University of Cumbria

Primary ITT Quality Assurance Framework

2022 onwards

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QA SCHEDULE			
QA focus	**Responsibility**	**Nature of QA**	**How often**
Interview process	**Principal Lecturer with programme leaders**	Sample of interviews and documentation	Annually to ILT QC Spring meeting – look back and plan forward
Curriculum Quality	**Principal Lecturer with programme leaders and Subject Quality Coordinators**	SQC reports	Annually to ILT QC
		Evaluations, sampling, data, EE reports leading to Principal Lecturer Quality Assurance Summary	As appropriate feeding into ILT and ILT QC
Understanding and delivery of the curriculum Centre Based	**Principal Lecturer with programme leaders**	Peer Review	Annually to ILT QC (Summer)
		Principal lecturer Quality Assurance Summary	Termly to ILT QC
School based mentoring and expertise	**Partnership Liaison Manager with UPTs/UPLs and Mentor training lead.**	PLM report to ILT on placement evaluation data	As appropriate to ILT QC
		PLM Annual Partnership Quality Report	Annually to ILT QC
Curriculum Outcomes	**HTSLE**	SED	Annually to ILT QC
Quality of Mentor Training	**PLM and Mentor training lead**	PLM Annual Partnership Quality Report	Annually to ILT QC
Academic Assessment	**HTLSE and Principal Lecturers**	HTLSE reports through the SED	Annually to ILT QC

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
		Criteria	**Mechanism**	
Interview process	Principal Lecturers working with Programme teams	• All interviewers use the agreed interview procedures • Compliance with Admissions criteria • Suitability judgements are made in line with the agreed criteria	• Interview handbooks reviewed and recirculated each year • Observation of interviews H/T regularly observe campus based and UPLs observe SD • Scrutiny of 'paperwork' from interviews	Principal lecturer gathers issues from interview records and actions any amendments or recommendations. Feeds into AMRs October ILT

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
		Criteria	**Mechanism**	
Curriculum Quality Ofsted recommendation 1	PL- UG & PG Through Programme leaders and subject quality co-ordinators	Curricula are: • Current • Evidence based • Identify component knowledge • Well sequenced • Integrated with school learning • Appropriately resourced • Clearly communicated	• Subject quality coordinators • Programme quality committee post placement • Tutor module evaluation reports • Engagement and feedback from external subject experts	• Subject quality reports and associated plans to ILT – October and the PSG • Principal Lecturers provide a top level quality assurance summary of feedback and actions to Head of TLSE and at ILT Quality Committee – each term • .

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
	PL- UG & PG Through Programme leaders	**Criteria**	**Mechanism**	
Understanding and delivery of the curriculum Centre Based Ofsted Recommendation 1		• Quality of teaching • Quality of resources • Subject knowledge aligned with Core Content Framework • Research informed content • Students know and understand their curriculum • Effective targets set for placement based on knowledge of the curriculum and staged expectations	• Module evaluations (ML) • Course consultative forums (CCFs and SSFs) • Programme quality committee • Peer Review • Moderation bbd sites and teaching content (Prog leads) • Targets set by personal tutors sampled (PLs)	• Line managers (Principal lecturers) provide peer review report to ILT Quality committee - June • Programme leaders report evaluations and monitoring to Principal Lecturers • Principal Lecturers provide a top level quality assurance summary of feedback and actions to Head of TLSE and at ILT Quality Committee – each term.

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
		Criteria	**Mechanism**	

School based mentoring and expertise Ofsted Recommendation 2	University partnership tutor, University Programme leaders Partnership Liaison manager (PLM) Mentor training lead	• All mentors have attended training • Students receive their entitlement to support as outlined in requirements • Effective targets aligned to the curriculum supporting trainee progress • Effective use of staged expectations evidenced in the weekly reviews. • Access to appropriate expert colleagues. • Consistently high quality, reliable end of placement reports	• Mentor training record • UPT/UPL QA visits. • UPT/UPL cluster QA report • End of placement student evaluation • UPT/UPLs moderate final assessments cross cluster/alliance • Sampling of targets and reports –Programme quality committee	• PLM reports mentor training uptake and actions to ILT • PLM uses cluster reports to inform annual partnership quality report presented to ILT quality committee group and PSG • PLM reports on data from End of placement evaluation after each cohort to ILT Quality Committee and to Subject quality coordinators

