

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

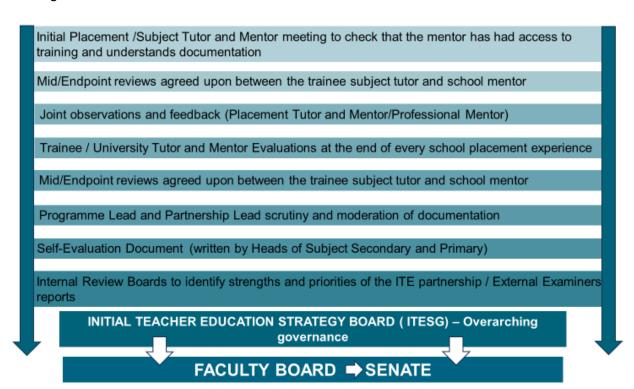
The effectiveness and impact of centre-based training sessions and events are monitored and evaluated through and by:

- 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

Mentor Training

Mentors are trained on Placement expectations and processes including:

Birmingham Newman Themes/Use of Newman Curriculum Continuous Assessment Tool (NCCAT - Guidance Document)/Smart targets/documentation/timescales.

Partnership Lead contact and PT links are given for further support throughout placement.

Q and A sessions available to mentors before the start of every placement to address training needs/queries.

Ensuring a clear understanding

Roles, responsibilities and expectations are clearly defined in Partnership Agreement / Handbooks

What we do with Feedback

Evaluation forms at the end of placements are completed by tutors/mentors/trainees and feed into data and improvement plans.



Placement (PT)/Subject (ST) tutor contact/visits

In an initial online meeting PT/ST ensures mentor has accessed training materials and that trainee has access to school policies/procedures.

In the second and third meeting/visit the PT/ST undertakes a joint observation with the mentor, checks documentation (weekly meeting forms/NCCAT/e-portfolio) to ensure processes are being followed.

Bespoke training is delivered in these vitals according to mentor need.

Quality of Mentoring QA Process

Mentor Tracking

We have a document to track what training mentors have accessed.

GOLD - where schools/M/PM support with the training of other mentors.

BLUE - where essential training has been delivered and has been accessed.

PURPLE - where bespoke signposting of additional resources has been given to further support the mentoring process.



Assessment Points

Mentor and PT/ST completion of mid-point (MPR) and end-point (EPR) formal assessments.

Joint agreement/alignment of evidence and outcome.

Partnership Lead/Programme Lead - sampling

Leads undertake a monitoring scrutiny/sample of:

Weekly meeting forms/target setting/MPR/EPR/NCCAT/e-portfolio.

This ensures consistency of practice and the delivery of bespoke training delivery as required.

Placement/Subject Tutor evidence check

PT/ST complete a check of evidence in e-portfolio/mapping in NCCAT/completion of weekly meetings/setting of SMART targets/weekly reflections/Big Questions to ensure alignment with Mid-Point and End-Point reviews.

PT/ST feedback to Partnership Lead of any areas for future training/development.