[](http://www.cumbria.ac.uk/)

**2022 onwards**

***Quality Assurance (Secondary PGCE) Handbook***

This handbook sets out the various aspects of the programme that undergo a specific QA process, who is responsible, how it is monitored and how it is reported and fed back. For each aspect there is an electronic pro-forma which is completed by the colleague undertaking the QA. The reporting mechanism to leaders and managers is via a standing agenda item at the monthly Institute leadership team meetings and the “Top-level Quality Report” which is reported termly to the Institute Leadership Team Quality Committee and the Partnership Stakeholder Group (see p 25).

**Ofsted report recommendations**

1. Leaders should ensure that all mentors and course tutors know the specific knowledge that trainees should learn and when they will learn it. This is so that trainees develop their expertise through coherently planned ITE curriculums across both the school- and centre-based training components of the programme.
2. Leaders should ensure that all mentors and course tutors use the ITE subject curriculums as the mechanism for measuring trainees’ progress through the training programme.
3. Leaders should ensure that all mentors fully understand what the provider expects trainees to experience. They should furnish mentors with the knowledge and skills that they need to ensure that all trainees benefit from high-quality general and subject-specific mentoring.
4. Leaders’ quality assurance systems are not used effectively enough. They do not test out how effectively the ITE curriculums are delivered and the impact that they have on trainees’ learning and progress towards becoming effective teachers. This means that trainees get different experiences from centre- and school-based training. Leaders should ensure that the quality assurance systems provide a clear insight into the effectiveness of the training programmes in the secondary phase.

**Mechanism through the ITE Partnership**

Quality Assurance (QA) of activity for our secondary ITE Partnership occurs through a number of themed approaches:

* Quality of teaching (both on campus and in school)
* Mentor training and quality
* Using the six core themes of our ITT Curriculum to facilitate ongoing assessment on placement
* End Point Assessment against our PGCE Curriculum which is informed by the CCF and hence links to the Teachers’ Standards
* Student led Pebble pad development (Student ownership of reflection and meetings with mentors)
* Expert Colleague (Mentor) Coaching & Mentoring Feedback & Target development
* University Partnership Tutor (UPT) and University Programme Leads (UPL) QA Visits
* Stakeholder / External development & verification of quality

**The Curriculum QA**

A good summary of the philosophy behind this QA structure is: -

* **What do we teach?**
* **How well is it taught?**
* **How do school-based learning and centre-based learning work together?**
* **How well is it learnt?**

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**Quality Assurance framework**

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**Quality Assurance Proformas**

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| **QA SCHEDULE** | | | |
| **QA focus** | **Who completes proforma** | **How often** | **Nature of QA** |
| Subject Teaching (PfL/SE) | **Principal Lecturer (PL)** | As appropriate | Sample of PfL sessions |
| General Educational Studies (GES) Sessions | SD: **University Programme Lead (UPL)/Partner Programme Lead (PPL)** | As appropriate [SD: at least once per year PPL and once per year UPL] | Sample of alliance GES sessions |
| Core: **PL/Prog.** **Leaders** | As appropriate | Sample of campus GES sessions |
| Professional Mentor Programme (PMP) | **University Placement Tutor (UPT)/UPL** | At least once per year | Sample of session |
| Student Understanding of PGCE Curriculum | **PL/Prog. Leaders** | September (following introduction to the curriculum), December and June | Analysis of feedback and sample of curriculum trackers |
| Subject Mentoring on Placement | SD: **UPL/PPL**  Core: **UPT** | December, Easter, and June | Summary of portfolio scrutiny & school visit |
| Overall Student Satisfaction | **Prog. Leaders** | December and June | Analysis of student surveys |
| Pebble Pad – Progress Portfolio (Trainee progress against the curriculum) | **PL/Prog. Leaders** | December and Easter | Sample of portfolios |
| Pebble Pad – Progress Portfolio (Design and Maintenance) | **PL/Peter Tankard** | June | Feedback from trainees, tutors, and key stakeholders |
| Accuracy of Assignment Assessment | **PL/Module Leader** | After completion of modules | Sample of marking and feedback from external examiner |
| Interviewing (Internal) | **PL/Core Prog. Leader** | As appropriate | Sample of interviews |
| Interviewing (External) | **PL/ UPL** | As appropriate | Sample of interviews |
| PPL Role | **UPL** | June | All PPL  See proforma for guidance |
| UPL Role | **SD Prog. Leader** | December and June | All UPL  See proforma for guidance |
| UPT Role | **Core** **Prog. Leader** | December and June | All UPT  See proforma for guidance |
| Mentor Training | **Peter Tankard** | December and June | Feedback from a sample of mentors |

