



## **Quality Assurance Policy**

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Reviewed by – The Laurus Trust

## Quality Assurance Policy

### Aims and values

Altius Alliance SCITT understands and recognises the need to establish and maintain a high quality training programme that produces excellent teachers.

Our QA procedures will underpin and support our drive for excellence. Rigorous monitoring, coupled with honest and open evaluation, will ensure that there is no complacency and that standards are set and maintained at a high level. The training programme has been designed to ensure that there is compliance with the requirements for ITT providers. Regular review of the training course through the QA systems will ensure that compliance is maintained.

### Leadership and Management

The Altius Alliance SCITT Strategic Board is responsible for:

- Ensuring the policy is working in practice
- Overall responsibility for compliance with the requirements for ITT
- Directing the work of the Quality Assurance Board in the monitoring of compliance with the requirements for ITT providers
- Development of a strategic plan which supports future compliance with the requirements for ITT

The Quality Assurance Board is responsible for:

- Monitoring compliance
- Directing the work of the Head of Programme to provide evidence of compliance and other QA issues
- Ensuring that evidence based benchmarking activities are undertaken
- Providing a regular report to Strategic Board on issues of Quality Assurance

The Head of Programme is responsible for:

- Providing updates to the Quality Assurance Board on compliance
- Implementation of systems that will facilitate the collection of data as required
- Providing evidence of data collected
- Providing opportunities and evidence for benchmarking activities

### Procedures

We aim to create an outstanding training course. Our QA procedures will help to facilitate this to ensure that our strategic planning builds upon our strengths and supports the development of other areas. A self-evaluation document is produced by the Head of Programme with input from partnership staff, as appropriate, for use by the Quality Assurance Board. Partner schools may request copies of the latest self-evaluation document from the SCITT office.

<b>Course aspect</b>	<b>QA procedures</b>	<b>Additional Information</b>
<b>Application process</b>	<ul style="list-style-type: none"><li>• Application checked by Head of Teaching School.</li><li>• If invited to interview, applicant is sent a standard letter explaining the interview process and the teaching task.</li></ul>	<p>Decision whether to invite for interview made by Head of Teaching School, with guidance from the SLE.</p> <p>Summary of application data collated by Course Administration Team.</p>
<b>Interview process (Core)</b>	<ul style="list-style-type: none"><li>• Qualifications checked by Course Administrator. Copies of original certificates taken.</li><li>• Identity of applicant checked by Course Administrator for DBS, copies of documents taken.</li><li>• SLE involved in interview panel.</li></ul>	<p>Summary of application data presented to the Trustees.</p> <p>Data scrutinised to ensure equal opportunities and racial equality.</p> <p>Significant trends interrogated by the QA Committee.</p>

