



**Office for Standards
in Education**

**Framework for the inspection of initial
training of further education teachers**

HMI 2274

September 2004



**Office for Standards
in Education**

Framework for the inspection of initial training of further education teachers

HMI 2274

September 2004

© Crown copyright 2004

Document reference number: HMI 2274

To obtain an additional copy, contact:

Ofsted Publications Centre

Telephone: 07002 637833

Fax: 07002 693274

Email: freepublications@ofsted.gov.uk

Website: www.ofsted.gov.uk

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

Contents

| | |
|--|----|
| Introduction | 1 |
| Purposes of inspection | 2 |
| Inspection process | 2 |
| Reporting of inspections | 3 |
| Evaluation schedule | 4 |
| Principles of inspection | 12 |
| Code of conduct for inspectors | 13 |

Introduction

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

In the same year, the Further Education Teachers' Qualifications (England) Regulations (SI 2001 No 1209) introduced for the first time 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 is conducting a four-year programme of inspection of all higher education institution (HEI) providers of FE teacher training, and a sample of colleges offering qualifications validated by both HEIs and National Awarding Bodies. Many of the colleges to be included in the sample will be drawn from the HEI partnerships to be inspected, so that inspectors can evaluate how trainees progress through the different stages of the qualifications. However, some of the colleges to be included in inspection will be running National Awarding Body qualifications in their own right, with no link with a particular HEI. 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 for judging both HEI and National Awarding Body courses. Further details of how the framework will be implemented are contained in the *Handbook for the inspection of the initial training of further education teachers* (HMI 2275, Ofsted, 2004).

Significant changes have been made as a result of consultation on the proposals contained in the draft framework, published in March 2004.¹ Forty-one written responses were received from colleges, HEIs, trainees on ITT courses, awarding bodies and other national organisations. Representatives from 8 HEIs and 22 colleges also commented on the proposals at a special consultation event hosted by Ofsted in June 2004. Account has also been taken of the inspection processes developed in the earlier survey of FE teacher training and the feedback from the providers involved in this survey.² This framework is intended to be compatible and consistent with the *Common Inspection Framework for post-16 education and training*³ and with the *Framework for the inspection of initial teacher training for schoolteachers*.⁴

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

2 *The initial training of further education teachers – a survey*, Ofsted, 2003 (HMI 1762).

3 *Framework for the inspection of initial teacher training*, Ofsted, 2002 (HMI 548).

4 *The Common Inspection Framework for inspecting post-16 education and training*, Ofsted/Adult Learning Inspectorate, 2001.

Purposes of inspection

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

- give an independent public account of the quality of training, the standards achieved and of how well the provision is managed and quality assured
- help bring about improvement by identifying strengths and weaknesses and highlighting good practice
- keep the Secretary of State for Education and Skills, HEFCE and the LSC 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.

Inspection process

Each inspection will focus on courses leading to accredited qualifications for teachers of FE provided by an HEI and a sample of FE colleges. The colleges will usually be drawn from those in the local area that work in partnership with the HEI. The number of colleges chosen will depend upon the scope and scale of the partnership and the nature and extent of ITT provision in the area. Courses leading to both HEI and National Awarding Body qualifications will be inspected. Inspectors will report on the areas set out in the following evaluation schedule.

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

The inspections will be carried out by Her Majesty's Inspectors (HMI), supported in some cases by full-time inspectors from the Adult Learning Inspectorate and specialist additional inspectors. Each inspection will have a managing inspector (MI) who will agree the inspection programme with the provider and manage

the two phases of the inspection. Where the provision is large and complex, the MI will be supported by an assistant managing inspector (AMI). Each HEI and college will be invited to select a nominee to help with the smooth running of the inspection. The nominee will play an important role in the inspection by liaising regularly with the MI during the planning and the inspection weeks. There should be an ongoing professional dialogue between inspectors and each nominee about the context of the providers' work and the emerging inspection findings.

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

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

Reporting of inspections

Inspection findings on courses leading to qualifications awarded by HEIs will culminate in a published report on the provision of each HEI and the courses leading to its qualifications that are provided within the partnership. The report will contain a judgement of the overall effectiveness of provision, based upon inspectors' judgements under each of the headings in the evaluation schedule.

