> <ul style="list-style-type: none"> <li>■ whether all relevant legislative and statutory requirements are met</li> <li>■ how well the provider ensures that all trainees receive their entitlement to high quality training as indicated by the quality of outcomes</li> <li>■ the personal support for all trainees and how well the training takes account of specific individual needs</li> <li>■ how well trainees are prepared to teach a diverse range of learners.<sup>12</sup></li> </ul>

<sup>9</sup> Inspectors will take account of the context in which the trainee is working.

<sup>10</sup> See footnote 9.

<sup>11</sup> See footnote 9.

<sup>12</sup> See footnote 9.

<p><b>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?</b></p> <p>There will be no requirement for the centre/provider to submit self-evaluation on a standard template or to a common format or for providers to send their self-evaluation to inspectors before the inspection. Discussion about the accuracy and impact of self-evaluation will take place as part of the inspection visit.</p>	<p>Inspectors will evaluate:</p> <ul style="list-style-type: none"> <li>■ the effectiveness of the provider's arrangements for ensuring high quality, including internal and external verification</li> <li>■ the provider's self-evaluation, course/programme review and improvement planning, and the extent to which this is rooted in the analysis of outcomes for trainees</li> <li>■ how well self-evaluation and review ensure that training programmes are up to date</li> <li>■ how well self-evaluation leads to clear priorities for sustaining high quality and/or improving the quality of outcomes</li> <li>■ the quality of actions taken to improve/sustain high quality through the impact of these actions on the outcomes for trainees.</li> </ul>
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## Conducting the inspection

### Before inspections

21. The sample will be selected as follows.

- Up to nine centres in each region (the north, midlands and south) will be selected. These will cover the range of awarding body provision.
- The sample of centres in each region will be visited in the same week in autumn 2011, spring 2012 and summer 2012.
- In the region(s) with greatest provision and/or need, up to six additional centres will also be visited: up to two in autumn 2011 and four in spring 2012.
- The weeks for the inspections will be determined using the main ITE schedule to find specific weeks with fewer ITE inspections scheduled.
- Each centre will be sent a letter notifying them of the inspection at least eight weeks before the inspection week.

22. The inspection tariff will be as follows.

- Each centre's visit will normally be undertaken by one inspector but this may be increased for providers with large numbers of trainees.
- Each inspector taking responsibility for the inspection of a centre will be allocated one preparation day and five days (one working week) for each inspection visit. Any Additional Inspectors will be allocated four or five days during the inspection week.

23. To enable the inspector to undertake the required planning for the visit, the provider will be asked to supply the inspector with:
- a list of the trainees on courses leading to awarding body qualifications together with details of their place of employment and other relevant details in order to inform the selection of the sample of trainees to be visited
  - any information about the course that will help the inspector to plan the visit, such as dates and times of training sessions, how the progress of trainees is monitored and assessment arrangements.

### The use of inspection preparation time

When	Activity
8 weeks prior to the inspection visit	The inspector sends notice of inspection to the centre/provider.
At a time convenient for the inspector and before the preparation day	The inspector makes initial contact and requests the information required from the provider.
Preparation day	<p>The inspector:</p> <ul style="list-style-type: none"> <li>■ makes telephone contact with the centre/provider</li> <li>■ analyses: college inspection reports; Standards Verification UK (SVUK) reports and other data/information; college self-assessment; and external examiners'/verifiers' reports to produce a short pre-inspection briefing (PIB)<sup>13</sup> to be sent to the centre (this will identify the key inspection lines of enquiry)</li> <li>■ selects a sample of trainees to be involved in the inspection and determines the inspection activities matched to the inspection lines of enquiry</li> <li>■ sends PIB to the centre/provider (copied to the ITE further education adviser)</li> <li>■ agrees a programme for the visits to the centre and for visiting trainees.</li> </ul>

### The inspection

24. Inspectors will use the five on-site inspection days as follows.
- Day 1 – travel, initial discussions with the centre and on-site preparation, undertaking some interviews or other inspection activity. In some cases an inspector may visit a trainee on the way to the centre.

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<sup>13</sup> The pre-inspection briefing (PIB) will be based on a modified and shortened version of the current ITE PIB template.

- Days 2–4 – observing and interviewing trainees and collecting additional evidence through interviews and documentation.
- End of Day 4 and Day 5 – writing the ‘inspector summary’ to prepare for feedback, writing the summary feedback letter and providing brief oral feedback to the provider.

