Internal Quality Assurance Standards for Teacher Training Institutions
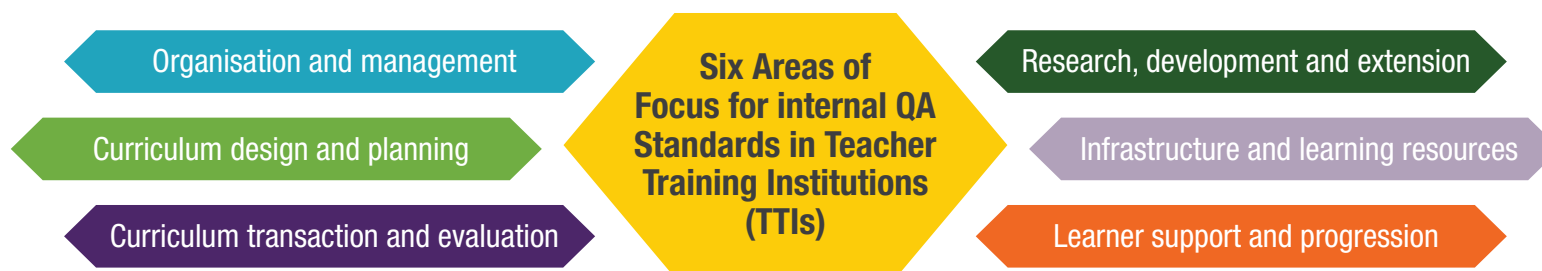
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1 Introduction

The Jamaica Tertiary Education Commission (J-TEC) is seeking to support improved teacher preparation through the development of internal quality assurance guidelines and standards for Teacher Training Institutions. The standards included in this publication were developed through the Ministry of Education, Youth and Information in collaboration with JTEC through a consultancy under the Japan funded IDB Technical Cooperation.

The standards for assuring quality in the participating Teacher Training Institutions (TTIs) in the diagram below are the basis for guidelines and indications included in this publication

TABLE 1
Areas of Focus for Standards in Internal Quality Assurance in Jamaican TTIs

Organisation and management

Curriculum design and planning

Curriculum transaction and evaluation

Six Areas of Focus for internal QA Standards in Teacher Training Institutions (TTIs)

Research, development and extension

Infrastructure and learning resources

Learner support and progression

2 Purpose of the Standards and Guidelines

The Standards and Guidelines included in this document serves as the foundation of the Protocol for Internal Quality Assurance in Teacher Training Institutions. The protocols are to be used to ensure full adoption and implementation of the standards across all TTIs.

2.1 Definitions

In the context of the Standards and Guidelines, the applicable definitions of terms are presented on the following page.

[1]Excerpt from Table 3 (page 16) in the *Gap Analysis for the Strengthening of Internal Quality Assurance in Jamaican TTIs.*

DEFINITIONS

Term	Definition
Assessment	A process for allowing students/student teachers to demonstrate their learning
Course of study	An integrated series of courses/subjects, which, when completed successfully, results in increased knowledge, skills, positive attitudes and certification
Curriculum	Lessons and academic content and the supportive environment in which they occur in an academic institution or in a specific course, programme or planned experience
Curriculum transaction	The combination of instructive goals, learning outcomes, pedagogical strategies, learning environment and evaluation mechanisms used to achieve the productive enrichment of an individual.
Evaluation	The process of determining to what extent prescribed educational objectives are being achieved
Learning objectives	A brief statement that describes what students should be expected to achieve by the end of school year, course, unit, lesson, project, or class period.
Learning outcome	A clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well s/he should be expected to achieve those outcomes, stating both the substance of learning and how its attainment is to be demonstrated.
PLAR	Prior learning and assessment
Student teacher	Learner/pre-service teacher enrolled in a teacher education programme
Teacher	Trained facilitator working with learners who is employed in the education system at pre-primary, primary or secondary levels
Teacher education programme	Course of study offered in a tertiary institution for the training of pre-service teachers
Teacher educator	Trained facilitator working with student teachers in a teacher training institution/teacher education programme

STANDARD 1: ORGANISATION AND MANAGEMENT

TTIs have effective leadership in academic, administrative, financial and student teacher-centric planning informed by well-developed strategic goals that are articulated throughout the institution. They have staff who are suitably qualified and competent. Distributed leadership and responsive governance structures assist in monitoring the attainment of pre-determined outcomes.

