EDUCATION AND TRAINING INSPECTORATE

Inspection and Self-Evaluation Framework

Effective Practice and Self-Evaluation Questions for Higher Education (Initial Teacher Education)

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Inspection and Self-Evaluation Framework 2019

The Inspection and Self-Evaluation Framework

The Inspection and Self-Evaluation Framework (ISEF) is effective from January 2017 and is common to all phases inspected by the Education and Training Inspectorate (ETI). Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific.

Purpose and rationale of the Inspection and Self-Evaluation Framework

In 2003 the ETI published Together Towards Improvement (TTI) as a resource to support schools in the process of self-evaluation and to provide transparency in the inspection process by the publication of key indicators. A similar resource was developed, Improving Quality: Raising Standards (IQ:RS), to support the self-evaluation process in colleges of further education and work-based learning. Following several reviews of both publications, from January 2017, TTI and IQ:RS are being replaced by the ISEF. This update is in response to the changing educational landscape, new government strategies, technological advances, worldwide research and development in how children and young people learn, and has been made in consultation with key stakeholders.

Inspection and reflection

The ETI has developed the ISEF to provide a more holistic overview of the key aspects of education and training at all stages from early years through to further education, work-based learning and higher education (initial teacher education). 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 in the world today. It is also designed to promote an inclusive learning environment where all learners have access to high quality provision. The safety of children and young people is paramount, therefore safeguarding/child protection 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 or training organisation.

Application of the Framework

During inspection, the ETI team will use the inspection framework to evaluate the quality of the work of the organisation. All phases in education and training which are inspected by the ETI will use the same key elements during inspection. The principal or leader of the organisation will be aware of the application of the framework during inspection through his or her role as a representative[1].

For the purposes of self-evaluation, the framework is designed to enable organisations, teams or individuals to initiate or continue the process of self-reflection leading to improvement; it should be used to provide a holistic approach to self-evaluation and not as an inflexible check-list. The underpinning phase specific characteristics of effective practice, and the self-evaluation questions, should enable the staff within an organisation to have in-depth professional discussions about specific aspects within the framework and stimulate challenge and debate about: the outcomes for learners; quality of provision; and leadership and management. The framework may also be used to support teams or individuals to reflect on their skills, knowledge and expertise to identify areas for further career-long professional development in pursuit of high quality learning and teaching. Importantly the framework may be used to ensure consistent high quality provision within organisations at important key transition points and ensure effective transitions for the learner from organisation to organisation within cluster or shared education arrangements.

As a result of the debate and challenge stimulated by the characteristics and the questions, the organisation, team or individual should be able to provide a summary of the strengths of the particular aspect under focus, identify areas that require further development and consider the actions that are necessary to continue the improvement process. It is not enough to confirm that actions have taken place but rather to assess the impact of the actions on the outcomes for learners. Therefore an important part of the evaluation process will be gathering qualitative or quantitative data as evidence of improvement that can be presented to the wider community and other stakeholders. This may include taking a wider, more inclusive and objective perspective to evaluation and necessitate consultation with learners, staff, parents, governors/management committees and other stakeholders.

Not all organisations are at the same stage of self-evaluation but the framework, characteristics of effective practice and self-evaluation questions will provide a generic model of reflection for those who are at the beginning of their evaluation journey as well as those organisations that are using well embedded procedures.

[1] https://www.etini.gov.uk/articles/role-representative

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 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.	

Governance (for schools)	**High degree of confidence**	**Confidence**	**Limited confidence**
Care and Welfare	**Level 1. C&W** impacts positively on learning, teaching and outcomes for learners.	**Level 2. C&W** does not impact positively enough on one or more of learning, teaching and outcomes for learners.	
Safeguarding	**Level 1: Reflects the guidance**	**Level 2: Reflects broadly the guidance**	**Level 3: Unsatisfactory**

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

OUTCOMES FOR LEARNERS

Standards attained

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation has raised the attainment of the learners and they are able to develop, achieve and demonstrate high standards in all aspects of their work; • the organisation develops and enables the learners to transfer and apply their knowledge, skills and understanding across their learning and to other settings; • the learners achieve suitably high levels of competency in the development and application of their knowledge and skills in English, mathematics, Information and Communication Technology (ICT) and their specialism(s); • through high quality learning experiences the learners achieve to their full potential, including those with diverse needs and barriers to learning; and • appropriately high standards are attained by the learners that enable them to achieve success in internal and external assessments and examinations.	• What are the standards achieved by the learners? • To what extent do learners achieve appropriately high outcomes?

