

Quality of Education – What does good and outstanding look like?

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Coventry University

**Top 15 UK university
5 years running**

Guardian University Guide 2016-2020

Coventry University

**Gold for outstanding
teaching and learning**

Teaching Excellence
Framework (TEF) 2017

Coventry University

**97% employed
or in further study**

DLHE survey, UG UK, 2016/17
(published 2018)

Aims

- To provide a brief overview of the Education Inspection Framework.
- Consider what “quality of education” means
- Consider applied examples of what good and outstanding provision looks like.
- Share good practice and areas of challenge within respective disciplines and consider the impact of initiatives upon the learner experience.

Education Inspection Framework

- A framework which sets out Ofsted's inspection principles and the main judgements that inspectors make (Gov,uk, 2023).
- Four key judgement areas, provision types and safeguarding
- Four grades and safeguarding (limiting criteria) is graded as either effective or ineffective.
- Sets out the frequency and types of inspections including inspection activities.
- Coventry are due a full inspection and a New Provider Monitoring Visit (NPMV).

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance and punctuality
- Respect

Personal development

- Enrichment
- FBV
- Careers guidance
- Health and well-being
- Citizenship
- Equality and diversity
- Preparation for next steps

Leadership & management

- Vision and ethos
- Staff development
- Staff workload and wellbeing
- Student experience
- Governance / oversight
- Safeguarding

Judgements – Quality of Education

- Ofsted take a rounded view of the quality of education that a provider and any subcontractors deliver to its learners.
- Ofsted focus upon intent, implementation and impact.
- They will consider:
 - the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment and independence.
 - the way teachers teach and assess to support learners to build their knowledge and to apply that knowledge as skills.
 - the outcomes that learners achieve as a result of the education they have received

Ofsted's 3 I's



INTENT

What is meant to be learnt

**Design,
Appropriateness and
coverage**

Planned Curriculum



IMPLEMENTATION

How you plan to meet the intent

**Delivery
Pedagogy
Assessment**

Enacted Curriculum



IMPACT

How effective implementation was

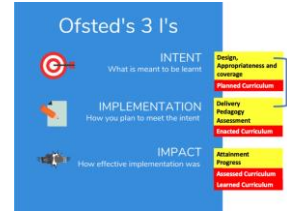
**Attainment
Progress**

Assessed Curriculum

Learned Curriculum

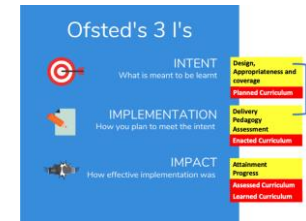
Intent

- The curriculum leadership provided by senior and subject leaders.
- The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.
- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes (EPA)
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context.
- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions.

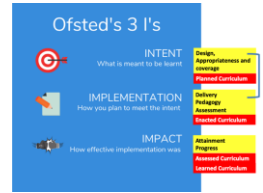


Implementation

- Staff having expert knowledge of the subjects that they teach.
- Lecturers and tutors enable learners to understand key concepts, presenting information clearly and promoting discussion.
- Lecturers and tutors check learners' understanding effectively, and identify and correct misunderstandings.
- Lecturers and tutors ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently.
- Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory.
- Assessment and feedback is used effectively



Impact



- A well-constructed, well-taught curriculum will lead to learners learning more and so achieving good results.
- Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life.
- All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.
- Would learners recommend the provider?

Intent (Planning)

- Think about your own apprenticeship provision and consider the good practice and key challenges.

Have leaders and managers selected and developed the right curriculum? Why do you think this?

Is it clear what the curriculum is preparing learners for?

How effective is the planning and sequencing of the curriculum?

Does the curriculum reflect the needs of learners and the local, regional and national context/economy? How do you know this?

Is the curriculum ambitious and does it benefit all learners, including SEN and high needs? Do you know which learners have additional needs? How is this communicated?

Implementation (1) (Teaching)

- Think about your own apprenticeship provision and consider the good practice and the key challenges

Do teachers have the knowledge and skills they need? Do they apply this subject expertise? How are teachers developed?

How effectively does teaching help learners understand key concepts? What are the pedagogical practices and how do you know if these are effective?

Implementation (2) (Teaching)

- Think about your own apprenticeship provision and consider good practice and key challenges

Assessment. How well do teachers check understanding, tackle misconceptions and adjust teaching? Where is the evidence of this?

Assessment. How well do teachers help learners practice what they have learnt so that they develop fluency and consistency, and can they apply their knowledge?

Feedback. How effective is feedback? How is it delivered and how are feedback and feedforward utilised to benefit learner progress?

Impact (Learning)

- Think about your own apprenticeship provision and consider good practice and key challenges

How well do learners achieve their qualifications/goals? Where is this evidence and how do you access this?

Standard of learners' work. What have they learnt, what can they do and make? Does it match the curriculum plan?

Have staff prepared learners for their next steps, including high quality destinations?

What evidence do you have of high quality destinations?



Activity

- Look at the statements. Based upon what you know of the EIF criteria, what grading criteria do you feel applies to these statements?

Outstanding providers

- [Teesside University](#) - Latest report: **06 March 2019**
- [Arts University Bournemouth](#) - Latest report: **21 February 2018**
- [The Manchester Metropolitan University](#) - Latest report: **30 November 2022**
- [University of the Arts London](#) - Latest report: **29 March 2017**

