

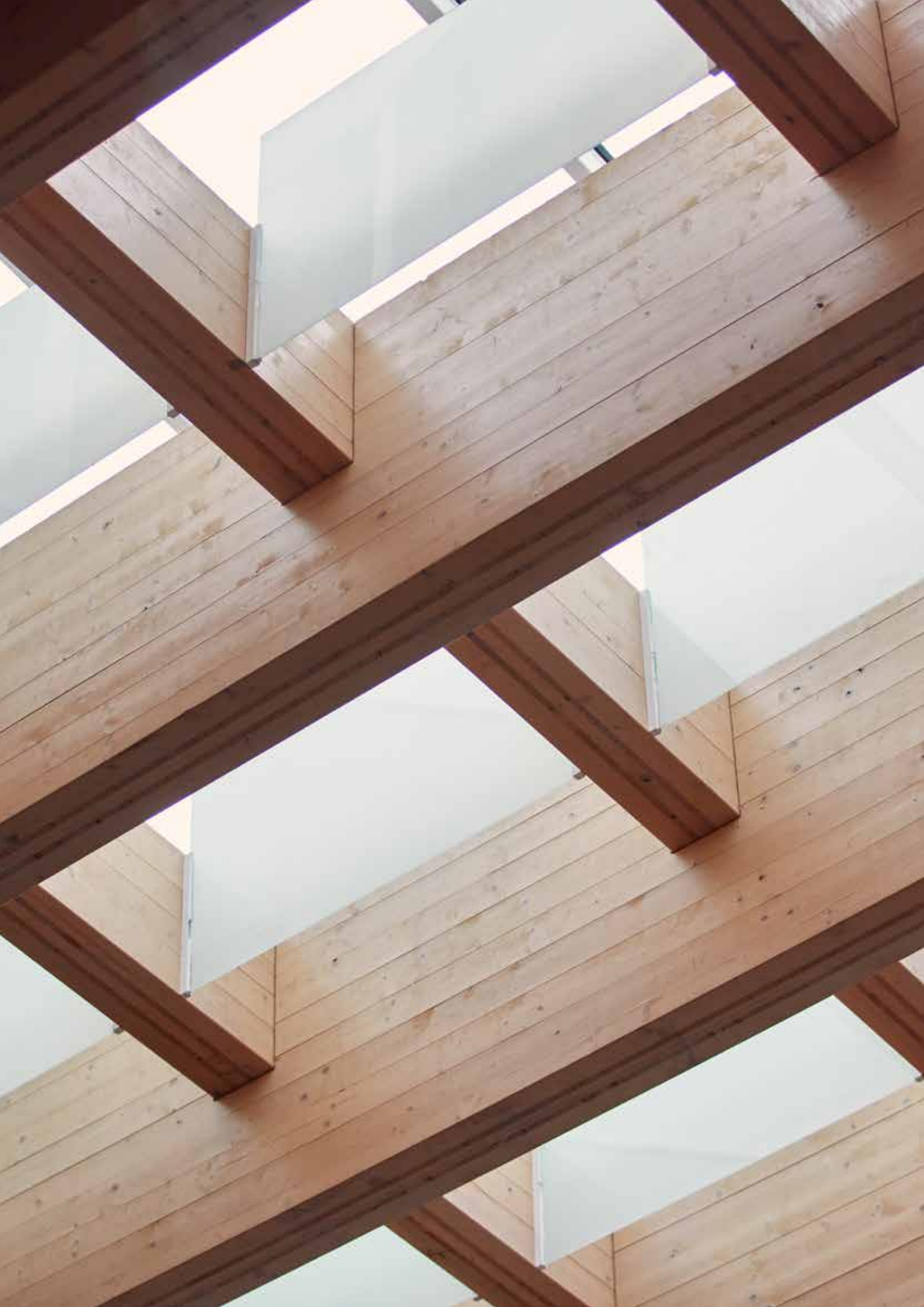
ITTE QA Handbook

Cross-Phase Quality Assurance Handbook 2024-25



“Leaders have established highly effective systems to quality assure the provision, both in the university and in placements. For example, leaders make visits to subject sessions to check that tutors are integrating key curriculum threads. This all contributes to a highly consistent and highly effective experience for trainees”
(University of Worcester Ofsted Report, 2023)

Institute of Education



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Please refer to the relevant partnership agreements and other key documentation available on the University of Worcester Lead Partners SharePoint when reviewing this document.