OUTCOMES FOR LEARNERS

Progression

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation, through appropriate intervention and support, ensures that learners make sustained progress in their learning and development, and achieve suitably challenging learning and training targets, to reach their full potential; • the learners continually develop their communication and personal skills enabling them to work more independently and collaboratively with a diverse range of people, using their initiative and demonstrating resilience to resolve problems; and • through a well-planned learning programme the learners develop the necessary skills and achieve the most appropriate qualifications in order for them to progress successfully to their chosen career/employment	• How well do learners make progress in their learning and development relative to their prior attainment and potential over time? • To what extent do the learners enhance their employability and improve their life chances in order to progress to the next stage of their learning and/or employment? • How involved are the students in planning their own programmes? • How effective is our system of tracking and evaluating the students' progress in their learning outcomes? • How does the students' evaluation of the quality of the student experience impact on the provision?

OUTCOMES FOR LEARNERS

Wider skills and dispositions/capabilities

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the learners are motivated, engage well in their learning, develop their confidence, self-esteem and self-awareness and take responsibility for their behaviour and progression; • the organisation develops and enables the learners to work well in teams, demonstrating respect for different perspectives and reaching agreement through compromise; • the learners can research and manage information by thinking flexibly, critically and creatively, making informed decisions, and using their initiative to solve problems; and • in addition to their main programme of study the learners play a key part in the life of the organisation through their participation in a range of enrichment activities, which contributes effectively to their personal and social development.	• How well do the learners develop their personal, social, and employability skills? • How well are learners supported and developed to take responsibility for their own learning? • To what extent do the learners develop the behaviours and attitudes to prepare them for life, and participation in wider society and the world of work? • To what extent do the learners develop an critical and reflective approach, in the context of the professional values embodied in the GTCNI statement of teaching competences, as well as the aspirations for autonomous career-long professional learning? • How well do the young benefit from shared learning experiences?

QUALITY OF PROVISION

Quality of the curriculum

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the curriculum is broad, balanced, relevant, reviewed regularly and is in line with Government priorities and legislative requirements. It promotes economic development and social inclusion, and provides appropriate enrichment opportunities for learners; and • the overall curriculum planning is coherent, supports educational improvement, matches the aspirations and potential of the individual learners and provides them with a holistic programme of study including progression opportunities.	• How comprehensive and appropriate is the curriculum provision? • How effective is curriculum planning? • How well does the programme develop the students' understanding of the Northern Ireland Curriculum, its overarching aims, values and purposes ("The Big Picture" KS1 to KS4, including post-16, and in early years education, the areas of learning) and their preparation, as teachers, to make effective contributions to the whole curriculum of the school and wider experiences of learners? • How well does the programme embody the GTCNI teaching competences, includes the statement of professional values? • How well does the programme set out to prepare the students to recognise, understand and respond to individual difference?

QUALITY OF PROVISION

Effectiveness of guidance and support in bringing about high quality individual learning experiences

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation ensures that students and key partners are well informed about all aspects of the learning programme and the opportunities for partnership, development and progression; • the partnerships between the organisation and schools, other educational organisations and providers is effective in providing continuity of support for the formation of the student as a teacher; • there is an inclusive learning environment, where young people are supported to meet their full potential regardless of gender, social, ethnic, and educational background; and • individual learning needs of the learners are clearly identified, appropriate supportive interventions are planned, and the impact of the support arrangements are effectively tracked and monitored	• How effective are initial and diagnostic assessments in informing the planning for learning and support? • How well do we build and sustain our partnerships with schools and other organisations (including the development of teacher-tutors); to what extent do we modify and improve our programmes as a result of their inputs? • Are interventions effective in supporting learner development and progress? • How effective are we in promoting inclusion and in widening access for all young people?

