

MANCHESTER
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PRIMARY PGCE QA HANDBOOK

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THE PURPOSE OF THE QA HANDBOOK

This quality assurance framework details the systems for monitoring and evaluating the quality of all elements of the Primary PGCE Initial Teacher Education programme which is based at the University of Manchester and which operates in collaboration with its partnership schools.

The framework is intended to ensure that the high quality of teacher education and training provided by the university and its partner schools is maintained and continually improved as a result of feedback from all the parties involved in the process.

The quality assurance framework, is constantly under review and development reflecting the nature of continual monitoring, evaluation and improvement systems. This current document records intentions and practice at the date indicated and it will be formally reviewed and updated at least annually. This handbook must be read in conjunction with the documentation for recruitment and selection of trainees, which encompasses the quality assurance procedures for that area; Safeguarding Handbook, Trainee and Partnership Risk Assessment Protocols Handbook and the Programme Handbook

THE REQUIREMENTS FOR ITE PROGRAMMES

The requirements for the provision of initial teacher training specify what providers of ITE must do. They underline the essential contribution that schools and other settings make to ITE. They have legal standing and are signed by the Secretary of State.

The partnership consults, plans and develops the PGCE programme to ensure that it complies with all requirements. Failure to meet these requirements could result in the closure of the programme.

Please refer to this link for the statutory guidance for accredited initial teacher training providers

in England: <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

CRITERIA AND PROCEDURES FOR THE REVIEW OF PARTNERSHIP SCHOOLS

The university's PGCE Programmes have a **Quality Assurance Framework** that includes criteria for the selection and, in rare cases, the de-selection of partnership schools. In this agreement, the criteria for the selection and de-selection and the procedures for monitoring school-based training are outlined.

Partner School Selection

The following criteria will be used:

- The school provides a positive and appropriately supportive teaching and learning environment based on equality of opportunity for pupils, staff and trainee teachers. Trainees are able to experience a suitable range of class-based and school-wide experiences to further their professional training.
- The school appoints an ITT co-ordinator for trainees who will manage the deployment of trainees within the school and will provide support for the range of experiences they need and the tasks that they must complete during the school placement to meet the University Partnership ITT Curriculum expectations.
- The appointed co-ordinator and / or mentor is willing to attend mentor training and will ensure that staff in the school are appropriately informed and trained for their roles.
- The appointed co-ordinator and / or mentor, after appropriate training, is willing to observe trainees teaching and, when necessary, act as a consultant and moderator for mentors and support them in assessing trainees against the University Partnership ITT Curriculum
- The school provide trainees with a handbook/ welcome pack giving essential information about the school and its policies.
- Class teachers (Mentors) are willing to attend the training provided by the university and are prepared to observe jointly with Professional Tutors in order to become successful mentors.
- Class teachers (Mentors) have appropriate teaching experience and expertise and are able to offer models of good primary teaching practice to trainees.
- The school shows commitment to ITT in its willingness to involve all staff in providing appropriate support for trainees in school.
- The school supports the university's quality assurance processes and its commitment to evaluating key aspects of school-based training, which it sees as vital to the process of continual improvement and successful training outcomes.
- The school has been identified as successful through processes of internal cluster group review, external review and inspection.

Procedures for the selection of a particular school as part of the ITT partnership may vary in the order that they occur but the usual pattern of events, in most instances, will be as follows:

1. The school is invited or requests to join the ITT partnership by the hub school within a cluster or the Primary Partnership Lead;
2. Initial information about the programme and the partnership is sent to the school;
3. The Programme Director, Primary Partnership Lead or a Professional Tutor will arrange to visit the school and meet with the Headteacher and / or the ITT Co-ordinator designate;
4. On acceptance of partnership by both the school, school cluster and the university, the university and school party sign the Primary Partnership Agreement which sets out roles & responsibilities of all participants and the deployment of monies for supply cover to schools.

A rigorous quality assurance process is undertaken to determine whether an Initial Teacher Training Partner identified as an OFSTED Grade 4 can undertake training.