Aspects of ITT Quality (Primary)	**Who is responsible?**	**Arrangements for Monitoring**		**Recording, Reporting and Feedback**
	Head TLSE	**Criteria**	**Mechanism**	
Curriculum impact Ofsted Recommendation 3		• QTS is recommended robustly. • Students are satisfied with their curriculum and training • Employing head teachers/ECT mentors are confident and satisfied with the	• Exit survey data • Moderation and evaluation of end of placement reports • Head teacher survey • External examiner reports	• Data feeds into SED. • Principal Lecturers provide a top level quality assurance summary of feedback and actions to Head of TLSE and at ILT Quality Committee – each term

		quality of the ECT's knowledge, skills and experience • External examiner reports show that the programme is working well and students are recommended for QTS appropriately		• Report and actions presented to PSG and to Quality Committee • SED feeds into programme development work

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
		Criteria	**Mechanism**	
Quality of mentor training Ofsted Recommendation 2 and 3	Mentor training lead/ Placement liaison manager/UPT/UPLs	Mentors • Know how to access and use the specific curriculum for their student • Use the curriculum to support progress across the placement • Set quality, specific targets relating to the curriculum UPT/UPLs • Know and understand the needs and skills of their mentors • Have consistency in checking and delivering mentor development	• Mentor training evaluations • QA visits by UPTs/UPLs • Update sessions for mentors • Sampling of targets at Programme quality meeting • QA cluster reports • Exit survey and end of placement evaluations	• PLM annual report and action plan to ILT Quality Committee and PSG

Aspects of ITT Quality (Primary)	Who is responsible?	Arrangements for Monitoring		Recording, Reporting and Feedback
		Criteria	**Mechanism**	
Academic assessment Ofsted Recommendation 1	Head of TLSE Principal Lecturers through programme leaders	• Consistency of marking against the appropriate criteria • Learning outcomes map to the requirements for QTS and link theory to practice.	• Calibration of expectation and outcomes • Internal moderation • External moderation	• External examiner reports fed into programme AMRs • Head of TLSE to report to ILT Quality committee – feeds into the SED

Quality Assurance: Interviewing

Please indicate the relevant options from each column	
Criteria	**Mechanism**
☐ Interviewer follows the Primary interview structure/procedures ☐ Judgements of suitability of candidate ☐ Compliance with Admissions criteria	☐ Observation of interviews ☐ Scrutiny of 'paperwork' from interviews ☐ Participation and feedback from external interviewer H/T or UPL

Your name & role	
Others involved	
Programme(s)	
Date	

Areas of strength (please refer to criteria if appropriate)
Areas for development (please refer to criteria if appropriate)
Other comments/ Remedial action taken if required *(Please note if an issue has arisen as a result of this QA activity, then this form should not be submitted until the issue has been resolved and a comment explaining the nature of the issue and the action taken is made below)*
☐ No significant action is required ☐ Appropriate staff informed if significant action is required

Institute of Education	University of Cumbria

Subject Quality Coordinator report/Curriculum Quality	
Date	
Subject group	PE, English, Music, Art Maths, History, SEND Science, Geography, RE, Computing EYFS, MFL, DT, Phonics
Author	

The report should respond to the following five overarching questions:
What does quality look like in your subject areas?

- How well is it taught?
- How well do students learn it?
- How does it help students to embed it in practice?
- How does this help children to learn in schools and other settings?

Areas of comment	Evidence base
Comment on actions taken by subject teams to ensure a high-quality curriculum.	*e.g. OFSTED subject reviews, subject associations, research informed practice, CCF bibliography*
Comment on activities undertaken by and with subject teams to evaluate the quality of subject teaching.	*e.g. Peer review activity, external examiner reports, module evaluations by staff and / or students*
Comment on the assessment and evaluation of student learning by subject teams	*e.g. subject audits, module assessments, end of placement report targets*
Comment on development activities undertaken to evaluate students' ability to enact centre-based subject learning within school-based learning environments.	*e.g. UPT feedback, end of placement reports, samples of weekly review sheets*

Comment on the impact centre-based subject learning has on children's learning in schools and other settings	*e.g. end of placement reports, UPT feedback, placement QA reports, end of programme evaluations*
Report submitted to	
Report approved by	

Quality Assurance Summary

Information to be presented at each IoE Institute Leadership Team meeting

Programme (s)	
Person Completing the report	
Date report completed	

Evaluation of 2021/22 Programme (Semester 1 only)

Data set analysed	**What are the key strengths identified from the analysis of the data?**	**What are the key areas for development following the analysis of the data?**	**What are the key actions following the analysis of the data (please include person/s responsible and deadlines)?**
Completion data			
End of Course Exit Survey			
Module evaluations			

Please complete for each focus of quality assurance carried out since the last ILT (where an update is not appropriate at this time please indicate a time-scale for this).