	<ul style="list-style-type: none"> <li>• A member of the SCITT Strategic Board involved in all interviews to ensure equal opportunities.</li> <li>• Standard interview questions used.</li> <li>• Teaching observed.</li> </ul>	All applicant information available to QA Committee for scrutiny, including interview notes.
<b>Overall course design</b>	<ul style="list-style-type: none"> <li>• The course has been mapped against the QTS standards and checked against the requirements for ITT</li> <li>• Key themes of the course have been tracked to support Associate Teachers in making progress towards the QTS Standards.</li> <li>• Recommendations arising from evaluations have been incorporated into the course design.</li> </ul>	<p>Associate Teachers complete Placement and End of Term/Year Reviews. This information is collated by the Course Administration Team. Reports are presented to the appropriate Committees throughout the year.</p> <p>Additional Associate Teacher feedback through the Programme Leadership Board.</p>
<b>Centrally based training</b>	<ul style="list-style-type: none"> <li>• Objectives and intended learning outcomes for each training session identified by Head of Programme and shared with the trainers.</li> <li>• All trainers identified as expert within their field – either within their own school, local authority or as an external consultant.</li> <li>• Associate Teachers evaluate each training session against the objectives.</li> </ul>	<p>Summary of evaluations collated by Course Administrator</p> <p>Initial report to Committees in October. Any significant issues identified and year on year benchmarking undertaken.</p> <p>Subsequent evaluations reported to Committees in February, and then as part of the Head of Programme's report in June/July</p>
<b>Subject Specialism Training</b>	<ul style="list-style-type: none"> <li>• Objectives and intended learning outcomes for each training session identified by SLEs and Head of Programme.</li> <li>• All trainers identified expert within their field - all SLEs</li> <li>• Associate Teachers evaluate programmes of pedagogy and recommendations arising from evaluations have been incorporated into the course design.</li> <li>• Associate Teachers' Subject Knowledge Audits are monitored and tracked by SLEs and emerging issues identified and acted upon.</li> </ul>	<p>Summary of evaluations collated by Course Administration Team</p> <p>Initial report to Committees in October. Any significant issues identified and year on year benchmarking undertaken.</p> <p>Subsequent evaluations reported to Committees in February, and then as part of the Head of Programme's Report in June/July</p>
<b>Placements</b>	<ul style="list-style-type: none"> <li>• Associate Teachers evaluate placements</li> <li>• Previous evaluations examined by Boards</li> <li>• Evaluations summarised and shared with the placement schools</li> <li>• Selection and de-selection criteria as outlined within the Partnership Agreement</li> </ul>	Summary of placement evaluations presented as part of the Head of Programme's Report in June/July. Final placement evaluations presented to Committees in October.
<b>School Leads, SLEs and Subject Mentors</b>	<ul style="list-style-type: none"> <li>• All Teachers receive training in September</li> <li>• Joint observations by SLEs and subject staff during placements</li> <li>• Joint observations by a member of the SCITT Management Team/SLE and School SM/PM/class teacher during placements</li> </ul>	The turnover of mentors is monitored. New mentors are offered additional training.

	<ul style="list-style-type: none"> <li>• Evaluation of the SCITT training course by schools</li> </ul>	
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Joint observation of Associate Teachers by a member of the Programme Leadership Board or SLE</li> <li>• Joint observation of Associate Teachers by Subject Mentor and SLE</li> <li>• A sample of Associate Teachers to be observed by the Internal Moderator</li> <li>• A sample of Associate Teachers to be observed by the External Moderator</li> <li>• Joint observation by Head of Programme and Internal Moderator/ External Moderator</li> </ul>	A summary of the standard of Associate Teachers' teaching presented to Assessment Board.
<b>Policy and Procedures</b>	All policies and procedures are reviewed by the Policy Review Group as part of a cycle. Each policy has an identified review date and any failure of policy is examined by the QA Committee.	
<b>Self-evaluation</b>	The training course has been evaluated against the Ofsted framework.	The SEF is presented to the Strategic Board

Compliance updates will be presented to the Quality Assurance Board throughout the year. Results from monitoring and evaluation will be fed back to the Strategic Board through regular reports. These reports will be used by the Strategic Board to inform strategic planning. The QA Committee will also consider how the compliance report compares to other institutions through the use of benchmarking data such as Ofsted reports, application data from other institutions and the External Moderator's report. This information will also be reported to Strategic Board and used to inform strategic planning.

## Monitoring

The Strategic Board will maintain overall responsibility for compliance with the requirements for ITT. Monitoring will be through regular reports from the QA Board. The QA Board will use data collected and collated from:

- Evaluations of training sessions from Associate Teachers
- Evaluations of training sessions from trainers
- Written evidence from partner schools
- Evaluations of processes (e.g. interview process evaluation)
- Feedback from the Programme Leadership Board as appropriate
- Written evidence from external sources including Ofsted reports, LA reports, External Moderator report
- Application and Associate Teacher data

Feedback from monitoring and reports to Strategic Board will be published in minutes of its meetings.

## Training and Development

Subject Mentors, SLEs and School Programme Leaders will be trained in the procedures relating to this policy and other related policies. Data collected through analysis of Associate Teachers, applications and evaluation forms will be used to inform the planned review of the policies and procedures. Training needs relating to QA issues will be identified by the QA Committee.

## Publishing Policy

This policy will be available through the Altius Alliance SCITT documentation.

## Review date for the Policy

This policy will be reviewed by the Policy Review Group and presented to Strategic Board as part of the 2016 – 2017 meetings cycle.