Reports will not be published on provision in individual colleges. However, inspection findings on courses leading to qualifications validated by the National Awarding Bodies at individual colleges will be summarised in a letter to the college principal which will summarise inspectors' judgements under each of the three main headings of the inspection schedule. Where college tutors are substantially involved in teaching and assessing Certificate in Education (Cert Ed) and Post Graduate Certificate in Education (PGCE) courses, validated by HEIs, the letter will also comment on the quality of this provision.

The overall findings on courses validated by National Awarding Bodies will also be presented in a published annual report which will summarise the evidence gathered from all the visits made to FE colleges during the academic year. Over the four years of the inspection cycle, it is expected that these reports will focus

on different facets of national provision, for instance the specialist qualifications for trainees on literacy, numeracy and ESOL (English for speakers of other languages) courses.

Evaluation schedule

The following questions form the basis of the judgements which will be made by inspectors in their evaluation of courses leading to PGCE, Cert Ed and other nationally endorsed qualifications for teachers in further education.

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 qualification requirements?

2. Have trainees made sufficient progress in their teaching capability in relation to their prior attainment and experience?

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

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

-
- *Planning.* Trainees' planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their students.
 - *Teaching and learning strategies.* Trainees are able to use effectively a range of teaching strategies and resources, including ICT, that enable all their students to acquire the expected knowledge, understanding and skills.
 - *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

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

To answer this question, inspectors will evaluate:

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

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

- training is designed to ensure that trainees achieve the outcomes described in the endorsed HEI or National Awarding Body qualifications
- training is planned and managed effectively to provide coherence, with a good balance between general and subject-specific training, and between the taught elements and experience in the workplace
- training provides suitable opportunities for trainees to teach and assess students across the full range for which they are being trained
- training takes account of developments in national qualifications, in the 14–19 curriculum and in post-compulsory training and education

-
- assessment (including college-based tasks and assignments) contributes to the training
 - training programmes build on trainees' previous knowledge and experience and provide for a variety of training needs.

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

To answer this question, inspectors will evaluate the:

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

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

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

and the extent to which trainees:

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

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

To answer this question, inspectors will evaluate how:

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

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

- act on information gained at the selection stage to identify particular needs
- audit trainees' prior experience and knowledge effectively at the outset of training, take suitable action in the light of the strengths and weaknesses revealed, and monitor trainees' subsequent progress
- work with trainees to develop individual action plans that are informed by initial assessments, regularly review and update trainees' targets, based on their individual needs
- liaise with college mentors to ensure that opportunities are provided for trainees to enhance their knowledge and skills in teaching their specialist area
- set tasks and assignments which help trainees to make progress
- provide constructive feedback, from lesson observations, course tasks and assignments, that informs trainees about how they are performing and what they might need to do to improve
- acknowledge trainees' achievements in relation to qualification requirements and provide accurate information on trainees' strengths and areas for development for teaching in FE

and the extent to which trainees:

- respond positively to the mentoring and tutoring provided

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

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

To answer this question, inspectors will evaluate the:

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

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

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

D. Management and quality assurance of the provision

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

To answer this question, inspectors will evaluate the:

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

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

- colleges integrate ITT within their overall management of human resources, including the professional development of staff
- trainees are accurately informed about the requirements and the nature of the course of training before enrolling onto the training programme
- trainees are able to develop the personal skills and attributes, including appropriate attainments in literacy and numeracy, to meet the requirements for FE teaching
- the publicity material, prospectuses and other documentation reveal an inclusive approach to recruitment, and minority ethnic groups are encouraged to apply
- the provider monitors the implementation of its equal opportunities policy in the selection procedures
- selection procedures are designed and implemented to enable trainees accepted onto training programmes to meet the relevant requirements for teaching qualifications, at stages 1, 2 or 3, by the end of their training

-
- partner institutions are actively involved in the selection process
 - trainees are made aware of any developmental activities that they should undertake to ensure that they are adequately prepared for the training.

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

To answer this question, inspectors will evaluate the:

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

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

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

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

To answer this question, inspectors will evaluate the:

- effectiveness of the monitoring and implementation of policies on equality of opportunity and the promotion of good race relations

-
- monitoring of assessment processes, particularly those relating to the assessment of trainees' teaching, and the effectiveness of the internal and external moderation procedures in ensuring that the assessment of trainees is rigorous, consistent and accurate
 - effectiveness of the systems for evaluating and improving the quality of provision.

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

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

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
- findings of the inspection contribute to improvement
- 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 college 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. These procedures are described in the *Handbook for the inspection of the initial training of further education teachers*.