A Partnership Risk Report is completed by the Professional Tutor, in liaison with Programme Directors, which identifies if and in what circumstances such a school/college/setting can undertake training.

CRITERIA AND PROCEDURES FOR THE REVIEW OF PARTNERSHIP SCHOOLS

Monitoring procedures may, on rare occasions, give rise to concerns that a partnership school is not fulfilling some of the agreed criteria or requirements. Any contributor to the monitoring and evaluation process, including the trainee teacher, the Professional Tutor, the mentor or external examiners, may raise such concerns.

Evidence may also arise from observation and assessment reports on trainee teachers, school cluster concerns, external examiners' reports and / or Ofsted reports.

Any concerns should, in the first instance, be brought to the attention of the Partnership Lead and/or the Programme Director.

The following procedures, which may ultimately lead to de-selection will then be applied:

1. The Programme Director or Partnership Lead will make the concerns known to the university tutor for the school as well as the school coordinating the school cluster.
2. The university tutor or Partnership Lead will discuss the matters of concern with the school's Headteacher.
3. The university tutor and / or other university staff will offer additional advice, support and /or training to try to resolve the issues of difficulty.
4. The university tutor and/or Partnership Lead will keep all parties informed of progress.
5. If the above measures fail to resolve the problem there will be a formal review meeting between the Partnership Lead and / or the Programme Director and the head teacher to draw up an agreed action plan, with dates & personnel specified, to deal with the issues of concern.
6. If, in the unlikely event that the agreed action plan is not implemented, or does not lead to the desired improvements, the Programme Director will recommend de-selection of the partner school through the PGCE primary advisory committee (PAC).

Similarly, schools may feel that the university is not fulfilling its agreed role and may then wish to approach the Professional Tutor and / or the Programme Director to make their concerns known and outline requirements for improvement if partnership is to continue.

UNIVERSITY PROCEDURES TO SUPPORT CONSISTENCY IN THE QUALITY OF SCHOOL- BASED TRAINING

- Application of the criteria and procedures for selection and review of partnership schools
- Provision of a Placement Handbook to Mentors giving information about the partnership, agreed roles and responsibilities and the partnership agreement.
- The provision of mentor training
- Regular communication with schools, in writing, about the dates of placements and the expectations of all parties. In addition, communication with and feedback to schools via the partnership's mentor resource site website.
- The provision of training observations and feedback, both in the university and in schools by Professional Tutors as required by schools.
- University and school-based meetings between professional Tutors and school-based PAC members.
- The completion of joint observations by the Professional tutor and mentor to enhance training in schools and moderate formative assessment against the University Partnership ITT Curriculum.
- Application of the monitoring and quality assurance procedures as detailed in this framework.
- Rapid response to difficulties experienced by trainees in school, and/or by their mentors, through maintenance of the personal tutor system and the provision of a support plan if needed
- The provision of feedback to schools of relevant information received through evaluation of school experience by trainees

External Examiners

- All the university's programmes are subject to scrutiny by External Examiners who report on areas such as:
- The general standard of the work assessed, assessment against OfSTED's Criteria and comparability with similar levels of work nationally
- The overall performance of trainees in relation their peers in other institutions, our University Partnership ITT Curriculum and the Teachers' Standards (2012)
- The overall strengths and areas for development of trainees
- The overall quality of knowledge and skills (both general and subject-specific) demonstrated by trainees
- The structure, organisation, design and marking of all assessments
- The quality of the training programme as indicated by trainee teacher performance.