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Subject Teaching (PfL/SE) | PL, potentially working with subject experts from school and experts from professional bodies | **Criteria** | **Mechanism** | **Evidence held by PL and PT** |
| * Quality of the sessions * Trainee perceptions * Quality of resources * Links to the CCF | * Scrutiny of Curriculum * Observation of Sessions * Student Feedback * Scrutiny of VLE materials * Peer reviews | * *QA template completed* * Student survey data * Actions required reported to subject lead and monitored by PL |

***[OFSTED Action Plan reference 4.4]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| General Educational Studies (GES) Sessions | PL, Prog. Leaders & UPLs  [This depends on the context i.e., School Direct or core PGCE] | **Criteria** | **Mechanism** | **Evidence held by Programme Leaders** |
| * Sessions cover the relevant PGCE Curriculum component knowledge and CCF * Quality of teaching * Quality of resources * Trainee engagement | * Scrutiny of curriculum including mapping against the CCF * Observation of sample of sessions * Scrutiny of teaching resources by those responsible * Trainee feedback * Peer reviews | * *QA template completed* * Trainee feedback pro-formas * Actions required reported to programme leaders & PL |

***[OFSTED Action Plan reference 1.1, 1.3, 1.7, 4.4]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Professional Mentor Programme (PMP) | PL, Prog. Leaders & UPT/UPL | **Criteria** | **Mechanism** | **Evidence held by Programme Leaders** |
| * Sessions cover the PMP sessions set out in the handbook. * Trainee engagement * Quality of training/discussions etc. | * Observation of sample of sessions by key colleagues responsible * Trainee feedback on these sessions | * *QA template completed* * Trainee feedback proformas * Actions required reported to programme leaders & monitored by PL |

***[OFSTED Action Plan reference 1.1, 4.3, 4.4]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Student Understanding of PGCE Curriculum | PL & Prog. Leaders | **Criteria** | **Mechanism** | **Evidence** |
| * Level of understanding | * Student feedback of initial curriculum session * Monthly curriculum tracker completion | * *QA template completed* * Analysis of student feedback of initial briefing session * Appropriate completion of monthly curriculum tracker * Actions required reported to HTLSE |

***[OFSTED Action Plan reference 2.7]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Subject Mentoring on Placement | PL, Prog. Leader, PPL, UPL/UPT & PM [depending on context] | **Criteria** | **Mechanism** | **Evidence held by PPL, UPL/UPT and SD/Core Programme Leader** |
| * Weekly mentor meeting held * Completion of weekly review sheet * Appropriate target setting * Accurate judgements of quality of teaching * Appropriate feedback to trainees * Trainee satisfaction | * Engagement with mentor training * Pebble Pad scrutiny of weekly mentor meetings * Scrutiny of weekly review sheets focus on targets * Joint lesson observations and observations of feedback by mentors * Trainee feedback | * *QA template completed* * Mentor training record * QA visit proformas * Pebble pad portfolios completed showing weekly meetings held and appropriate targets set * Trainee feedback proformas * Actions required reported to appropriate staff. |

***[OFSTED Action Plan reference 2.2, 2.3, 2.4, 4.3]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Overall Student Satisfaction | PL & Peter Tankard | **Criteria** | **Mechanism** | **Evidence** |
| * Level of student satisfaction | * Course surveys | * *QA template completed* * Analysis of data. * Actions required included in SED and AMR |

***[OFSTED Action Plan reference 1.1, 1.3, 1.5, 4.4]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Pebble Pad – Progress Portfolio  (Trainee progress against the curriculum) | PL, Prog. Leaders,  UPL & UPT | **Criteria** | **Mechanism** | **Evidence held on Pebble Pad** |
| * Engagement of trainee with Pebble Pad * Quality of Reflective commentary * Demonstrating that meeting targets * Completion of Statutory Responsibilities regarding safeguarding * Progress at KAP 1, 2 & 3 * Quality of Evidence submitted | * Scrutiny of the portfolio itself * Judgement and comments of the tutor in their feedback to the trainees via Pebble Pad * PL to sample portfolios | * *QA template completed* * Actions required reported to mentors and monitored by UPT/UPL, Programme Leads & PL |