Indicator	Guidelines	Sources of Evidence
Governance		
1. The governance structure reflects the Vision, Mission and Goals.	The TTI management team employs consultation with all stakeholders to develop statements of philosophy which reflect the future state, purpose, and values of the institution. These statements, which should be reviewed in depth at least every five years, should need regular discussion to ensure that the programmes and decisions made are aligned to the operating principles of the TTI. Strategic goals and targets at the macro level should be cascaded to the meso and micro levels.	Strategic Plan Operational Plan Organisational chart /JDs Institutional risk management strategy Stakeholders' survey/ committees Focus group discussion manuscripts Questionnaires A policy development framework Student evaluation forms

2. TTIs employ a clear risk management strategy to ensure the future of their institutions.	TTIs should establish a robust risk management system that enables them to:
	  - Identify preventable risks that can be controlled, eliminated or avoided;
	  - Employ appropriate measures when risks occur; and
	  - Address external risks emerging from unanticipated natural, political or macroeconomic events.
	
	TTIs should engage external facilitators to conduct a risk management analysis as part of the planning process.	

3. Opportunities for stakeholder engagement are actively created, pursued, reviewed and evaluated on a regular basis	Stakeholders' views are periodically sought, documented, analysed, shared and used to inform decision making processes.	
4. There is a clearly delineated pathway for the development and articulation of policy for all areas of the institution including research and quality assurance	A framework outlining the development of policies, regulations and protocols and reporting structures should be created. The framework should expressly articulate the roles and responsibilities of each member of the executive management team in the development of policies in their respective portfolios. The institution should establish a Policy Review Committee responsible for the review and approval of draft policies for onward transmission to the Board/Council for ratification.	

Indicator	Guidelines	Sources of Evidence
Governance		
5. Regular meetings of staff are held to ensure that they are involved in decision making processes.	Frequent meetings of staff should be scheduled and communicated well in advance to all participants. TTIs should determine the scheduling when staff members in various units of employ meet to discuss, plan, review, implement and strategise. There should be opportunities for as many staff as possible to be engaged in the efficient administration of the affairs of the TTI.	
Human Resources		
6. Recruitment of staff conforms rigorously to best practices and identifies appropriate, talented team members willing to contribute to the development of the institution. 7. Staff members who function as teacher educators, administrators and managers are suitably qualified.	Teacher educators should have: - teacher certification - a minimum of a Master's degree or equivalent in their specialty subject/area - five years' experience teaching at the level at which they are training student teachers (pre-primary, primary, secondary) - content and professional knowledge, skills, and dispositions including evidence of the conduct of research - proficiency in technology, assessment, and knowledge of accepted best practices in teacher education - cultural competence and promotion of social justice in teacher education - participated in inquiry and scholarship expanding the knowledge base of teacher education - professional development addressing systematic inquiry, reflection and improvement intheir own practice - undertaken leadership in developing, implementing and evaluating rigorous, and relevant teacher education programmes - a collaborative approach with relevant stakeholders to improve teaching, research and student learning - demonstrated public advocacy for high quality education for all students - interest in contributing to improving teacher education.	

Indicator	Guidelines	Sources of Evidence
Financial administration and management		
8. Staff members have clear paths to progression and promotion.	Appointment to posts at the same or a higher level should be made in accordance with the Ministry/Board approved policies and procedures. TTI's should maintain current job specifications and descriptions setting out qualification and competency requirements for all positions TTI's should facilitate cross training and job enrichment. TTI's should develop and maintain succession policies and plans, which should include guidelines for identifying and developing potential replacements for key posts	IFRS Standards FAA Act Policies and procedures Audit Reports Financial Statements
9. TTIs have well-developed systems of financial administration that allow for accountability, transparency and probity and propriety.	TTIs should ensure compliance with International Financial Reporting Standards and the Financial Administration and Audit Act. Revenues should be collected, deposited at financial institutions and properly accounted for at intervals determined by law. Expenditures should be authorised only by Officers so authorised. Said Officers should sign and adhere to the relevant Codes of Conduct. All expenditure should be subject to good fiscal and budgetary control. Purchases, procurement and contracts should follow established and approved procedures and can only be entered into/approved by Officers so authorized. All matters relating to defalcation, budgets, appropriation, virements, financial and management accounting, special projects, investments, capital expenditure and banking should be compliant with established laws, policies and procedures. TTIs should have a Finance Committee that should provide financial oversight to include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. TTIs should have an independent Audit Committee comprised of professionals that are external to the institution and possess the requisite expertise to request investigations, review and recommend improving the financial affairs of the institution.	Public Procurement Act and Regulations Contracts TOR – Finance& Audit Committees Minutes of Meetings Special Reports Budgets All financial records