QUALITY OF PROVISION

Effectiveness and impact of planning, teaching and assessment in promoting successful learning

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the planning for learning is comprehensive, sets high expectations and takes appropriate account of their developmental needs; • the learning and teaching provides learners with consistently high-quality learning experiences which are relevant, inspirational, engaging, challenging and result in successful outcomes; and • a wide range of assessment strategies are used appropriately to guide planning, teaching and to support learning.	• How effective is the planning for learning, teaching and development? • How effective is learning, teaching and assessment, and does it result in successful learning? • How effective is our planning and support for student placements?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the strategic leadership

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • there is a shared, strategic vision and a well-informed plan matched appropriately to organisational objectives to meet regional education needs and Government priorities; • the senior leaders ensure that leadership development is informed by first-hand evidence and educational research; • there is an effective organisational structure that supports the achievement of strategic objectives through effective self-evaluation leading to improvement; staff are provided with clear roles, responsibilities and continuing professional development opportunities, and positive working relationships exist; • there is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh androgogical practice and build expertise and practice; • a wide range of productive links and partnerships with key stakeholders are developed to support the work of the organisation and which contribute effectively to educational improvement, and social inclusion; and • strategic leaders provide resources and accommodation that are of a high quality and managed effectively to support high quality learning and teaching.	• How well informed and effective is strategic leadership? • How extensive and productive are strategic links and partnerships and how do they benefit the learners? • How effectively are staff recruited, deployed, supported and developed for their practice to remain 'recent and relevant'? • How research-informed are our programmes and practice? • How well are resources prioritised, managed and used to support learning and teaching?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the middle leadership

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • middle leaders lead effectively key curriculum areas they have responsibility for; • middle leaders effectively monitor, track, evaluate and review the quality of the curriculum in their area of responsibility and evaluate the impact of planning, teaching and assessment on learning; • there is a clear understanding of the role of self-evaluation in leading to improvement; and • middle leaders are committed to and engaged in relevant active research which informs their work.	• How does the work of middle leaders effect improvement in the provision? • What is the impact of ongoing professional development on the ability of middle leaders to lead on key curricular areas? • How is best practice promoted and disseminated by the middle leaders?

LEADERSHIP AND MANAGEMENT

Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • self-evaluation is used well to review provision identifying strengths and areas for improvement; • the views of the learners, staff and relevant partners are used when planning, evaluating and improving the provision; and • there is appropriate continuous professional development for all staff and its impact on the quality of learning for the young people is evaluated regularly; and • high expectations of learner performance and outcomes underpin all of the work of self-evaluation and quality improvement planning.	• How effective are the self-evaluation and quality improvement planning processes in promoting and sustaining improvement? • How well does feedback from key partners, including learners, inform self-evaluation and quality improvement planning? • What is the impact and benefit of staff development and research engagement on the quality of provision for the students' learning? • How well is a range of data used to inform and sustain quality improvement?

CARE AND WELFARE

Care and welfare

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation has a culture and positive ethos that actively promotes all aspects of learner welfare in a safe and secure environment; • mutual respect, openness and trust is established at all levels; and • the learners know how to keep themselves safe, fit and healthy, both physically and emotionally.	• How well are learners developing autonomy and resilience and achieving to their full potential? • How well do learners develop respect for others, and understand how to keep themselves safe and healthy?

SAFEGUARDING

Safeguarding

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation regularly reviews and updates policies, procedures and reporting arrangements to ensure that they are effective, and reflect current requirements and guidance; • learners know who to contact if they have a concern and are confident that they will be listened to and aware that appropriate action will be taken; • the organisation works effectively with a range of external agencies to support and provide counselling, and promote safeguarding practices in the interests of the safety and welfare of learners; and • all staff are regularly trained and able to undertake their safeguarding roles effectively.	• How safe are the learners, and how safe and secure do they feel while on their programme? • How effectively are the safeguarding policies developed, reviewed and implemented? • How well do staff understand, implement and promote the safety and welfare of learners? • How effectively are staff trained to recognise and respond to safeguarding concerns?

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