***[OFSTED Action Plan reference 2.4, 4.2, 4.5]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Pebble Pad – Progress Portfolio  (Design and Maintenance) | PL & Peter Tankard | **Criteria** | **Mechanism** | **Evidence held by PL and PT** |
| * Ease of use * Clarity of process * Quality of instructions * Quality of templates | * Tutor feedback * Trainee feedback * External examiner scrutiny * Partnership Stakeholder Group and PPL scrutiny | * *QA template completed* * Trainee feedback survey * External examiner reports * Actions required reported to PT and monitored by PL |

***[OFSTED Action Plan reference 4.2, 4.5]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Accuracy of Assignment Assessment | PL & Module Leader | **Criteria** | **Mechanism** | **Evidence** |
| * Consistency of marking against level 7 criteria | * External examiner scrutiny * Second marking | * *QA template completed* * External examiner comments * Second marks held in database * Actions required reported to PL and monitored by PL |

***[OFSTED Action Plan reference N/A]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Interviewing (Internal) | PL & Core Prog. Leader | **Criteria** | **Mechanism** | **Evidence held by PL and core PGCE Programme Leader** |
| * Interviewer follows the secondary PGCE interview structure/procedures * Judgements of suitability of candidate | * Observation of interviews in different subjects * Scrutiny of ‘paperwork’ from interviews * Compliance with Admissions criteria | * *QA template completed* * Interview records * Actions required reported to interviewer, Programme Leader & PL |

***[OFSTED Action Plan reference N/A]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Interviewing (External) | PL, School Direct Prog. Leader School & UPL/PPL | **Criteria** | **Mechanism** | **Evidence held by PL and SD PGCE Programme Leader** |
| * Interviewer(s) follows the secondary PGCE interview structure/procedures * Judgements of suitability of candidate | * Observation of interviews * Scrutiny of ‘paperwork’ from interviews * UPL samples interviews | * *QA template completed* * Interview records * Actions required reported to PPL, Programme Leader & PL |

***[OFSTED Action Plan reference N/A]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| PPL Role | PL, School Direct Prog. Leader/UPL | **Criteria** | **Mechanism** | **Evidence held by SD Programme Leader and UPL** |
| * Appropriate documents are in place for trainees * Appropriate interview procedures for new applicants * School led GES sessions are equivalent to core PGCE sessions * QA visits carried out * Attendance at SD Development days * Oversight of equivalent SE days * Trainee feedback | * SD document scrutiny * Attendance by UPL at a selection of interviews * Attendance by UPL at a selection of school led training days * Scrutiny of QA visit forms * SD Development Day register * Student surveys | * *QA template completed* * SD documentation (handbooks etc.) in place * PPL QA visit forms * GES sessions are mapped against the curriculum * Equivalent SE day activity documentation * SD Development Day records * Analysis of survey data * Actions required reported to PPL & monitored by Programme Leader & PL |

***[OFSTED Action Plan reference 1.3, 1.4, 4.6]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| UPL Role | PL & School Direct Prog. Leader | **Criteria** | **Mechanism** | **Evidence held by SD Programme Leader** |
| * Pebble Pad portfolios regularly scrutinised and appropriate feedback given * Assignment inputs completed in a timely way * Attendance at sample of interviews * QA visits carried out and QA document submitted * Attendance at SD Development Days | * Scrutiny of feedback for a sample of Pebble Pad portfolios * Scrutiny of sample of QA forms * Discussions between UPL/PPL and SD Programme Leader * Attendance registers at SD Development Days | * *QA template completed* * Pebble Pad portfolios have been checked and appropriate feedback given * SD Development Day records * School visit and QA documentation submitted * Actions required reported to UPL & monitored by Programme Leader & PL |

***[OFSTED Action Plan reference 1.3, 1.4, 4.6]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| UPT Role | PL & Core Prog. Leader | **Criteria** | **Mechanism** | **Evidence** |
| * Pebble Pad portfolios regularly scrutinised and appropriate feedback given * QA visits carried out and QA document submitted * Tutorials held when appropriate | * Scrutiny of feedback for a sample of Pebble Pad portfolios * Scrutiny of sample of completed QA templates * Discussion between programme leader and UPT | * *QA template completed* * Pebble Pad portfolios have been checked and appropriate feedback given * School visit templates completed * Actions required reported to UPT & monitored by Prog. Leader & PL |