STANDARD 2: CURRICULUM DESIGN AND PLANNING

Teacher training institutions (TTIs)/teacher education and training programmes undertake regular review and upgrading of the curriculum to reflect approved curriculum content, instructional approaches and assessment methods that ensure graduates' competence and enable their professional certification to operate effectively in the classroom.

Indicator	Guidelines	Sources of Evidence
1. The TTI/teacher education and training programme develops a policy and system that guide regular curriculum planning and review 2. The TTI/institution has clear procedures for drafting, proposing and adopting programmes of study that include but are not limited to the involvement of subject teacher educators, the education system, professional associations and student teachers 3. Programmes of study are: - learner centred - competency based - outcome-based 4. TTIs/teacher education and training programmes analyse and continually enhance their curricula	Procedures for curriculum design are set by formal policy. Programmes and courses address national development goals and preparatory needs for student teachers to become competent beginning teachers. The courses of study are therefore consistent with the policies and structures of the JBTE and MOEYI. The curriculum should reflect the institutional Vision, Mission and Goals. In so doing, each TTI should operate a Curriculum Committee or participate in a Board of Studies that: - ensures alignment to the MOEYI instructional philosophy and teaching strategies - reports to the academic leadership of the institution to oversee the curriculum review and development processes - is comprised of Faculty members of the institution who are nominated by the academic leadership including a QA representative. - ensures that programmes of study require direct student teacher involvement, and measure the student teacher's improved ability to apply theory and demonstrate skills in a teaching and learning context - recommends additional funds and resources if they are needed to strengthen course offerings. - recommends any changes in the framework and structure of the curriculum to the Academic Board and/or Board of Studies. Each Faculty/Department in consultation with the QA Officer prepares an annual written report recommending any necessary curriculum improvements to be submitted for consideration by the Academic Board/Council. The Curriculum Committee annually reviews Faculty recommendations to revise, upgrade and/or enhance the framework and structure of the curriculum to strengthen student teacher learning and performance.	Curriculum framework Policies for the curriculum committee operations Accreditation standards Curriculum standards of MOEYI, JBTE, J-TEC Faculty and Academic Board Meeting notes Curriculum Committee Minutes Board/Council Minutes (relevant to curriculum design and planning) Programme structures Course curricula Student teachers' reflective journals

STANDARD 3: CURRICULUM TRANSACTION AND EVALUATION

Teacher training institutions (TTIs)/teacher education and training programmes should provide instructors/facilitators, curricula reflecting theory and practice, assessment methods and supporting resources to facilitate student teachers' acquiring experience with teaching and learning approaches and assessment methods that should ensure their competence to operate effectively in the classroom as beginning teachers upon graduation and certification.

