

## Self-Evaluation and Inspection of Initial Teacher Education Provision

2019-2020

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ETI: Promoting Improvement in the Interest of all Learners



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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### **APPENDIX**

Initial Teacher Education Self-Evaluation and Inspection Framework

## **Introduction**

The purpose of inspection is to promote improvement in the interest of all learners and the highest possible standards of learning, teaching and achievement throughout the education sectors.

The nature and purpose of inspection activities, undertaken by the Education and Training Inspectorate (ETI) is to support self-evaluation and improvement planning which impact on the outcomes for learners.

This document includes the outline of the framework for self-evaluation (ISEF) which is used by the ETI in all phase and sectors within which it works.

In the case of the Initial Teacher Education (ITE) inspections it is provided, in a spirit of transparency, to share how inspectors organise their findings, evaluations and reporting. For example, the published reports will be structured in alignment with the ISEF.

It comprises self-evaluation questions and indicators of reflective practice that may be of value to the ITE institutions when implementing self-evaluation and improvement planning procedures.

However, the ETI has agreed with the GTCNI, that the accreditation portfolio, and the associated key questions provided by GTCNI in its document *The Accreditation Process 2018-2019* (or any subsequent update) provides an appropriate evidence framework to inform the reaccreditation process.

This document should be read in association with the Department of Education's (DE) requirements for the approval of initial teacher education programmes, as set out in Circular 10/03, The Charter and Code of Values and the Northern Ireland Teacher Competences, as set out in *Teaching: the Reflective Profession*, published by the General Teaching Council for Northern Ireland.

## **Self-evaluation of the ITE provision**

The ITE providers engage in quality enhancement and improvement activities to:

- monitor and evaluate their performance;
- maintain and improve the quality of their provision and to raise levels of achievement; and,
- provide information, quantitative and qualitative, to government, to learners and to the public to enable them to have confidence in initial teacher education and to inform decision making.

All quality judgements should be verified, wherever possible, by internal or external evaluation. The provider should be prepared to make such evidence available to the ETI for external corroboration.

The key questions which ITE providers ask themselves are:

How do we evaluate our own courses, the quality of provision and the outcomes?

How do we make clear, evaluative judgements about quality and standards and refer to the evidence on which the judgements are based?

Are all our judgements verified with reference to internal and/or external evaluation – and is such evidence accessible for external corroboration?

In conducting its work, the ETI works to the principles and standards set out on the Office of Public Services Reform's 2003 publication, "The Government's Policy on Inspection of Public Services"<sup>1</sup>

### **Purpose and rationale of the Inspection and Self-Evaluation Framework**

From January 2017, the ETI, in order to provide a more holistic overview of the key aspects of education, published the ISEF for all phases, in consultation with key stakeholders, (see Appendix 1) in response to the changing educational landscape, new government strategies, technological advances, worldwide research and development in how children and young people learn.

In creating a common framework for inspection and self-evaluation the ETI is extending the principle of openness and transparency so that all stakeholders are working together to promote improvement for all learners. The key areas that influence most the quality of education provided to learners are the quality of leadership and management at all levels and the provision for learning and teaching which in turn impact on the outcomes for learners.

The framework is designed to provide a balance of inspection and reflection on academic achievement but also the wider skills and dispositions that learners require to live and work as educators. It is also designed to promote an inclusive learning environment where all learners have access to high quality provision. The safety of young adults is important, therefore safeguarding is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education organisation.

When undertaking annual self-evaluation and improvement work the ITE provider may wish to refer to the ISEF as a further self-evaluation tool. The evaluation framework sets out questions which may stimulate the process of self-evaluation and improvement with a focus on addressing important needs in the curriculum and teaching in schools in Northern Ireland.

**Any use of the ISEF in ITE is not intended to replace or duplicate the documents regularly produced by providers to evaluate quality assurance for other audiences, including the GTCNI.**

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[http://webarchive.nationalarchives.gov.uk/+/http://www.cabinetoffice.gov.uk/regulation/documents/public\\_services\\_inspection/pdf/policy.pdf](http://webarchive.nationalarchives.gov.uk/+/http://www.cabinetoffice.gov.uk/regulation/documents/public_services_inspection/pdf/policy.pdf)

Self-evaluation and inspection should combine productively to enable inspectors to:

- engage in a collaborative process of discussion and review with providers about:
  - the effectiveness of their self-evaluation arrangements,
  - the quality of their provision (including leadership and management) and
  - the outcomes for the learners;
- assess the rigour and impact of the ITE providers' processes of self-evaluation and improvement;
- further the process of self-evaluation on a continuing basis;
- be able to provide quality assurance and educational evidence for the Department's approvals process, as set out in Circular 10/03; and
- identify and share, jointly with the providers, innovative and good practice as a key outcome of the inspection process.