***[OFSTED Action Plan reference 2.1, 2.9, 4.6]***

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| **Aspects of ITT Quality (Secondary)** | **Who is responsible?** | **Arrangements for Monitoring** | | **Recording, Reporting and Feedback** |
| Mentor Training | PL & Peter Tankard | **Criteria** | **Mechanism** | **Evidence held by PL and PT** |
| * Quality of the training modules * Mentors’ perceptions of the modules | * Peer scrutiny of training modules * Mentor Feedback * Mentor Engagement * External Examiner meetings with mentors * Tutor QA visit | * *QA template completed* * Mentor survey * External examiner report * QA visit pro-forma * Actions required reported to PT and monitored by PL |

***[OFSTED Action Plan reference 1.1,2.2,2.3,2.6,2.10]***

**Quality Assurance: Subject Teaching (PfL/SE)**

|  |  |
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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Quality of the sessions * Trainee perceptions * Quality of resources * Links to the CCF | * Observation of Sessions * Student Feedback * Scrutiny of VLE materials * Scrutiny of Handbook |

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| Your name & role |  |
| Others involved |  |
| Subject |  |
| Date |  |

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| 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 |

**Quality Assurance: General Educational Studies (GES) Sessions**

|  |  |
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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Sessions cover the relevant PGCE Curriculum component knowledge and CCF * Quality of teaching * Quality of resources * Trainee engagement | * Observation of sample of sessions by key colleagues responsible * Scrutiny of teaching resources by those responsible * Scrutiny of mapping against the curriculum * Trainee feedback |

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| Your name & role |  |
| Others involved |  |
| Subject /Topic |  |
| Date |  |

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| 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 |

**Quality Assurance: Professional Mentor Programme (PMP)**

|  |  |
| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Sessions cover the PMP sessions set out in the handbook. * Trainee engagement * Quality of training/discussions etc. | * Observation of sample of sessions by key colleagues responsible * Trainee feedback on these sessions |

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| Your name & role |  |
| Others involved |  |
| Subject/Topic |  |
| Date |  |

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| 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 |

**Quality Assurance: Student Understanding of PGCE Curriculum**

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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Level of understanding | * Student evaluation of curriculum session * Monthly curriculum tracker completion |

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| Your name & role |  |
| Date |  |

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| 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 |

**Quality Assurance: Subject Mentoring on Placement**

|  |  |
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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Weekly mentor meeting held * Completion of weekly review sheet * Appropriate target setting * Appropriate feedback to trainees * Trainee satisfaction | * Engagement with mentor training * Pebble Pad scrutiny of weekly mentor meetings * Scrutiny of weekly review sheets focus on targets * Trainee feedback * Joint lesson observations and observations of feedback by mentors |

|  |  |
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| Name of alliance (if School Direct) |  |
| Name of school |  |
| Your name & role |  |
| Others involved |  |
| Subject |  |
| Date |  |

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| --- |
| 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 |

**Quality Assurance: Overall Student Satisfaction**

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| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Level of student satisfaction | * Course surveys |

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| Your name & role |  |
| Date |  |

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| 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 |

**Quality Assurance: Pebble Pad Progress Portfolio (Trainee progress against the curriculum)**

|  |  |
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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Engagement of trainee with Pebble Pad * Quality of Reflective commentary * Demonstrating that meeting targets * Completion of Statutory Responsibilities regarding safeguarding * Progress at KAP 1, 2 & 3 * Quality of Evidence submitted | * Scrutiny of the portfolio itself * Judgement and comments of the tutor in their feedback to the trainees via Pebble Pad * PL and Programme Leaders to sample portfolios |

|  |  |
| --- | --- |
| Your name & role |  |
| Others involved |  |
| Subject |  |
| Date |  |

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| 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 |

**Quality Assurance: Progress Portfolio (Design and Maintenance)**

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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Ease of use * Clarity of process * Quality of instructions * Quality of templates | * Tutor feedback * Trainee feedback * External examiner scrutiny * Partnership Stakeholder Group and PPL scrutiny |

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| Your name & role |  |
| Others involved |  |
| Date |  |

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| --- |
| 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 |