Indicator	Guidelines	Sources of Evidence
1. Student teacher recruitment, admission and selection criteria and processes match national and international entry requirements for pre-service teacher training	Applicants accepted to the B. Ed. degree programmes should have the requisite qualifications for the relevant programme. To be accepted in a teacher education and training programme, selected applicants are required to: - submit a completed application form, - provide a list of references, - successfully complete an interview (if the institution requires it) - provide evidence of their ability to pay The number of applicants admitted in any year matches available space in the programme in the TTI	Application procedures for teacher education programmes MOEYI standards for recognition of the B. Ed. degree UWI standards for admission to the B. Ed. degree
2. Teacher educators demonstrate competence in modelling teaching and learning strategies that student teachers need to be able to use in the classroom when they graduate. 3. Student teachers have opportunities to demonstrate the application of instructional theory in line with the approved curriculum in their practice	Teaching and learning experiences in TTIs should require that: - lessons reflect the instructional methods of the approved curriculum (whether led by teacher educators or student teachers; in the institution or practice teaching setting) - teacher educators design and offer lessons that enable student teachers to experience what their students should be expected to use in the classroom - lesson planning includes experiences that require critical thinking, problem solving and collaborative learning - learning theory is incorporated into experiences designed to require the application of the theory - practice teaching experiences encourage student teachers to use collaborative lesson design and problem-based learning in the classes they teach/facilitate - reflective practice is incorporated into both TTI-taught lessons and lessons student teachers deliver in practising schools.	Student teacher lesson plans for practice teaching Records of model lessons (presented via video or audio) Class assignments Student journals of reflection on teaching Records of reflections on in-class lessons and in teaching practice

Indicator	Guidelines	Sources of Evidence
4. ICT/STEM/STREAM-based teaching and learning methodologies and emerging best practice are an integral part of the teaching and learning strategies to which student teachers are exposed.	Teacher educators and student teachers have access to computer labs and working computers that allow for research, lesson planning and delivery in the institution and practicum settings Teachers use competency-based teaching and learning methods Class assignments for pre-service teachers require group work and reporting, engage students in on-line research, and the drafting and teaching of ICT-integrated lessons that are critiqued by peers Assignments encourage critical thinking through problem-based learning methods Student teachers use theory-based lessons to demonstrate the skills encouraged by the theory. Lessons student teachers plan and offer in practicum settings and TTI classes demonstrate problem-based approaches that encourage students to collaborate to develop viable solutions. Lesson plans encourage reflective practice. Lessons designed and presented in practice teaching reflect the incorporation of problem-based, collaborative student assignments that encourage critical thinking Records are kept of collaborative planning meetings and lesson planning among teacher educators Teacher educators and student teachers employ ICT-based or integrated lesson plans	Number of college-based computer labs Number of working mobile devices Bring your own device/ICT policy and capacity Internet/bandwidth capability Number of working computers and mobile devices in college-based computer labs Data on use of labs by teacher educators and student teachers Records of use of computer labs for lesson design, research, instruction

Indicator	Guidelines	Sources of Evidence
5. Institutional policies for student teacher assessment are equitable and relevant to content and methodology of the courses taught 6. Assessment procedures reflect approved curriculum and other current innovative and/or internationally-accepted assessment approaches 7. Instructional theory and practice are integrated in assessment policies and procedures	The institution should develop policies to support the kinds of assessment to be used in coursework, practicum and examination settings. TTIs should develop a handbook of assessment procedures to assist teacher educators and student teachers in employing innovative assessment strategies. These strategies reinforce lesson designs where possible to emphasise that teaching is a skill and ought to reflect theory taught in lessons. TTIs should use annual institutional professional development in assessment design to strengthen teacher educators' use of new and/or innovative assessment models. Assessment policies support assessment frequency, design and methods of practically testing theory through - case studies, - journaling - critical assessment of lessons designed and taught by themselves or others - collaborative planning - problem-solving - self-reflection Assessments demonstrate the relationship between courses and the integration of course content Teacher educators are able to undertake professional development courses reflecting innovation in assessment design to broaden teacher educators' competence in innovative assessment design	Assessment policies Staff Assessment Handbook Samples of assessments Agenda of professional development programmes attendees and certification (if applicable)

STANDARD 4: RESEARCH DEVELOPMENT AND EXTENSION

Senior management of TTIs allocates adequate resources and staff time to support institutional and academic research, to enhance the institution's curriculum and operations, and enable data gathering and analysis, to strengthen its operations and the competencies of their graduates, and contribute to the relevance of teacher education to the sector and to national development.

