Quality Assurance Policy and Procedures

1. RCTTP Quality Assurance Policy

This Quality Assurance Policy outlines the expectations and roles and responsibilities of everyone involved and connected with the Partnership so that each individual knows what is expected of them.

This policy is made available to all members of the Partnership through the RCTTP website. A hard copy of the policy is available in the centrally held policy file.

The Quality Assurance Policy and Procedures provide a means of rigorous monitoring, evaluation and moderation of all aspects of provision to ensure that RCTTP establishes and maintains the highest quality of training and support for trainees and Partnership Schools.

2. Roles and responsibilities

2.1 Executive Group

The Executive Group will:
- receive progress reports from the Programme Manager
- QA reports presented at Executive Group meetings
- assess and monitor the impact of this policy by annually reviewing the action taken under it as part of improvement planning

2.2 Programme Manager and/or Course Leader

Roles and responsibilities are shown within the Quality Assurance procedures section of this document.

2.3 Partnership Staff

Roles and responsibilities are shown within the Quality Assurance procedures section of this document.

2.4 Trainees

Roles and responsibilities are shown within the Quality Assurance procedures section of this document.

3. Complaints Procedure

If anyone in the Partnership feels that this policy is not being followed then they should raise the matter with the Programme Manager who will facilitate the appropriate action under the RCTTP complaints procedure. In the first instance this will be raised informally in order to seek a solution. Action by the Programme Manager may include

an investigation and report on the issue. Reports on any such complaints will be raised at the Executive Group

Linked policies:
- Assessment Policy and Procedures
- Selection and Recruitment Policy and Procedures
- RCTTP Roles and Responsibilities

See also
- Quality Assurance File
- Evaluation Files

Quality Assurance Procedures

Aspect of provision	QA Procedures/source of information	Roles and responsibilities
Recruitment: Application process	• After initial review by Course Leader, application is reviewed by a second person if the Course Leader is unsure whether to take the application through to next stage	Course Leaders
Recruitment: Task Morning	• Qualifications and ID checked, copies of documentation taken	Course Administrator
	• Assessment of all candidates carried out by more than one person (Course Leaders and a colleague from Partnership School for both practical tasks)	Course Leaders & Partnership Schools
	• All tasks graded by assessors against defined selection criteria. • Decision to take to interview made by discussion against selection criteria for all tasks (panel of 3).	Course Leaders & Partnership Schools
	• All candidates asked to complete written evaluation of the selection process	Candidates Course Administrator - analysis
	• Staff from Partnership Schools asked to complete an evaluation of the Task morning procedures	Partnership Schools Course Leaders - analysis
Recruitment: Interview	• Standard interview questions used for primary and secondary to ensure equal opportunities.	Course Leaders
	• Secondary subject specific interview task and questions designed by subject specialists in Partnership Schools.	Partnership Schools
	• All candidates asked to complete written evaluation of the selection process.	Candidates Course Leaders - analysis

	• Staff from Partnership Schools asked to complete an evaluation of the Interview process	Partnership Schools Course Leaders - analysis
Programme Structure (incl policies and procedures)	• Curriculum mapped against Teachers' Standards and the ITT Core Content Framework	Course Leaders
	• Programme provision mapped against Initial Teacher Training Criteria	
	• Termly Trainee evaluations	Trainees
	• Partnership Tutor Visit Forms	Partnership Tutors Course Leaders - analysis
	• Discussion at Mentor meetings	Mentors
	• Discussion at Executive Group meetings.	Executive Group
	• Moderation reports	Moderators Course Leaders – analysis
	• External Moderator Report	External Moderator Course Leaders – analysis
Central Training	• Expert practitioners identified by Partnership Schools	Partnership Schools
	• Training discussed by Course Leaders and Expert Practitioner before delivery	Course Leaders Expert Practitioners
	• Termly Trainee evaluations	Trainees
	• NQT survey used to benchmark training during the course of the year	Trainees Course leader analysis
	• Partnership Tutor Visit Forms	Partnership Tutors
	• Discussion at Mentor meetings	Course Leaders - analysis Mentors
	• Discussion at Executive Group meetings.	Executive Group. Trainee rep feedback

	• Reflection of training document completed by trainees after each training session	Trainees
	• Moderation reports	Moderators Course Leaders – analysis
	• Quality Assurance of sample of training sessions through observation	Internal/External
Placements	• Recommendations for placement schools/departments by LA colleagues/ advisers	LA colleages/advisers
	• Partnership Agreement	Partnership Schools/RCTTP/Trainees Partnership Tutors Course Administrator
	• Termly trainee evaluations	Trainees Course Leaders - analysis
	• Partnership Tutor Visit Forms	Partnership Tutors Course Leaders - analysis
	• Analysis of evaluations from previous years	Course Leaders
	• Moderation Reports	Moderators Course Leaders - analysis
Mentoring	• Recommendations by LA colleagues/advisers	LA colleagues/advisers
	• Recommendations by Professional Mentors (secondary) and Head Teachers (primary)	Partnership Schools
	• Mentor training	Course Leaders
	• QA of mentor tutorial meetings by observer	Partnership Tutor
	• QA written and verbal lesson observation feedback by observer	Partnership Tutor

	• Training on use of and access to partnership documentation with exemplar documents (eg. lesson observation proforma)	Course Leaders
	• Termly trainee evaluations	Trainees Course Leaders - analysis
	• Partnership Tutor Visit Forms	Partnership Tutors Course Leaders – analysis
	• Analysis of evaluations from previous years	Course Leaders - analysis
	• Completion of Subject Mentor profile by mentors and action on identified needs.	Mentors Course Leaders - analysis
	• Moderation reports	Moderators Course Leaders - analysis
School based training	• Mentor training	Course Leaders
	• Termly trainee evaluations	Trainees Course Leaders - analysis
	• Partnership Tutor Visit forms	Partnership Tutors Course Leaders – analysis
	• Moderation reports	Moderators Course Leaders – analysis
	• Discussion at Mentor meetings	Mentors
	• Discussion at Executive Group meetings.	Executive Group. Feedback from trainee reps
	• Trainee record of meeting/discussion forms	Partnership Tutors
Assignments	• Assessment criteria given in assignment guidance handbook	Course Leaders University of Hull
	• Marking standardised	Course Leaders University of Hull

Trainees' teaching	• Lesson observation proforma (common to primary and secondary)	Observers Course leaders
	• Lesson observation logbooks	Partnership Schools Course Leaders, Partnership Tutors, Moderators
	• Mentor and Partnership Tutor training on lesson observation and use of observation proformas (including exemplar documentation)	Course Leaders
	• Joint lesson observations with Course Leaders	Partnership Schools Course Leaders
	• Joint lesson observations with Partnership Tutor	Partnership Schools Partnership Tutors
	• Partnership Tutor Visit Forms and lesson observation feedback	Partnership Tutors Course Leaders – analysis
	• Moderation reports	Moderators Course Leaders – analysis
	• Progress Reviews • Standards Tracker	Partnership Schools Partnership Tutors Course Leaders - analysis
Moderation	• Final term trainee evaluation	Trainees Course Administrator – analysis
	• Moderation reports	Moderators Course Leaders – analysis
	• Discussion at final term Mentor meetings	Mentors
	• Discussion at Executive Group meetings.	Executive Group
Self Evaluation	• SED • Improvement Plan	Programme Manager Course Leaders