25. Inspection activities, whenever possible, will include:

- observations of trainees’ teaching
- interviews with individual trainees
- interviews with trainers (mentors, tutors, etc.)
- scrutiny of documented evidence of trainees’ progress and achievements during the period of training, scrutiny of documented evidence to support the assessment of trainees and evidence of the internal and external verification of these assessments.

When circumstances allow, the following inspection activities may also be used:

- joint observations of trainees teaching (an inspector and a trainer observe the trainee, followed by the inspector observing the trainer giving feedback to the trainee)
- interviews with groups of trainees
- interviews with employers and other stakeholders
- interviews with former trainees.

26. To record evidence, the existing ITE inspection instruments will be used and modified as necessary. They are:

- the trainee summary evidence form (EF) to summarise all of the evidence about an individual trainee; the national priorities identified in this form will be adapted to focus on awarding body provision
- the general ITE evidence form for recording other evidence, such as from interviews, observations, scrutiny of documents, etc.
- the inspector summary, based upon the ITE team inspector summary, to summarise all inspection judgements and supporting evidence.

Inspectors will provide oral feedback to the centre at the end of each visit and follow up with a letter summarising the feedback. A template will be provided for this letter.

## Following the inspection

27. At the end of the inspection, inspectors will:

- send the inspector summary and feedback letter to the ITE team.

The ITE team will:

- undertake the quality assurance read of the letter
- send the letters to the centres; a draft will be sent to the centre/provider to comment on factual accuracy and the centre has five working days to respond
- ensure that they are entered onto the [Ofsted website](#) within 25 working days of the end of the inspection
- undertake interim retrieval.

28. Following the completion of all of the inspection visits, the specialist adviser for further education will:

- undertake retrieval from all inspection visits and interim retrieval (five days)
- write the overall report (10 days – a block of five days with flexibility later to deal with responses to drafts of the report).

## Summary of inspector days

Week	Specialist adviser for further education	Team inspectors
Two to three weeks after the notice has been given		One day of preparation
Inspection week		Five days (one working week)
In the weeks after the inspections	Five days	

## Quality assurance

29. In the first instance, quality assurance is the responsibility of the inspector. All post-inspection letters will be quality assured by the ITE team before being sent to the provider for checking prior to publication on the [Ofsted website](#). All other Ofsted-wide quality assurance procedures will apply to these survey inspections, including possible on-site quality assurance visits.

## How do providers complain about their inspection?

30. Any concerns about the inspection should be raised with the inspector during the inspection and resolved where possible. Concerns may also be raised with the quality assurance inspector if one is on site. If the concerns are not resolved by these means, the person raising the concern, or someone acting on his or her behalf, should contact the Ofsted helpline on 0300 123 4666. The call will be answered by a member of the National Business Unit at Ofsted and passed to an appropriate person with the required knowledge of further education and skills inspections, who will try to help to resolve the issues.
31. If it has not been possible to resolve concerns in the manner described, then individuals or providers may decide to lodge a formal complaint. The procedures are available on [the 'Complaints' section of the Ofsted website](#).
32. Ofsted investigates and sends the complainant a response, which is informative and aims to answer all of the points of concern, within 20 working days. Ofsted also includes details of how to ask for further internal and independent review if the complainant is not satisfied with the complaint resolution.



## Annex A. Awarding body qualifications

Awarding body teaching qualifications comply with legislative requirements and the Qualified Teacher Learning & Skills (QTLS) standards. They are comprised of the:

- award in Preparing to Teach in the Lifelong Learning Sector at level 3 and 4<sup>14</sup> (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector at levels 3 and 4 (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector at level 5 (DTLLS)
- subject specialist diplomas and additional diplomas for literacy, numeracy and English for speakers of other languages (ESOL) teaching at level 5.

The diploma (DTLLS) is equivalent to a Certificate in Education (CertEd) or a Professional Graduate Certificate in Education (PGCE)<sup>15</sup> (level 6) offered by HEI partnerships.

### Awarding bodies that have SVUK endorsement for ITE qualifications (CTLLS and/or DTLLS)

(Please note that there are transitional arrangements to transfer this to the Institute for Learning.)

Awarding body	Suite of provision	Notes
Ascentis	All awards	Formerly known as OCNW.
Cambridge ESOL	Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTE(E)LLS) replaces both the Cambridge ESOL Certificate in Further Education Teaching and the Certificate for ESOL Subject Specialists	Largest provider of ESOL teaching qualifications. Currently offered through a network of 13 centres, of which 10 are located in Greater London.
Chartered Institute of Personnel and Development (CIPD)	PTLLS/CTLLS only	
City and Guilds	All awards	The largest and most significant awarding body.
Edexcel	All awards	

<sup>14</sup> These levels relate to the National Qualifications Framework.