Indicator	Guidelines	Sources of Evidence
1. Research policies, focus and direction in TTIs should strengthen and improve the institution's research capability	TTIs should develop policies for the conduct of research. TTIs should conduct annual audits to assess improvements in internal quality assurance in their institutions Adequate institutional support for research could include funding and sabbatical provisions	Research papers List of research projects compiled annually
2. Teacher educators and their student teachers collaborate to conduct research on issues relevant to strengthening the outcomes of the school system and teacher training	TTIs should develop research strategies that enhance data gathering and analysis on the performance of student teachers in various subjects to strengthen curriculum and the capabilities of graduates Teacher educators should be encouraged to design practical action research whose outcomes have the potential to strengthen the TTIs' curriculum and student teachers' learning. Student teachers should be required to design at least one research activity in their final year that should assist the TTI to strengthen its programmes.	TTI research framework TTI Research Handbook Number of staff publishing research papers annually
3. Research outcomes impact education policy and advocacy and contribute to national development and the advancement of the teaching profession	TTIs should develop a system for assigning, conducting and reporting research findings originating in their institution Research that is conducted by teacher educators, student teachers or both should be written as academic papers, published and/or presented at CPD conferences and shared with policy makers and colleagues in other TTIs in Jamaica and abroad.	Number of conference papers produced annually Number of student teachers publishing research Recruitment and admission policies

Indicator	Guidelines	Sources of Evidence
	TTIs document annual recruitment, intake, retention and throughput rates and share across institutions Study designs should include ethical guidelines for research and treatment of minors in research processes Longitudinal data on annual student teacher recruitment strategies, applications, intake, retention and throughput should be compared nationally, regionally and with international TTIs to establish/strengthen systems to guide student teacher recruitment, retention and throughput in TTIs.	Graduation rates and criteria International and national throughput rates in teacher education
4. TTIs assess their contribution to the nation and the education system by documenting the number of certified and competent teachers in the school system	Each TTI should analyse data on recruitment, applications, intake and retention to completion of the degree examining the following indicators: - Reasons for entering teaching - Interests demonstrated during the programme in the institution - Academic and facilitation success - Recruitment to teach on graduation - Duration of employment in teaching - Results of annual course offerings (student teacher attitudes/acceptance) Comparative data among TTIs are published and assessed to determine ways of strengthening student teacher outcomes in the school system. TTIs should develop systems to measure and report on the competence of student teachers both in institutional and practice teaching settings.	Recruitment and intake data Programme completion/ annual graduation rates Annual achievement by course and year Tracking of graduates in teaching posts over five years Applicants and graduates over five- year period

STANDARD 5: INFRASTRUCTURE AND LEARNING RESOURCES

TTIs have suitable physical infrastructure that enables them to meet professional standards for the effective provision of both curricular and co-curricular programmes. In providing for their infrastructural needs, TTI management and faculty identify the requirements for each course/programme of study; ensure the health, wellness, safety and security of all concerned, and develop protocols for access to and continuous maintenance of IT and other physical resources that enable and/or support inclusive instruction.

Indicator	Guidelines	Sources of Evidence
1. Infrastructure should be sufficient to achieve the institution's Vision, Mission and Goals.	Each TTI should develop a personnel framework outlining the qualifications, training, competencies and performance management of those who oversee infrastructure and learning resources. The institution should establish an Infrastructure and Resources Committee led by the appropriate Board representative and VP Administration and include the librarian, Officer responsible for IT and facilities/plant manager. The committee should: a. strategically • oversee the institution's physical assets [land, buildings, equipment; library; resources]; • ensure the adequacy and condition of these assets; • develop and periodically review policies and procedures supporting these assets, and • advocate for adequate levels of funding for their maintenance and operations. b. consistofmembersnominatedbyeachFaculty/Department. Themembersshouldpossess relevant knowledge of and/or interest/expertise in the respective disciplines; c. support the relevant officer [e.g. librarian, ICT Officer and facilities/ plant manager] to: - determine through regular audits and assessments the adequacy, condition, and use of existing facilities; - review projections of future needs and requirements; - ensure ongoing maintenance of the physical facilities; - review proposed annual upkeep budget; - approve selection of service providers; - develop and maintain a Campus Master Plan; - develop and implement a policy and procedural manual, and - communicate with internal stakeholders on the successes/ challenges of the unit. d. comply with professional standards in all areas	Campus map and building floor plans Physical conditions of lecture rooms, libraries, labs, other facilities, equipment, and furniture Maintenance, service and rentals, schedules, logs and contracts including currency of software licenses& subscriptions LMS and SMS Maintenance Plans Existing development plans Training logs, professional development portfolios Policy registers Procedural manuals
2. Faculty and student teachers have access to appropriate physical, IT (i.e. internet access), library, ICT infrastructure (i.e. computer labs and/or mobile devices), Learning Management Systems (LMS), Student Management System (SMS) and open educational resources to support instructional delivery.		
3. These resources are regularly maintained, properly managed, and operated to ensure their continuous and effective functioning under Institutional Maintenance Plans		
4. Planning for infrastructural development and resource management are linked and include social development infrastructure to support students, staff and the community		
5. Faculty and student teachers are offered relevant training that should enable them to make optimal use of the building infrastructure, library and IT resources.		
6. Policies and procedures governing access to and the use of the infrastructure and learning resources are developed, implemented, monitored and evaluated regularly.		