When arriving at an evaluation of the overall effectiveness for each programme (see footnote of Appendix 1) the ETI will consider the performance levels (see footnote of Appendix 1) for: outcomes for learners; quality of provision; leadership and management; care and welfare and safeguarding.

### **Focus of the inspection**

The ETI will inspect by sampling aspects of provision across the breadth of each programme, including how well students are prepared to work within the framework of the Northern Ireland Curriculum (NIC) including the cross-curricular skills, thinking skills and personal capabilities.

In addition, and predominantly through first-hand evidence (where available during the inspection), we will evaluate and report on how well the following broad themes, which reflect several Department of Education policy priorities for schools, are represented in the initial preparation of teachers.

- The extent of the students' understanding of the **overarching aims, values and purposes** of the NIC<sup>22</sup> and their preparation to put their understanding into practice in schools.
  - How well are students being prepared to make effective contributions to the whole curriculum of the school and its wider learning experiences? Are the students developing an understanding of a range of approaches to shared education across schools?

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<sup>22</sup> As seen in "The Big Picture" KS1 to KS4, early years education, post-16 and in Irish-medium education and also the pre-school curricular guidance document for early years

- The extent to which the students **recognise, understand and respond to individual difference**.
  - ‘Difference’ may be seen in a variety of ways which may include, for example, special educational needs, ethnic and social identity, sexual orientation, gender identity and mental health and wellbeing.
- How well the students are being developed to take an **evaluative and critical approach** to teaching, assessment and learning.
  - This theme considers how well students are being prepared, in the context of the professional values embodied in the GTCNI statement of teaching competences and in terms of the aspirations for autonomous career-long professional learning set out in the DE strategy, **Learning Leaders**.

### **Inspection protocols**

The ETI will write to the vice-chancellor and the chair of the College Board with the relevant formal notification of inspection.

#### *Arrangements for school placement visits*

Through a named key contact in each institution, the ETI will agree with the provider the arrangements for a sample of school placement visits by inspectors.

The purpose of each visit is to observe the support provided by the ITE provider and the school for the student, the assessment process and the extent and effectiveness of partnership working.

- These visits will normally be conducted when the ITE tutor is visiting the student.
- The inspector observes a student teacher’s lesson (which may be along with the tutor).
- The inspector will discuss the process of assessment and support with the ITE tutor.
- The inspector may scrutinise the student teacher’s work-experience file.
- The inspector will discuss the process of supervision and support with the teacher-tutor.
- The visit provides an opportunity for the student teacher to hear constructive, informal comment from the inspector.

#### *Pre-inspection visit*

The pre-inspection visit, just prior to the main university campus inspection visit, provides an opportunity for inspectors to meet in advance with the ITE staff, provide clarification of the inspection process and answer any queries or concerns. Campus access, parking and domestic arrangements, including a base room for inspectors, will be agreed.

### *Documentation which ETI will provide*

- A briefing which outline the inspection process for staff and students
- A letter for schools to be visited which are hosting student placements
- The ETI complaints procedure
- Statement of commitment and understanding for the role of the representative
- The ETI HEI (ITE) ISEF

### *ITE Documentation required by the ETI*

- GTCNI Accreditation Portfolio for 2019-2020
- Any other relevant internal/external self-evaluation documentation which the ITE provider deems appropriate
- Teaching timetables for the week of the planned campus inspection visit
- In the autumn term 2019, information about student school placements and including their teaching timetable/ the names of school mentor/and the dates of planned ITE supervisor/assessor visits

The Reporting Inspector (RI) will also confirm with the ITE provider the availability of all relevant documentation for the pre-inspection visit, including the Accreditation Portfolio prepared for submission to the GTCNI.

### *Outline for the inspection visit week for each University Campus*

The plan for the inspection week will be drawn up at the time of the pre-inspection visit through discussion with senior leaders. It will depend on institutional timetables and staff availability which will vary from institution to institution.

The campus inspection visit may include on Day One, a short presentation by a senior leader or leaders, of no longer than 30 minutes, to focus on the priorities for improvement, identified through the provider's self-evaluation.