- ITT Accreditation Agreement between the University of Worcester and the University of East Anglia.
- ITT Partnership Agreement between the University of Worcester and Lead Partner – Regional Training Hubs.
- ITT Partnership Agreements between the University of Worcester/University of East Anglia and Placement Schools.
- Primary and secondary Initial Teacher Training Criteria and Supporting Advice Compliance Document (University of Worcester).
- Primary and secondary Initial Teacher Training Criteria and Supporting Advice Compliance Document (University of East Anglia).

For auditing purposes a phase quality assurance map tracks the implementation and impact of quality assurance processes to the relevant governance boards.

Clarification of terminology

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this handbook. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive the term ITTE (Initial Teacher Training and Education) is used in relation to teacher training accredited by the University of Worcester.

The purpose of this handbook is to detail systems for monitoring and evaluating all elements of Initial Teacher Training accredited by the University of Worcester. It is a reference point for stakeholders involved in quality assurance systems to sustain effective and consistent teaching of coherent, well-planned programmes and their integration across the ITT partnership.

As the accredited provider the University of Worcester, in accordance with DfE: ITT Quality Criteria, C3.4, must:

- ensure that we monitor, evaluate, and moderate all aspects of provision rigorously; and
- demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.

Overarching intent of this Quality Assurance Handbook:

Trainees can only be recommended for the award of QTS if they meet all the [Teachers' Standards](#). Therefore, the assessment of trainees must be accurate and reliable in establishing, consistently over time, whether trainees meet the Teachers' Standards.

This document details how the University of Worcester, in partnership with Lead Partners, use robust quality assurance processes to ensure that all aspects of the course meet the high expectations to which all trainees are entitled.

Definitions:

<p>Key responsibilities (including Intensive Training and Practice (ITaPs) in an ITT partnership</p>
<p>The accredited provider (the University of Worcester (UW)) has been awarded accreditation and has full and final accountability for all aspects of training design, delivery and quality across the partnership.</p>
<p>Lead Partner(s) has an operational and strategic role with responsibilities including trainee recruitment, involvement in curriculum design, supplying mentors and quality assurance. There are different types of University of Worcester Lead Partners:</p>
<p>1. Regional Training Hubs – Regional Training Hubs have delegated responsibility to support recruitment, curriculum design, curriculum delivery, supply mentors and quality assure. All trainees in regional hubs are registered University of Worcester students.</p> <p>Regional Training Hubs Plus - have a training site that is geographically distant from Worcester, and so delivery will take place in the Hub Plus location. All Regional Training Hubs Plus undergo a UW quality approval process and due diligence to ensure that the arrangement is feasible. If approved, the provision is quality assured by the University of Worcester. The processes for Hubs Plus are matched to all Regional Training Hubs and only specified separately in this handbook where appropriate.</p>
<p>2. University Training Hub (the University of East Anglia (UEA)) is a University Lead Partner with a strategic role. UEA has full delegated responsibility for recruitment. They deliver all aspects of the UW ITT curriculum – this is quality assured by the University of Worcester. UEA supplies lead mentors. UEA has degree awarding powers and awards the PGCE element of the course. The University of Worcester recommends for the award of Qualified Teacher Status.</p>
<p>Placement schools provide placements and ITT mentors.</p>
<p>Source: adapted from Initial teacher training: forming partnerships (2022:4)</p>

This document details robust arrangements for monitoring in line with expectation set out in [DfE ITT Quality Criteria](#) to include:

- the training and expertise of mentors and lead mentors/mentor leadership teams;
- the quality of mentoring work of all types and levels, including ensuring that time allocations for mentors and trainees are met;
- the quality of regular in-course assessment and feedback and their impact on trainee knowledge and expertise;
- the quality, reliability, and validity of end-of-course summative assessment;
- the quality and fidelity of all aspects of curriculum delivery (including ITaPs) to trainees;
- the training and expertise of those involved in curriculum delivery (including ITaPs).

The implementation sections (I1-3) detail the systems in place for reporting and taking action to address any shortfalls in quality in a prompt way, to protect the entitlement of trainees to high-quality training.

The implementation sections also provide clear identification of responsibilities and accountability for quality assurance at all levels, including for accurate record-keeping of quality assurance work. This includes clear mechanisms for trainees to raise concerns or make complaints about the quality of training/mentoring, and for investigating and, where necessary, addressing such concerns or complaints in a timely fashion.

Specific requirements

Detailed in this document is the clear framework for quality assurance which:

- monitors and assures quality in all required areas of the programme and at all levels;
- sets out suitable monitoring methods;
- sets out clearly the range of specific roles and responsibilities for quality assurance;
- demonstrates how concerns identified by quality assurance will be addressed, including the range of intervention options which will be used;
- specifies how records relating to quality assurance will be kept;
- sets out robust arrangements which enable trainees to raise concerns or make complaints;
- sets out how quality assurance information will be used to improve the quality of all ITT and make the programmes and all aspects of our partnership more resilient.