**Quality Assurance: Accuracy of Assignment Assessment**

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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Consistency of marking against level 7 criteria | * External examiner scrutiny * Second marking |

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| Your name & role |  |
| Assignment |  |
| Date |  |

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| 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 |

**Quality Assurance: Interviewing (Internal)**

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| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Interviewer follows the secondary PGCE interview structure/procedures * Judgements of suitability of candidate | * Observation of interviews in different subjects * Scrutiny of ‘paperwork’ from interviews * Compliance with Admissions criteria |

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| Your name & role |  |
| Others involved |  |
| Subject |  |
| Date |  |

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| --- |
| 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 |

**Quality Assurance: Interviewing (External)**

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| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Interviewer(s) follows the secondary PGCE interview structure/procedures * Judgements of suitability of candidate | * Observation of interviews * Scrutiny of ‘paperwork’ from interviews |

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| Your name & role |  |
| School (and alliance if SD) |  |
| Others involved |  |
| Subject |  |
| Date |  |

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| 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 |

**Quality Assurance: PPL Role**

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| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Appropriate documents are in place for trainees * Appropriate interview procedures for new applicants * School led GES sessions are equivalent to core PGCE sessions * QA visits carried out * Attendance at SD Development days * Oversight of equivalent SE days * Trainee feedback | * SD document scrutiny * Attendance by UPL at a selection of interviews * Attendance by UPL at a selection of school led training days * Scrutiny of QA visit forms * SD Development Day register * Student surveys |

|  |  |
| --- | --- |
| Your name & role |  |
| PPL name |  |
| Alliance |  |
| 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 |

**Quality Assurance: UPL Role**

|  |  |
| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Pebble Pad portfolios regularly scrutinised and appropriate feedback given * Assignment inputs completed in a timely way * Attendance at sample of interviews * QA visits carried out and QA document submitted * Attendance at SD Development Days | * Scrutiny of feedback for a sample of Pebble Pad portfolios * Scrutiny of sample of QA forms * Discussions between UPL/PPL and SD Programme Leader * Attendance registers at SD Development Days |

|  |  |
| --- | --- |
| Your name & role |  |
| UPL name and role |  |
| 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 |

**Quality Assurance: UPT Role**

|  |  |
| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Pebble Pad portfolios regularly scrutinised and appropriate feedback given * QA visits carried out and QA document submitted * Tutorials held when appropriate | * Scrutiny of feedback for a sample of Pebble Pad portfolios * Scrutiny of sample of completed QA templates * Discussion between programme leader and UPT |

|  |  |
| --- | --- |
| Your name & role |  |
| UPT name |  |
| 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 |

**Quality Assurance: Mentor Training**

|  |  |
| --- | --- |
| **Please indicate the relevant options from each column** | |
| **Criteria** | **Mechanism** |
| * Quality of the training modules * Mentors’ perceptions of the modules | * Peer scrutiny of training modules * Mentor Feedback * Mentor Engagement * External Examiner meetings with mentors * Tutor QA visit |

|  |  |
| --- | --- |
| Your name & role |  |
| Others involved |  |
| Modules |  |
| 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 |

**PGCE SECONDARY QUALITY ASSURANCE PROCESSES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject teaching** |  |  |  | **Institute Leadership Team Quality** **Committee**  (Nov, March June)  Chair - Director of the IoE |
| **General Education Studies teaching** |  |  |  |
| **Professional Mentor Programme (PMP)** |  |  |  |
| **Student Understanding of PGCE Curriculum** |  | **Institute Leadership Team**  (Monthly)  (ILT) meetings  (Nov, March June)  Top Level QA Report Completed by Principal Lecturer for Secondary |  |
| **Subject Mentoring on Placement** |  |  |
| **Overall Student Satisfaction** |  |  | **Partnership Stakeholder Group**  (Oct, Dec, Feb, April, June)  Chair - Head of teaching, Learning and Student experience |
| **Pebble Pad – Progress Portfolio (Design and Maintenance and Trainee progress against the curriculum)** |  |  |
| **Accuracy of Assignment Assessment** |  |  |
| **Interviewing (Internal and External)** |  |  |  | **Subject Team**  (Monthly)  Development days/team meetings – led by Principal Lecturer for Secondary |
| **PPL, UPL and UPT roles** |  |  |  |
| **Mentor Training** |  |  |  |