Responsibilities

During their period of tenure, External Examiners will:

- Evaluate a sample of trainees' written work and assessments
- Review trainee documentation, observe trainees teach in school and discuss the lesson with the trainee and their mentor
- Submit an annual report to the Programme Directors identifying key strengths and areas for development of the programme

The primary PGCE uses its own internal QA systems as a method of informing course development, checking compliance and training staff. The following elements are used to monitor consistency and equity of experience:

QA experience	Purpose	Frequency
Professional Tutor visits during SE1/SE2	<ul style="list-style-type: none"> To moderate formative assessment of the trainee against our curriculum being made by school mentors To ensure that trainees are getting equity of experience, education and training in their professional journey 	<p>Three review meetings per placement (SE1 and SE2) with at least one face to face</p> <p>QA and feedback form</p>
SE1/SE2 quality assurance visits during placements	<ul style="list-style-type: none"> To ensure that placement curriculum expectations are being met by trainees, mentors and Professional Tutors overall To inform curriculum development To review and gain feedback from stakeholders on new aspects of the curriculum 	<p>Each cluster will typically have one QA visit across the academic year</p> <p>Findings reported back to course directors and primary team</p>
Professional Tutor 'buddy' visits	<ul style="list-style-type: none"> To moderate Professional Tutor formative assessments of trainee in relation the University Partnership ITT Curriculum 	One buddy visit per placement (SE1 and SE2)
Trainee evaluations	<ul style="list-style-type: none"> To receive feedback on the quality and usefulness of the University Partnership ITT Curriculum and support from mentors/tutors during placements 	End of key teaching periods (taught course) and the end of a placement (SE1 and SE2)
Mentor evaluations	<ul style="list-style-type: none"> To receive feedback on the preparedness and quality of experience with trainees during SE1 and SE2) To inform University Partnership ITT Curriculum adaptations and improvements 	End of placements (SE1 and SE2)
School evaluations	<ul style="list-style-type: none"> To receive general feedback on the quality and provision of the university partnership and support To inform University Partnership ITT Curriculum adaptations and improvements 	End of placements (SE1 and SE2)

The university leads an annual process of self-evaluation of the ITT Partnership that informs its improvement planning process and Self-Evaluation Document (SED). The outcomes of the evaluation process are also reviewed at the Partnership Committee meetings and shared with partner schools.

A variety of data are used to inform self-evaluation including trainee outcomes and employment rates and annual partnership surveys completed by trainees and partnership schools.

- I. Application of the peer review procedures for tutors.
- II. Application of the Performance Development and Review procedures for tutors.
- III. Induction procedures for new members of staff.
- IV. Regular communication between tutors, subject leaders and Programme Director through meetings and email.
- V. Application of university and SEED moderation and marking procedures.
- VI. Application of the monitoring and quality assurance procedures as detailed in this framework.
- VII. Rapid response to difficulties experienced by trainees in university through the role of the Programme Director.
- VIII. The provision of feedback to tutors from evaluations by trainees and school partners.
- IX. The provision of feedback by External Examiners and outside agencies such as OfSTED

UNIVERSITY PROCEDURES TO SUPPORT CONSISTENCY IN THE QUALITY OF UNIVERSITY- BASED TRAINING

A Experience	Purpose	Frequency
Evaluation of the interview and selection procedures.	To ensure robust and fair procedures are adopted	On interview days. Questionnaire completed by all interviewees. Sampling of interview panels by the admissions tutor. Conversations between interviewees and admissions tutor
Evaluation of induction procedures and early experiences on the programme.	To ensure that the induction procedures are fit for purpose	Late September/ early October First Focus Group interview of student tutor group representatives who are the student representatives on the student/staff committee (SSC).
Evaluation of the programme – with a focus on core subjects	To ensure that the subject sessions are fit for purpose	After the taught programme sessions of Autumn Term - Written evaluations on the Manchester Institute of Education form provides formative evaluation of taught courses. Also, session/course evaluations as required by subject tutors.
Evaluation of course eg timetable, tasks. SE1, core subject training	To ensure that the placement tasks are fit for purpose	After SE1 second focus group interview of tutor group representatives
Trainees' feedback to Professional Tutors	To ensure trainees needs are being addressed	At any time as well as during tutorial sessions. At any time trainees may express any concerns to their Professional Tutor or to the PD.
Opportunity to comment about any aspect of the programme.	To ensure trainees needs are being addressed	At any time by e mail or in person
Evaluation of course eg SE2 and non-core subjects	To ensure that all aspects of the programme are fit for purpose	After SE2 a third focus group interview of tutor group representatives