



**Birmingham
Newman
University**

Quality Assurance Processes



The management of the Birmingham Newman partnership is focused on its relentless pursuit of its **vision for excellence**. It is focused on improving and sustaining high quality provision for trainees.

In order to achieve this there is a rigorous and effective systematic monitoring and evaluation system in place to ensure that training against the Birmingham Newman Curriculum:

- is underpinned by phase specific and subject specific training so that trainees are fully prepared to teach the age range that they teach.
- prepares trainees to teach the range and depth of subjects appropriate to their phase.
- teaches the integrated sequenced ITE Curriculum, that adheres to the Core Content Framework and is reinforced by current and relevant research.
- provides formative assessment against the Birmingham Newman Curriculum (using the National Curriculum Continuous Assessment Tool – NCCAT) that identifies specific targets that identifies progress.
- is evaluated taking into account the perspectives of all stakeholders (trainees/mentors and tutors).
- is part of a continuous systematic monitoring process and informs rigorous improvement planning that leads to timely interventions and improvements that positively impact on trainee outcomes.

Systematic Continuous Monitoring and Evaluation Methodology

Centre and placement-based training is effectively integrated through the development of a clear understanding of the co-constructed Birmingham Newman Curriculum. The seamless delivery is arrived through an understanding of the roles and responsibilities of all stakeholders in the training process. The secure communication of expectations, roles and responsibilities support the delivery of the sequenced Birmingham Newman curriculum that enables trainees to progressively develop.

This is explained in the partnership agreement and supported through Stage Specific Handbooks, and co-training of all partners. (Centre and School Based Colleagues)

Where and when this happens is clearly laid out in the curriculum map. University Placement /Subject Tutors and School Based Mentors (Professional Mentors and Mentors) share the responsibility to deliver, provide opportunities and support each trainee to make staged (sequenced) progress against the Birmingham Newman curriculum.

To ensure that this process is effective there is rigorous Quality Assurance process that underpins training. This is overseen by Partnership Leads who manage and monitor the QA of the provision.

Whilst training is integrated, centre-based training and placement-based training are monitored and evaluated by clearly outlined procedures to meet the needs of both University and Initial Teacher Training criteria and supporting advice. The information/data from these procedures are assimilated and used by the Faculty Leadership team to identify strengths and priorities for the provision and for specific cohorts and trainees.

Centre-Based Training Quality Assurance

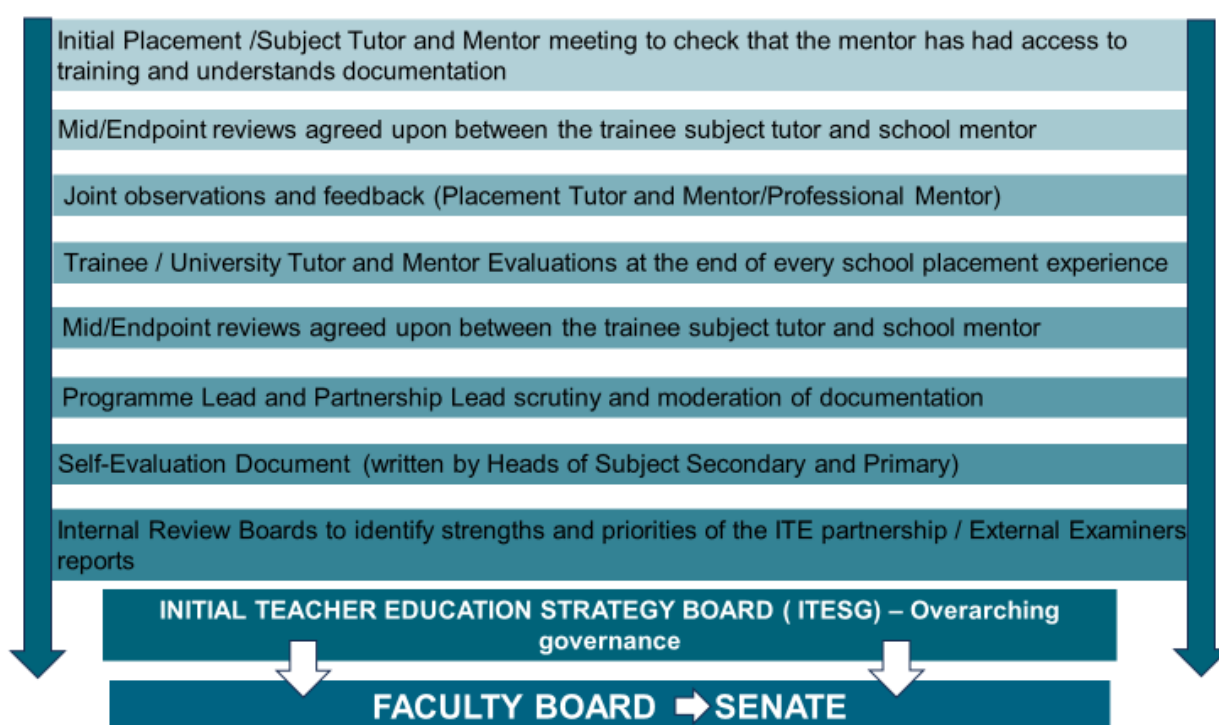
The effectiveness and impact of centre-based training sessions and events are monitored and evaluated through and by:

1. Mentor Training
2. Module Evaluations for Trainees, Mentors and University based staff.
3. Academic Assessment outcomes
4. Student and Staff Consultation Groups
5. External Examiner Feedback
6. End of Programme Evaluations
7. NSS
8. Internal Review Boards
9. Initial Teacher Education Strategy Group (ITESG) - group of representatives from our partnership schools.

Information from feedback gathered using these mechanisms inform self-evaluation and improvement planning that sets out clear priorities for each phase to both improve and sustain the effectiveness of the training.

School-Based Training Quality Assurance

The effectiveness and impact of school-based training sessions are monitored and evaluated through:



Ensuring Quality in Mentoring

