

### **Characteristics of satisfactory management and quality assurance (grade 3)**

To be judged as satisfactory, providers must meet the requirements of R1, R2, R3 and R4.

*The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'satisfactory'.*

Applications are checked systematically for qualifications and relevant experience. Relevant members of the partnership interview prospective trainees. Questions and tasks are used in the interviews to make an assessment of candidates' ability to communicate effectively and to assess their potential to meet the *Standards*. The interviewing process identifies, records and communicates to candidates any preparatory activities they may need to undertake to prepare themselves for the training. Overall, procedures result in the selection of appropriate trainees. Needs identification activities are carried out at an early stage of the course and trainers take account of information from these to identify and respond to trainees' specific needs.

Managers of the partnership ensure that the trainees are prepared to teach across at least two consecutive key stages, that they spend the time in school as specified in the *Requirements* and that they receive an appropriately completed 'Career Entry Profile'. Partnership agreements ensure that all parties make an active and effective contribution to the working of the partnership, including the planning and delivery of training, and the selection and assessment of trainees. The effective working of the partnership is facilitated by the allocation of resources to support maintenance of the programme, including ensuring that trainees have access to sufficient books, information and communications technology (ICT) and other resources. There are clear procedures for achieving continuity and consistency of training on all routes and wherever training is provided.

Systems and procedures for quality assurance are defined and carried out in order to ensure that:

- provision complies with the *Requirements*
- the content, structure and delivery of training enables trainees to demonstrate that they have met the *Standards*
- successful trainees meet all the required *Standards*
- rigorous internal and independent external moderation procedures are employed.

Quality assurance links directly to improvements in provision through:

- addressing issues raised by internal and external moderation
- drawing on internally and externally produced evidence as a basis for benchmarking and target-setting
- using systematic monitoring and evaluation to identify how the quality of training should be improved.

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Managers set improvement targets and take steps to ensure that the necessary improvements take place.

### **Characteristics of good management and quality assurance (grade 2)**

*The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'good'.*

The information in the prospectus/course handbook is clearly written and gives trainees accurate information about the structure, content and assessment of the course, including any distinctive features. Interview questions and tasks are designed well and used consistently to probe candidates' intellectual abilities, subject knowledge, previous experience of working with children or young people, professional awareness and commitment. Representatives from partnership schools are actively involved in the selection process and their views are taken fully into account. Selection tasks and questions are well designed to assess trainees' suitability for the training, their capabilities and their training needs.

There are well-documented principles and procedures for selection and deselection of schools, which are applied systematically and membership of the partnership is kept under regular review.

Managers at a strategic and programme level:

- create a coherent management structure that supports programme maintenance and development
- establish committees, where relevant, that have appropriate functions and clearly defined roles and responsibilities that are understood and followed by all
- set a clear agenda for improvement and implement strategic decisions to ensure that the improvement takes place
- deploy resources well to support programme development.

There are systems that enable members of the partnership to contribute effectively to the planning, selection, training and assessment. The management of provision is based on clear communication systems that enable members of the partnership to carry out their roles effectively and this is evident in the quality of training.

Evaluation and monitoring take into account the views of trainees and trainers and are designed to reveal the strengths and weaknesses in the quality of the training. Action taken in the light of evaluation is well considered, carefully planned and effectively implemented, with relevant criteria to assess changes. There are effective procedures for the monitoring and evaluation of the trainers, including the observation of training, which help to secure high-quality training.

There are established procedures that ensure consistency, accuracy and rigour in the assessment of trainees across the range of provision. Moderation procedures, such as joint observation and second marking of assignments, lead to rigorous and consistent

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assessment. Independent external moderation is employed to corroborate whether assessment decisions against the *Standards* are securely based, paying particular attention to the pass/fail borderline. Performance data and other information, such as TTA performance tables, NQT surveys, completion rates and first destination statistics are used as part of strategic planning to assist the formulation of improvement targets.

**Characteristics of very good management and quality assurance (grade 1)**

**For a 'very good' grade to be awarded there should be evidence that the 'good' characteristics have been enhanced so that most features are very good or excellent.**

*The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'very good'.*

There is a clear, accurate analysis of candidates' responses to questions and tasks that inform the decision about selection, lead to specific guidance to candidates about how to prepare for the training programme and tell trainers about individual needs. There is rigorous moderation of judgements about selection, particularly around the borderline of accept/reject. Where borderline candidates are accepted, the partnership can demonstrate that high-quality support is provided.

Wherever possible and appropriate, for instance where a candidate has had no recent experience of working with children or young people, members of the partnership observe and report on candidates taking part in classroom activities. Structured feedback then contributes to the assessment of the candidates' suitability for teaching and their strengths and weaknesses.

The schools in the partnership are reviewed on a regular basis for the quality of the training that they are able to provide, and any shortcomings in training are quickly identified. Where necessary, a programme of support and training for trainees and trainers is put in place and carried out very effectively. Members of the partnership understand, share and are committed to the improvement agenda and know how the different parts of the management structure should contribute to meeting the requirements of an improvement programme most effectively. The allocation of resources is determined by spending priorities chosen to yield very good value for money in relation to the quality of the provision.

Management systems operate in ways that promote a sense of 'ownership', with members of the partnership active in seeking and implementing ways to improve all elements of provision. Managers create a climate of continuous improvement, in which evaluation is sought and acted upon throughout the training and leads to improvement in quality for current and future trainees.

Managers strive constantly to find and implement ways of improving consistency and rigour in judgements made about trainees' capabilities and levels of competence. Very

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effective use is made of internal and independent external moderation, as well as a range of performance data, to identify ways in which the quality of training can be further improved.

### **Unsatisfactory management and quality assurance (grade 4)**

Examples of characteristics that would lead inspectors to judge that the management and quality assurance are 'unsatisfactory' are that:

- there is little effective involvement of partnership schools in the selection process
- the selection process does not discriminate accurately in relation to the requirements of R1
- there are significant inconsistencies in the way criteria for selection and deselection of schools are applied
- the outcomes of monitoring and evaluation activities are not used well to improve the quality of training
- the management of the partnership across the various contexts in which it takes place is weak and this has a detrimental effect on the quality of training
- the allocation of resources is not well managed and this has an adverse effect on the quality of training.

Unsatisfactory grades will be reviewed, according to the procedures described in annex 1, to consider whether the unsatisfactory provision complies with the *Requirements*. The management and quality assurance will be judged to be unsatisfactory **and** non-compliant if requirements are clearly not being met.

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