Quality Assurance Focus	**Through which mechanism/s has this been quality assured?**	**What are the key findings of the quality assurance process to date?**	**What are the resulting actions (please include person/s responsible and deadlines)?**
Interview process			
Curriculum quality			
Understanding and delivery of the curriculum – centre based			
School based mentoring and expertise			
Curriculum impact			
Mentor training			
Academic Assessment			

Quality Assurance Centre Based : Curriculum Delivery

Peer Review Overview Reporting form

(Peer Review of Higher Education Learning, Teaching and Assessment)

Name of Principal lecturer

Focus(es) for peer review activity based on Institute improvement plan

Areas of Strength

Areas for Development

PLEASE SUBMIT THE COMPLETED FORM TO HEAD OF TLSE

Quality Assurance – forms/reports for school based mentoring and expertise and mentor training

Click here for the **Student Quality Assurance form**

Download QA visit of Student Form

Click here for the **Mentor Quality Assurance form**

Download Mentor QA Form

Click here for **Cluster Quality Assurance report form**

Primary ITT Quality Assurance Framewo

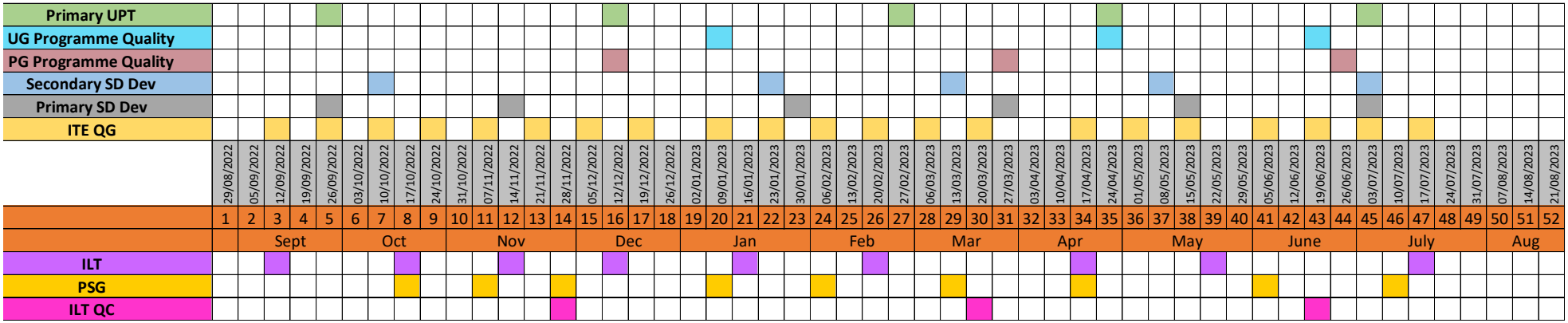
Click here for the **Annual Partnership Quality Report template**

MASTERPrimary ITT Quality Assurance Fı

PRIMARY QUALITY ASSURANCE PROCESSES

Interviewing ***Curriculum quality*** ***Centre based understanding and delivery of the curriculum*** ***School based mentoring and expertise*** ***Curriculum impact*** ***Quality of mentor training*** ***Academic assessment***	**Institute Leadership Team** (Monthly) (ILT) meetings (Nov, March June) Top Level QA Report Completed by Principal Lecturers for Primary	**Institute Leadership Team Quality Committee** (Nov, March June) Chair - Director of the IoE **Partnership Stakeholder Group** (Oct, Dec, Feb, April, June) Chair - Head of teaching, Learning and Student experience **Subject Team** (Monthly) Development days/team meetings – led by Principal Lecturers for Primary

Institute of Education Quality Assurance Timeline 2022-2023



Institute of Education, ITE quality assurance groups, meetings and committees

Operational		
Acronyms in timeline above	**Full name**	**Terms of reference**
Primary UPT Dev	Primary University Partnership Tutor Development Days	Terms of reference • To create a space for professional reflection on UPT role within our ITE partnership • To upskill UPTs in role development- e.g. mentor training provision or subject/area input. • To share and develop best practice / networks across our ITE partnership • To develop processes, mechanisms and paperwork (recording) for improvement of ITE partnership quality • To moderate expectations in line with assessment processes.

