

An Investigation into the Disadvantages of the Current Ofsted Framework in the Further Education Environment.

A Research Proposal for the Doctorate in Education

1.1 Background

- Further education means additional education received after completing GCSE in the U.K. and Ireland
- F.E. capabilities improve employability because they equip the learners with relevant skills (Courtney, 2016)
- But periodic inspection is needed for FE relevance and quality purposes
- Ofsted has undergone several reforms to its inspection regimes
- Nevertheless, still criticized for not being fit for its purpose since it makes the same errors (Bokhove & Sims, 2019)
- Hence the need to investigate the inspection regime's disadvantages and whether the new regime will address the shortcomings

Section 2 - Key Literature

- School inspection ensures high standards maintenance and continuous educational system development (Hood et al, 2019)
- But does it improve school and student performance?
- No evidence indicating inspection improving performance
- But schools should operate under external audit and regulation (Stumm, 2019)
- Both public and private schools views inspection in different angles and this also applies to the FE environment
- Public schools only focus on accountability of spending fund but not teaching issues and students capability (Sims, 2016)
- Hence need of studies to depicts how inspections influence teaching and students capabilities.

3.1 Research Methods

- Utilize qualitative method because it comprehensively and descriptively capture people experience in natural setting (Case & Light, 2011)
- Understand and interpret social interactions as opposed to concept of "cause-and-effect" (Coleman, 2013)
- Will be used to understand and interpret how teachers and student interact with Ofsted inspectors and the concept of inspection

3.2 Research Philosophy

- Describes the system of assumptions and beliefs on knowledge development (Terrell, 2012)
- Used because it fits qualitative research
- Interpretivism is better suited to in-depth investigations with small groups derived from the Social Action Theory (Colorafi & Evans, 2016)
- Hence selected because it acknowledge different teachers react differently to the concept of Ofsted inspections

3.5 Data Analysis

- Use Thematic data analysis to discover participants' views, knowledge and values about the impacts of Ofsted inspection on teaching in the F.E. environment
- It identifies themes to generate narrative reports with direct quotations and contextual descriptions (Colorafi & Evans, 2016)
- Six-step process will be adopted: familiarization, coding, generating, reviewing, defining and naming themes and writing up

3.6 Ethical Considerations

- Address the researcher-participant interactions
- Informed consent- Giving information about the research and results' usage to enable participants make participation decision (Daly, 2019)
- Maintaining confidentiality- only using participants information in the current research

1.2 Research Aim

- To investigate what effect the current Ofsted framework has on students in the F.E. environment.

1.3 Research Question

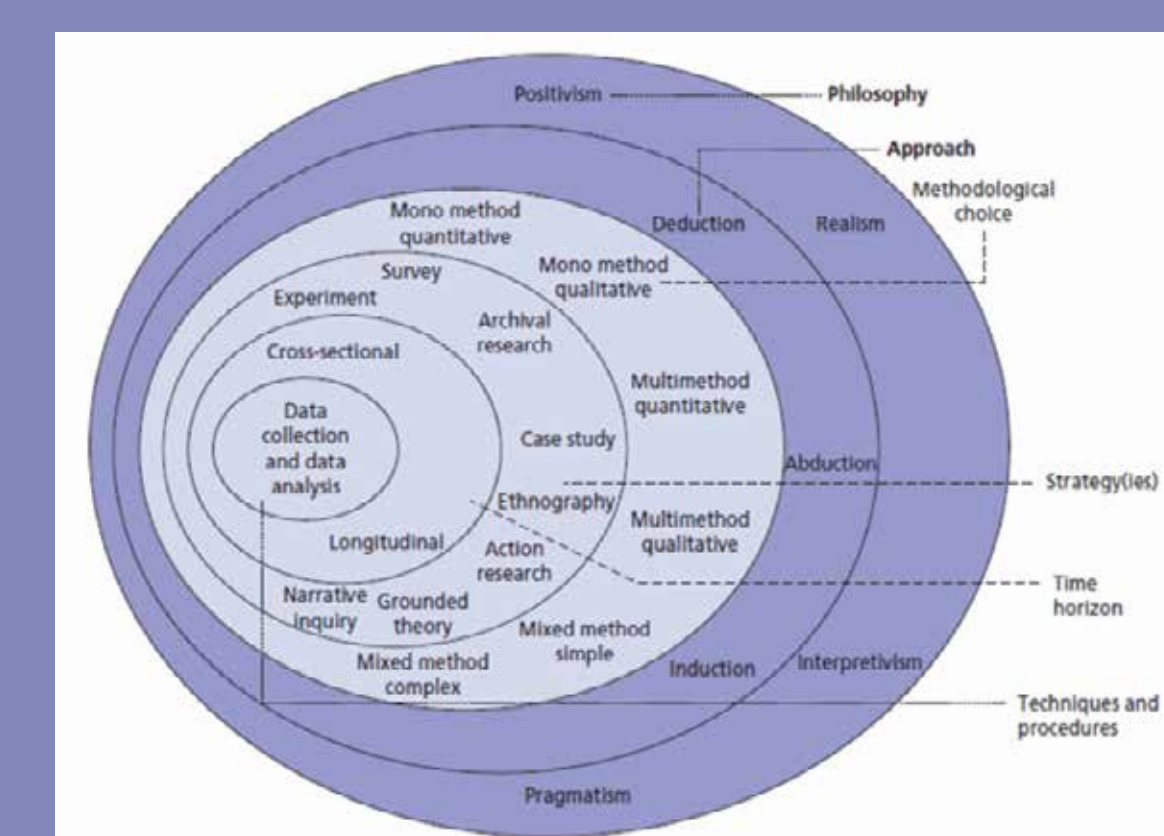
- Is the new Ofsted framework putting too much pressure on F.E. tutors and lectures and is this affecting student outcome?

1.3 Research Objectives

- To investigate whether inspections create unnecessary extra work for schools
 - To investigate whether compliance places extra pressure on students
- To show the impacts of credible reporting on tutors' and lecturers' performance
 - To show the impacts of credible reporting on students' outcomes

Section 3 - Anticipated Research Methods

- Purpose- to investigate the effects of the Ofsted inspection on teaching in the F.E. environment
- The systematic flow summarizes the methodological approaches to be used



3.3 Sample and Sampling

- Quota sampling enables participants selection with predetermined characteristics (Cronin & Lowes, 2016)
 - The first inclusion criteria- teachers from F.E. institutions
 - The second criteria- teachers participated in at least two Ofsted inspections

3.4 Data Collection

- Use focus group discussion with six participants to collect primary data
- Effective in bringing out a group's social norms and deeper insight into social matters (Cronin & Lowes, 2016)

Section 4 - Professional Context

- Educational institutions poorly deal with Ofsted inspections
- Witnessed students being removed from establishments for inspections
 - Increase in staff sickness during Ofsted inspections
- How teaching is affected during the Ofsted inspection week