<sup>15</sup> The postgraduate certificate in education (also referred to as a PGCE) is level 7.

EDI	PTLLS/CTLLS	Incorporates former London Chamber of Commerce and Industry (LCCI) and the Joint Examining Board (JEB) with strong tradition of in-service teacher training.
Future (Awards and Qualifications) Ltd	CTLLS (level 3)	
National Open College Network	CTLLS	
OCR	All awards	
Trinity College London	DTLLS	Incorporating Trinity Guildhall, offers accredited qualifications in English language and the performing and creative arts. Currently 13 centres, mainly further education colleges.

The following providers offer PTLLS qualifications only and will not be involved in this inspection survey:

CYQ	PTLLS	Small awarding body specialising in fitness instructor qualifications.
NCFE	PTLLS	

## Annex B. Summary of key findings and recommendations from *The initial training of further education teachers*<sup>16</sup>

### Key findings

The key findings below are presented under the three main headings of the *Framework for the inspection of the initial training of further education teachers*.<sup>17</sup>

#### Trainees' achievement

- Trainees demonstrate strong commitment to the values of the post-16 sector and have high expectations of their own students.
- Trainees display good and improving levels of reflection on, and evaluation of, the impact of their teaching on learning.
- There are limited opportunities for trainees to experience the full range of assessment activity in their teaching practice.
- Trainees with identified learning needs at the start of the course are still not taking up the support available to them.

#### Quality of training

- The taught element of the training is good and improving with much effective modelling of good practice by teacher trainers.
- New programmes are well designed with increased focus on subject specialist teaching and the minimum core elements of literacy, numeracy and information and communication technology.
- Systems for evaluating trainees' progress are underdeveloped, given their different starting points and range of experience.
- The quality of target-setting to improve trainees' performance and track their progress remains highly variable.

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<sup>16</sup> *The initial training of further education teachers* (080243), Ofsted, 2009; [www.ofsted.gov.uk/publications/080243](http://www.ofsted.gov.uk/publications/080243).

<sup>17</sup> *Framework for the inspection of the initial training of further education teachers* (2774), Ofsted, 2003; [www.ofsted.gov.uk/publications/2774](http://www.ofsted.gov.uk/publications/2774).

## Management and quality assurance

- The quality assurance and monitoring of workplace support for trainees is often weak.
- Systems for recruiting, selecting and interviewing trainees and arrangements for gathering baseline information about trainees' needs are now generally good.
- The monitoring of the impact of equality and diversity policies across providers and partnerships is underdeveloped, and under-represented groups in further education are not targeted sufficiently.

## Recommendations

Higher education institutions and national awarding bodies should:

- establish clear systems and procedures for tracking the progress trainees make from their different starting points on entry to the training
- ensure that trainees' practical teaching experience, in particular the development of their expertise in teaching their specialist subject, is central to their training and the assessment of their progress
- apply the same rigour to the monitoring and evaluation of the trainees' experience in the workplace as that applied in the taught courses
- define clear progression routes from national awarding body to higher education institution qualifications.

Further education colleges and employers should:

- secure good-quality workplace mentoring for trainees to support them in developing the necessary skills to teach their specialist subjects.

The Department for Innovation, Universities and Skills (now the Department for Business Innovation and Skills) should:

- review the adequacy of short-term funding arrangements and clarify accountability for the implementation of actions to raise the standard of support for further education trainee teachers in the workplace.

## **Annex C. Summary of key findings and recommendations from *Progress in implementing reforms in the accreditation and continuing professional development of teachers in further education*<sup>18</sup>**

### **Key findings**

- There was widespread welcome for the reforms because of their contribution to improving the professional status of teachers and trainers, leading to an extension of the range of approaches to professional development.
- There was considerable confusion about how to interpret the details of the reforms and how to relate the new requirements to the varying experiences and qualifications of staff already in post.
- Initial progress has been slow in ensuring that all further education teachers meet similar levels of skills in literacy and numeracy as set out in the reforms for new teachers.
- Too many managers, teachers and trainers were unclear about the statutory requirements relating to the need for some teachers of literacy and numeracy to hold a specialist qualification in teaching Skills for Life.
- Teachers' literacy and numeracy skills were not always assessed at interview; concerns were more likely to be identified once they were in post.
- Providers were very unclear about the demarcation of responsibilities between Lifelong Learning UK, Standards Verification UK and the Institute for Learning in implementing the reforms.
- There was a lack of clarity about the equivalence of the Qualified Teacher and the Qualified Teacher Learning and Skills status for school and further education teachers.
- Uncertainty existed about the comparability of qualifications and progression from one type of qualification and awarding body to another.
- Only two of the providers visited were using the Lifelong Learning UK professional standards to inform the planning and evaluation of continuing professional development and to build on the experiences of newly qualified teachers.
- The reforms had encouraged a few providers to include the wider workforce in planning professional development, but most of the providers visited did not have a formal structure for this.