		• To receive, analyse and reflect on quality assurance data (perception data- students and mentors, engagement data – mentor training • To agree and partake in review & revision activity pertaining to quality assurance & assessment across the ITE partnership. • To work with expert colleagues to innovate approaches to ITE provision that enhance student experience, engagement and development opportunities. Membership: • Placement Liaison Manager (PLM) • UPTs (University Partnership tutors) • Selection of UG & PG leads & staff • Selection of SD representatives • Selection of Expert colleagues (school and university based)
UG ITE Programme Quality and PGP ITE Programme Quality	Undergraduate and Postgraduate Primary ITE Programme Quality Committees	Terms of Reference • To hold a timely overview of programme quality including a focus on curriculum and its delivery as experienced by specific cohorts of students. • To use relevant data to monitor the impact of the curriculum creating in-year actions and interventions to ensure a high-quality curriculum is maintained across the programme both in centre-based and school-based learning. • To report into ILT and ILT Quality Committees Indicative data sources • CCF/SSFs

		• Programme leader's moderation of blackboard sites • QA reports from UPTs • Samples of placement targets • End of placement reports • Subject Quality Coordinator verbal updates and written reports • Module evaluations • External examiner reports where appropriate Membership – as appropriate to the programme: • Principal Lecturer • Programme Leader • Cohort/campus leader • Module leaders • UPTs • Subject Quality Coordinators Frequency of meetings Meetings will follow each placement to ensure in year actions and interventions are timely.
Primary and Secondary SD Dev	Primary and Secondary School Direct Development Days	Purpose: • To facilitate effective communication between SD partners and the University of Cumbria and other SD partners

		• To share good practice • To reach collaborative decisions relating to programme delivery and development • To further embed consistency and quality amongst all partners Membership: • SD programme leader • SD Partnership Programme leaders • University Programme leaders Frequency of meetings: Five meeting held per year
ITE QG Primary and Secondary	ITE Quality Group – separate for Primary and Secondary	Purpose: Review and act upon all relevant, available reports and data to evaluate the quality of our provision. To evaluate the impact of actions Monitoring improvement plans To make decisions on the continued relevance of actions Ensure continued progress is made against the improvement plans providing adequate support and intervention when required. Review compliance criteria regularly to ensure our programmes remain fully compliant at all times Sharing information about DfE/sector initiatives and good practice from other providers to adapt and enhance the quality of programmes. Membership: Head of Secondary/Primary ITE Principal Lecturers Programme Leaders Mentor Training lead PLM (Primary only) Other colleagues by invitation as relevant.

Strategic		
Acronyms in timeline above	**Full name**	**Terms of reference**
ILT	Institute of Education Leadership Team meetings	Summary of purpose: Strategic and operational leadership, management and development of the IoE. The Institute of Education Leadership Team (ILT) has responsibility and accountability at institute level for the successful delivery of the IoE Annual Operating Plan (AOP). Terms of reference • To monitor, report on and review the delivery of the IoE AOP objectives and to provide a forum for decision-making and action planning regarding key issues relating to the delivery. • To facilitate and enhance scholarship and research throughout the institute and nurture its research community to inform teaching and knowledge exchange with education settings. • To have responsibility for quality assurance relating to student experience, achievement and regulatory frameworks. • To actively engage with, plan, monitor and review recruitment and retention and take associated actions as necessary • To monitor and quality assure the implementation of the University Learning, Teaching & Assessment plan in order to enhance the quality of the Institute's taught provision and to develop excellence at Institute level. • To review and develop the academic portfolio to ensure it is 'fit for purpose' in relation to student markets and makes a contribution to income generation • Report on and feed into external engagements and partnerships Frequency and length of meetings