The University of Worcester, in partnership with Lead Partners, has an effective system for supervising and quality assuring the initial and ongoing training of mentors, the quality of their work, including their approach to subject- and/or phase specific mentoring, and systems for securing specific improvements where necessary.

Evaluation

The University of Worcester, in partnership with Lead Partners, has clearly defined the arrangements and responsibilities for monitoring and evaluating the quality of training across all the contexts in which it takes place, to identify ways in which it could be further improved. This is tracked on a QA map.

Through self-evaluation the University of Worcester, in partnership with Lead Partners, will collect and analyse a variety of data to inform understanding of the effectiveness of the training. This will include internal and external quality assurance.

Internal Quality Assurance

Internal quality assurance provides a system of checks and balances within the partnership to ensure that trainees in different settings are assessed accurately and reliably. The University of Worcester, in partnership with Lead Partners, ensures that arrangements for internal quality assurance are in place, and they work effectively. The roles and responsibilities of those carrying out such arrangements are included in the implementation section of this handbook and on the Quality Assurance map.

External quality assurance for the recommendation of Qualified Teacher Status (QTS)

Partnership Agreements set out the role and work of external examiners with the various Lead Partners in relation to Qualified Teacher Status (QTS) as shown below:

Regional Training Hubs and Regional Training Hubs Plus: The University of Worcester appoints and pays for external examiners as detailed in the [External Examiners' Handbook](#).

University Training Hub: The University of East Anglia appoints and pays for external examiners to quality assure each PGCE programme, in consultation with the University of Worcester. In addition, Worcester appoints and pay for an additional external examiner to quality assure the QTS elements of each programme.

External examiners have no direct involvement with the work of the partnership. They offer an external perspective on the quality assurance of attainment of all trainees being assessed for the award of QTS, which will help to verify the accuracy of the University of Worcester (including regional training hubs) and University of East Anglia assessments.

The University of Worcester use external examiners to corroborate and standardise their assessments of all trainees. This includes assessment of trainees working with all Lead Partners. When appointing external examiners consideration is given to whether they have appropriate subject, curriculum, or age-phase expertise to enable them to provide specialist feedback.

The responsibilities of University of Worcester and University of East Anglia appointed external examiners include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees taught by Regional Training Hubs, where appropriate, together with trainees that internal moderators regard as being on the pass/fail borderline, or likely to fail;
- observation of teaching by trainees in a designated sample;
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have met the Teachers' Standards and at what level;
- scrutiny of internal quality assurance arrangements, drawing on some of the evidence gained from activities above;
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers' Standards and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees' attainment against the Teachers' Standards.

In addition a University of Worcester appointed external examiner will work with the University of East Anglia and University of Worcester course teams to:

- review the external examiner reports produced by University of East Anglia external examiners;
- scrutinise quality assurance systems and their role in ensuring consistency of standards across, as well as within, the partnership including reviewing of minutes from the strategic and phase governance boards;
- discuss with internal assessors and/or moderators, at the University of Worcester and the University of East Anglia, of all the evidence related to the effectiveness and accuracy of the assessment of trainees against the Teachers' Standards at the end of the course.
- In addition, the University of Worcester and University of East Anglia, have agreed procedures in place for monitoring and evaluating the management of all programmes including arrangements for the selection and de-selection of placement schools. Evidence of all external quality assurance informs the work of strategic and phase boards that serve the partnership.

Summary

Quality Assurance evidence exemplified will inform the work of committees that serve the partnership. This handbook details the systematic procedures in place to demonstrate that monitoring and evaluation will secure improvements in quality and outcomes for all trainees. This means keeping comparative data and other evidence over time. Similarly, the University of Worcester, in partnership with all Lead Partners, will examine procedures and practices for enhancing and improving the pedagogical knowledge of all trainees and the knowledge of relevant curriculum areas, and evaluate these against the success of trainees in meeting the Teachers' Standards. The evidence must be sufficiently robust to enable the University of Worcester, in partnership with all Lead Partners, to draw conclusions and act upon them. All monitoring and evaluation processes and activities focus on impact and outcomes – particularly in the context of the standards achieved by trainees. Reporting and documenting of these activities are evaluative rather than descriptive and will inform the University of Worcester's (accredited provider) primary and secondary Self Evaluation Documents (SED). These activities and processes feed into course enhancement plans (improvement and developmental) (see page 29).