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<sup>18</sup> *Progress in implementing reforms in the accreditation and continuing professional development of teachers in further education* (080268), Ofsted, 2010; [www.ofsted.gov.uk/publications/080268](http://www.ofsted.gov.uk/publications/080268).

## Recommendations

The Department for Business Innovation and Skills should:

- clarify the requirements for teachers of Skills for Life to hold subject specialist qualifications
- examine ways of rationalising and giving greater coherence to the work of the Institute for Learning, Lifelong Learning UK, and Standards Verification UK in developing, supporting and monitoring the reforms
- simplify the guidance on the reforms, so that all providers have a clear understanding of what is required of them
- clarify with the Department for Children, Schools and Families the equivalence and transferability of qualified teacher status between schools and the further education sector
- clarify arrangements for recognising the prior experience and learning of established teachers to ensure that progression routes between different teaching qualifications are clear and coherent and that they recognise changing requirements as people move through their professional careers
- build on the positive response to the workforce reforms for teachers, to support the development of the wider workforce in further education.

Providers should:

- ensure that teachers of Skills for Life hold the required specialist qualification
- support teachers to develop their skills in numeracy and literacy to the level required to gain qualified or associate teacher status
- make greater use of the professional standards to plan and evaluate continuing professional development
- ensure their staff are given clear, accurate and up to date guidance on the workforce reforms.

## Annex D. Allocation of inspection days

Activity	Inspector days
Early autumn 2011: <ul style="list-style-type: none"> <li>■ Planning time – further education specialist adviser (late August/early September)</li> <li>■ Training for the team at the remit conference in September</li> </ul>	10  5
<ul style="list-style-type: none"> <li>■ Inspections – for each centre visit (three per term over three terms in three regions): one preparation day to organise each inspection, and five inspection days per inspection for on-site preparation, inspection activity, producing a link inspector summary for the lead inspector, providing feedback to the provider and writing feedback letter.</li> <li>■ Six additional visits (two in autumn and four in spring)</li> </ul> Further education specialist adviser: <ul style="list-style-type: none"> <li>■ Planning for spring visits (in autumn) and summer (in spring) – two days in each</li> <li>■ Quality assurance feedback letters and undertake interim retrieval (nine inspections per term and an additional two in autumn and four in spring; five days in autumn and spring)</li> </ul>	1+5 (one full week)  1+5 (one full week)  4  10
Further education specialist adviser (summer 2012 after the completion of all inspection visits): <ul style="list-style-type: none"> <li>■ retrieval</li> <li>■ writing the overview report</li> </ul>	5  10

## Annex E. Ofsted's code of conduct

Inspectors will uphold the highest professional standards in their work and ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct, set out below.

### Inspectors' code of conduct

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the provider which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- 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
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

Inspectors will explain to interviewees that, if requested, every effort will be made to protect the origin of the individual's comments when using them to form judgements. However, inspectors should also make clear that there are circumstances in which it may not be possible to guarantee the interviewee's anonymity. The most likely scenario would be where other factors make it easy to identify which individual had shared particular evidence. Additionally, inspectors have a duty to pass on disclosures which raise safeguarding issues, and/or circumstances where serious misconduct or potential criminal activity is involved. Inspectors should, therefore, make clear that it may not be possible to guarantee confidentiality if an interviewee raises an issue that inspectors are obliged to report.



## How should the provider's staff engage with inspectors?

So that inspection and regulation are productive and beneficial, inspectors and providers should establish and maintain a professional working environment based on courtesy and professional behaviour. Inspectors are expected to uphold the code of conduct but Ofsted also expects providers to:

- be courteous and professional
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the provision objectively against the framework
- provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure the health and safety of inspectors while on their premises
- maintain a purposeful dialogue with the inspector or the inspection team
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- respect the fact that inspectors will need to observe practice and talk to staff and users without the presence of a manager or registered person.