### *During the inspection visit*

The members of the inspection team will normally, for the purpose of evaluating provision, outcomes and leadership:

- read any relevant documentation e.g. teaching preparation materials, student files, records of assessment;
- read and review the provider's self-evaluation documentation;
- talk to staff about their professional roles and responsibilities;

- sample a range of programmes and visit and meet a range of tutors;
- attend planning/review meetings;
- talk to students about their learning and their care and welfare;
- review online elements and sessions (access needs to be arranged and users advised that in a stated and limited period of time named inspectors may be online in discussion forums);
- visit taught sessions which may include workshops, seminars, study sessions, tutorials, group work and lectures identified by the provider in agreement with the ETI;
- provide brief feedback to the relevant member of staff at the end of the session (if it is not possible to provide brief feedback at the end of an observed session, an opportunity to do so will be created before the end of the visit);
- review of any teaching and learning which takes place online; and
- review student files/their online and written work, including assessment and feedback on their work.

Daily moderation meetings, will be attended by the Representative, and on the final day, an oral summary of the emerging findings will be presented to a wider senior leadership team.

#### *Feedback during the Inspection*

The RI liaises with a senior leader to ensure the smooth running of the inspection and invite the nominated representative to attend the daily ETI team meeting at the end of each day

#### *After the inspection*

On completion of the inspection, the team meets for a post-inspection moderation meeting (normally in the institution and attended by the representative) at which it agrees the inspection outcomes.

#### *Publication of the Report*

The institution will receive a pre-publication copy of the report to check the accuracy of factual information.

When the report has been finalised and before it is published on the ETI website, it is issued to the institution.

Copies are issued to the relevant Directors and Permanent Secretaries of DE and DfE and to the GTCNI.



### *Response to the Report*

The institution acknowledges and, **if necessary**, makes a written response to any main issues in the report within 30 working days from the oral report-back.

If, as a result of inspection, the outcome is that *the organisation needs to address (an) important area (s) for improvement in the interest of all the learners* then progress will be monitored by the Link Inspector and the RI, if appropriate..

If, as a result of inspection, the outcome is that *the organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners*, then article R 2.4<sup>3</sup> of Circular 10/03 applies and the relevant Departments will decide on the further steps to be taken.

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<sup>3</sup> **Teacher Education Quality R2.4** Provision is of a quality which is judged by the ETI to be at least satisfactory". Due to changes in the terminology used by the ETI, 'satisfactory' is now reported as 'needs to address (an) important area(s) for improvement in the interest of all the learners'.

## References

ISEF (HEI ITE)

<https://tinyurl.com/Self-Eval-Insp-Teacher-Ed>

The charter for inspection and other useful links

<https://www.etini.gov.uk/publications/charter-inspection>

Department of Education Circular 2010/03

<https://www.education-ni.gov.uk/publications/circular-201003-initial-teacher-education-approval-programmes>

ETI: How to make a complaint

<https://www.etini.gov.uk/complaints-procedure>

# INSPECTION AND SELF-EVALUATION FRAMEWORK

## Overall effectiveness

| Outcomes for Learners                      | PL  | Quality of Provision  | PL  | Leadership and Management   | PL                             |
|--|---|---|---|---|--------------------------------|
| Standards attained                         | S/AFI   | Quality of curriculum<br>including (breadth, balance and appropriateness)   | S/AFI   | Effectiveness and impact of the strategic leadership  | S/AFI                          |
| Progression                                |   | Effectiveness of guidance and support in bringing about high quality individual learning experiences                |   | Effectiveness and impact of the middle leadership   |                                |
| Wider skills and dispositions/capabilities |   | Effectiveness and impact of planning, engagement/ teaching/training and assessment in promoting successful learning |   | Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process. |                                |
| <b>Governance (for schools)</b>            | <b>High degree of confidence</b>  |   | <b>Confidence</b>                             |   | <b>Limited confidence</b>      |
| <b>Care and Welfare</b>                    | <b>Level 1. C&amp;W impacts positively on learning, teaching and outcomes for learners.</b> |   |   | <b>Level 2. C&amp;W does not impact positively enough on one or more of learning, teaching and outcomes for learners.</b>   |                                |
| <b>Safeguarding</b>                        | <b>Level 1: Reflects the guidance</b>   |   | <b>Level 2: Reflects broadly the guidance</b> |   | <b>Level 3: Unsatisfactory</b> |

### Overall Effectiveness:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners.  
 The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.  
 The organisation needs to address (an) important area (s) for improvement in the interest of all the learners.  
 The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

### Performance Levels:

Outstanding  
 Very good  
 Good  
 Important areas for improvement  
 Requires significant improvement  
 Requires urgent improvement

### Additional Terms Used:

S Strengths  
 AFI Area for improvement