# **C:\Users\jmv211\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\57BA96F4.tmp**Procedure for Quality Assurance of MENTORING AND SCHOOL BASED WORK PROVISION FOR ALL ITE PROGRAMMES

## Mentor training

* All school-based staff, academics and University Visiting Tutors (UVTs) working with the University of Exeter have an induction into the Exeter Model of ITE, mentoring roles and the taught curriculum. Anyone unable to attend one of these sessions, is followed up individually**.**
* UVTs attend an annual update and training session and receive ongoing updates throughout the year.
* New UVTs attend a UVT introductory session with the Partnership Director in preparation for further induction and training.
* Induction materials are available on the Mentor Zone on the Partnership website for individuals to refer to, for ITE Coordinators (ITECs) to use with groups for revision and with aspiring mentors for training and development.
* New ITECs attend a 1:1 meeting/have a focused induction and training visit from the Partnership Relations Managers (PRMs)
* ITECs meet twice yearly with PRMs for strategic planning and operational review and development.
* School-based mentors and UVTs meet with subject/pathway leaders at termly Training, Development & Consultation sessions, as part of their Community of Practice, to update on operational issues, develop curriculum knowledge and pedagogy and to develop mentoring skills throughout the academic year.
* All school-based mentors self-evaluate against the mentor standards, the outcomes of which inform their own professional development and university training sessions.
* Additional training is delivered as necessary alongside regular updates through the Mentor Zone.

## Quality Assurance

All procedures relating to evaluation of school-based work in partner schools are completed according to the requirements of the University of Exeter’s Teaching Quality Assurance Manual (TQA Manual) Student Placements: Code of Good Practice (<http://admin.exeter.ac.uk/academic/tls/tqa/Part%205/5KStudent%20Placements.pdf> )

* The procedures for evaluation of school-based work outlined below should be seen as contributing to the wider evaluation of each ITE programme, which will include external moderators’ reports on partnership provision for school-based work and Ofsted inspection reports. Overall provision by partner schools is evaluated by trainees, UVTs and External Examiners’ reports. Schools evaluate the role of the UVT and all training. The quality of all provision is overseen by the Partnership Director who ensures appropriate steps are taken to address any problems encountered.
* Schools which fail to meet agreed standards of provision for school-based work may receive extra support to enable them to reach the agreed standard or, if this is not desirable/possible, the school will not be selected for partnership until such time as it can demonstrate meeting the agreed standards of provision. For more details refer to: *PROCEDURES FOR SELECTION AND DESELECTION OF PARTNER SCHOOLS*

### Quality Assurance of mentoring provision

* ITECs are encouraged to recruit mentors according to the school-based mentor standards.
* Outcomes of the school-based mentor self-evaluations inform professional development and university training.
* UVTs evaluate school-based mentor quality after each placement, with specific reference to the mentor standards, and after a visit if an issue has arisen.
* Trainees evaluate school-based mentors and UVTs after each placement (coordinated by the ITE Programme Manager).
* Trainees can contact their UVT, Personal Tutor, Subject Leader or PRM if an issue arises during the placement.
* Schools evaluate university induction to enable the programme to be reviewed and improved.
* ITECs evaluate UVT support at the end of each year and/or by contacting the PRMs if an issue arises. Any issues raised about UVTs are managed by the PRMs including feeding into UVT training sessions and individual support (in partnership with academic colleagues as appropriate).
* UVT and ITEC evaluations are coordinated by exeterpartner. This data, and school-based-work data from the trainee evaluations, is analysed and an annual report on school based work provision produced by the PRMs. This report is given to schools and ITEM to enable review and improvement of provision and published in the Mentor Zone.
* Reviewing the use of the IDPs in conjunction with the Weekly Training Schedules (WTS), alongside UVT visit record documents are both records and drivers for quality assurance of mentor provision.
* Sharing of good practice in Lead School and ITEC meetings focussing on mentoring provision and trainee progress.
* Information for aspiring mentors is provided to schools in the Mentor Zone to inform succession planning.

### Quality Assurance of School Placement offers

* Evaluations of mentoring provision are scrutinised and conversations are held with any schools where an issue may need resolving before trainees are placed.
* Based on these evaluation outcomes, alongside information about mentor engagement, subject leaders and PRMs are asked to prioritise school placement offers.
* Final decisions are made according to the *Procedures for Selection and Deselection of Partner Schools* policy.

### quality Assurance of school based training

* New UVTs shadow experienced UVTs.
* UVTs quality assure the placement on each visit (UVT visit record, completion of WTS and engagement with IDP).
* UVTs jointly observe and then observe Lead Mentors giving feedback.
* UVTs evaluate mentor support against the national mentoring standards for each placement.
* Trainees evaluate school-based training and UVT support after each placement (coordinated by the ITE Programme Manager). Evaluations are reviewed and any actions addressed.
* The Partnership Office keeps records of engagement and passes any issues to the PRMs or Partnership Director as applicable.
* In addition to the above, all School Direct Lead Schools submit training plans for School Direct Distance (SDD) trainees, have termly review meetings with Partnership, have an additional UVT visit (for SDD) and placements are monitored by the Lead School as well as by the university.

## moderation

* UVTs visit a range of schools across all programmes and region; issues of concern are reported to the PRMs.
* ITECs are encouraged to internally moderate assessments with mentor colleagues.
* New schools are supported on an individual basis.
* ITECs have an overview of all placements within the schools and Reflective Mentors often fulfil that role for more than one trainee.
* Lead Schools in School Direct have a moderation role across their placement schools.
* PRMs and Partnership Director moderate assessments and UVT records after each placement. Outcomes are discussed at joint management meetings and fed back to schools and UVTs.
* External Examiners play a moderation role and annually visit a wide range of schools, observing lessons and feedback, scrutinising the IDPs, interrogating evidence and interviewing school based colleagues.

## improvement planning

* Evaluation and moderation outcomes are collated by the Partnership Director into the Professional Learning ‘Annual Module Evaluation and Review’ which feeds into the SED and the improvement planning process. The Improvement Plan is reported to and approved by the Strategic Implementation and Planning Group comprising of Headteachers, ITECs, academic and partnership staff. Progress is reviewed regularly. Priorities from the SED are shared with all university and school based colleagues.

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