		Monthly for 1 hour with the flexibility to call an emergency/contingency meeting where necessary Membership • Director of the IoE (Chair) • IoE Head of Marketing, Recruitment and Portfolio Development • IoE Head of Teaching, Learning and Student Experience • Director of the LED Research Centre • Principal Lecturers from the IoE • Academic Team Leads (London)
PSG	ITE Partnership Stakeholder Group	The University of Cumbria partnership comprises the institutions who deliver, develop and contribute to the ITE programmes delivered in partnership between the Institute of Education, partner schools, colleges and other settings. Terms of Reference: • To pursue a vision for excellence focused on improving or sustaining high quality provision and outcomes for trainees. • To provide a forum for debate and decision-making regarding key strategic issues relating to the partnership, considering and responding to feedback from stakeholders including employers. • To provide a forum for discussion of key issues emerging from self-evaluation, including departmental staff-student forums, schools, Ofsted, and local and national initiatives etc. • To monitor the effectiveness of quality assurance processes. • To quality assure how effectively the ITE curriculums are delivered and the impact that they have on trainees' learning and progress towards becoming effective teachers

		• To ensure the partnership's provision is in line with the Institute of Education and University- level initiatives and sector developments. • To monitor and review other key strategic initiatives linked to improving the student experience and to make recommendations to programme leaders. • To monitor and review marketing, recruitment, retention, completion, attainment and employment linked to self-evaluation and action planning at programme level. • To review, challenge and approve as appropriate partnership SEDs (Self-Evaluation Documents) and improvement plans. • To facilitate cross-collaboration between partners and to make recommendations to disseminate good practice including in training and assessment. • To report to the Director of the Institute and receive feedback from him/her for consideration Membership: Co-Chairs (university and school-based) University Chair Head of Teaching and Student Experience • Committee Secretary • Placement Liaison Manager (Deputy Chair) • Administration Manager School Partnerships • University-based Phase Leads (secondary and primary/EY) • School-based Leads (secondary and primary/EY) • Assessment only lead • Programme leaders or representatives including from school-based provision • Partnership Tutors (Primary/EY and Secondary)

		• Mentor Training Lead • Head Teachers/Professional/School Mentors
ILT QC	Institute of Education Leadership Team Quality Committee	**Scope** The ILT Quality Committee has responsibility at Institute level for assuring, maintaining and enhancing the quality for the University's taught academic programmes (including collaborative provision) that lead to awards or credits of the University; and enhancing the quality of all aspects of the students' experience. **Terms of Reference** • To provide a forum for debate, discussion and action on all matters relating to academic quality and standards and enhancing the student experience of on campus, off campus, and a diverse range of learners. • To oversee actions arising from student feedback, for example through module evaluations, programme level focus groups, and student representative input. • To oversee ITE quality, self-evaluation and continuous improvement. • To provide a forum for discussion of actions relating to key issues emerging from Staff-Student forums. • To ensure the Institute's provision is in line with University level initiatives. • To oversee actions relating to key strategic initiatives linked to improving the student experience e.g. the learning, teaching and assessment strategy. • To maintain oversight of academic Collaborative Provision within the Institute. • To maintain oversight of and a response to feedback from relevant stakeholders. • To monitor and update the IoE AMR including the rolling action plan. • To monitor and action themes and issues arising out of programme level Annual Monitoring Reports. **Membership** Chair: Ruth Harrison-Palmer, Director of IoE Both Heads: Kath Norris, Head of TL&SE and Jan Ashbridge, Head of Student Recruitment and Portfolio All Principal Lecturers: Daniel Dennis, Steph Evans, Patrick Freeman, Don Hall, Farhat Ibrahim, Mike Toyn, Karen Watson Programme Leaders: Kelly Powell (Undergraduate ITE), Adrian Copping (PG Primary Core), Kamal Ahmed (Ed Studies), Pippa Leslie (PGT), Jacqui Percival (PG Primary, School Direct), Ruth Hurst (on-line PGCE), John Cawkell (PG Secondary, School Direct), Robert Campbell (PG Secondary Core) Caroline Briggs (PG cert learning teacher education), Ian Todd (QTS direct Assessment only)

		Information Services rep Student and Academic Administration Service (SAAS) rep AQD rep UCSU Student Voice rep Research rep Optional: Dean of Student Success, Signy Henderson