STANDARD 6: LEARNER SUPPORT AND PROGRESSION

TTIs/teacher education programmes ensure that they provide diverse and holistic experiences for student teachers that should help them grow and develop seamlessly into emerging professionals who are balanced and committed to good models of citizenship.

Indicator	Guidelines	Sources of Evidence
1. Admission protocols are aligned with institutional Vision, Mission and Goals	All TTIs have an overarching admissions policy that governs the admissions process. The policy document includes academic and non-academic criteria and process management components.	Admission / advisement policies and protocols Student teacher feedback, retention and compliance rates
2. Student teachers receive accurate and comprehensive information about their academic programmes.	TTIs have a clearly developed framework for academic advising. This framework makes provisions for the competencies, roles, functions, responsibilities and limitations of faculty advisors. The framework also speaks to the responsibilities of the student teacher. The process of advisement should be well described.	Student teachers' Handbook
3. Student teachers receive accurate information/advice concerning the financing of their education.	TTIs provide student teachers with a Handbook that provides information on health services, personal counselling, and extracurricular activities, as well as relevant programmatic and policy information to assist them.	Records of intervention programmes
4. Student teachers are made aware of their rights and responsibilities, which are outlined in clearly-developed academic and other supporting policies.	TTIs provide access to supporting non-academic services such as: • an onsite nurse, • safety and security systems,	System reports Records and outcomes of programmes developed
5. Health services, occupational safety and security, counselling and career advisement services are available to student teachers	• co-curricular activities, • professional advisement and • personal counselling.	Number of issues reported on and addressed in established timeframe
6. Appropriate mechanisms to identify and remediate deficiencies are in place in order to improve student teachers' opportunities to achieve success.	All student teachers' records are to be compliant with national and institutional data protection policies. TTIs should articulate clear statements about how student teacher records are to be generated, registered, retained, stored, secured, retrieved, accessed and disposed of in accordance with legal and regulatory standards.	Compliance reports and certification received/reported to the institution's Board
7. There are robust institutional learning and records information management systems in operation in the institution.	A Student Teacher Records' Management Manual for staff should be created to ensure consistency in documentation and application of policies and procedures.	

Indicator	Guidelines	Sources of Evidence
8. Appropriate policies and procedures that embrace diversity and special needs are developed and implemented.	To ensure the centrality of student teacher success in the focus and operations of TTIs, they must ensure the development and delivery of essential service programmes that include the: - identification of a diversity of student teacher needs; - articulation of a philosophical framework for student teacher development; - maintenance of an appropriate organisational structure that should facilitate the delivery of relevant services; - development of institutional policies that are congruent with cultural/social needs of student teachers and institutional values, and - promotion of advocacy, pluralism, diversity, and multiculturalism.	Data Protection Policy Staff Policies and Procedures Manual System Reports Policies governing services for student teachers
9. Programmes for orientation and student teachers' holistic development are developed and implemented		
10. Systems for providing personal and career counselling are created and implemented.		
11. A variety of co-curricular activities and sports are available to the student teachers		
12. Standards governing health, food services and accommodation are actively implemented and maintained.		
13. Mechanisms to receive and address grievances are created and implemented.		