SECTION 11: IMPLEMENTATION - SCHOOL



School Partnership Activities

Quality control, quality assurance and moderation in relation to school partnership activities relates to:

- The training and expertise of **lead (university) mentors**;
- The quality of mentoring (**general mentors in school**);
- Regular **in-course assessment and feedback**;
- End of course **summative assessment** leading to the recommendation for Qualified Teacher Status.

The tables on the following pages should be read as double page spreads. They detail the quality checks for school based partnership activities in terms of:

- Quality control - relating to templates, guidance, policies and training;
- Quality assurance - checks on procedures and processes;
- Moderation.

These processes are standard across all University of Worcester ITT provision regardless of phase or location.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learnt. To achieve this, programmes aim to develop teachers who are:

- Resilient, supportive professionals with strong values and high standards of personal conduct.
- Effective communicators who collaborate to support wider educational opportunities for all.
- Ambitious participants who are creative and informed intellectuals and promote a love of learning.
- Confident and critically reflective practitioners motivated to continuously improve practice.
- Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.

We value our partnership and the positive impact trainee teachers can have in the classroom.

Implementation (I1)

in relation to School Based Training

Activities/Monitoring Methods		Evidence
Quality Control <i>(Relates to templates, guidance, policies, training)</i>	UW and UEA University recruitment policies ensure recruitment of suitably qualified and experienced lead (university) mentors.	Staff CVs Interview notes
	Effective delivery and engagement with the lead mentor curriculum (30 hours) plus 12 hours refresher training.	Lead mentor training tracking documentation. Observation of mentor training by senior leaders
	Placement teams track the supply of and expertise of mentors.	Signed partnership agreements.
	Mentor training and briefings are organised, and attendance is tracked and followed up. School/priority briefings (Tier 3 of mentor training) details quality control procedures.	Mentor website and mentor tracker
	School briefings for trainees outlines QA entitlement.	Blackboard/VLE
	School visit documentation is used for every visit to moderate and quality assure provision including the quality of mentoring.	Observation proformas/tutor visit forms
	Tutors check and monitor lesson observations on PebblePad.	PebblePad
	Mentor curriculum is provided for all mentors (co-constructed with lead partners).	Mentor website (UW) and OneDrive (UEA)
	The mentor manual/ electronic reflective portfolio (ERP) allows all stakeholders to fully engage with the ITTE curriculum and provides consistent expectations/requirements for all trainees and mentors.	ERP videos (primary) Mentor manual (secondary) Partnership Agreements
	Bespoke weekly review activities monitor and check understanding of the trainee curriculum allowing for timely intervention.	PebblePad (secondary) ERP (primary)
	Exemplars of effective practice documentation are shared with trainees and mentors, including videos on key aspects such as SHARP target setting.	Mentor Website and OneDrive (UEA) Blackboard/VLE
	Partnership agreements are signed by all schools within the partnership.	ARC (UW) In Place (UEA)
	Partnership Handbooks(for Schools) outline roles and responsibilities, trainee entitlement, procedures and documentation, safeguarding/data protection requirements.	Mentor Website (UW) and OneDrive (UEA)
	Timely communication (newsletters) with schools and trainees provide links to research, reminders of expectations and advice relating to the curriculum.	Mentor Website (UW)/OneDrive (UEA), mentor manual (secondary) and ERP (primary) and newsletters.
Mentors are trained to assess trainees against the UW ITT curriculum.	Mentor training materials - Mentor Website (UW) and OneDrive (UEA)	

Implementation (I1)

in relation to School Based Training

UEA and UW Responsibilities	Anticipated Impact
University senior leadership teams. University HR departments	Lead mentors are experts with relevant phase and subject specific expertise.
Administrators	There are a sufficient number of mentors are recruited and trained so that every trainee receives their entitlement of 1.5 hours per week of mentoring support (C2.5).
Partnership teams Administrators	Lead mentors understand the importance of their role in Quality Assurance and Control.
Partnership teams Administrators Lead mentors (university) Regional Training Hub Leads UW/UEA link tutors	<p>All trainees have access to expert mentors to support the delivery and practice of training (C2.5).</p> <p>Mentors have expertise in evidence-based subject- or phase-specific approaches to teaching and are allocated to trainees as appropriate to their subject or phase needs (C2.5).</p> <p>Trainee planning and observation is in a consistent and supportive format that enables reflection against the UW ITTE curriculum (including ITaPs) (C2.2).</p> <p>Trainees understand what is expected of them and how to use available platforms.</p>
Course leaders Administrators Lead mentors (university) UW/UEA link tutors	Trainees receive subject specific feedback from their observations and can include subject specific pedagogy in their reflections.
Lead mentors (university)	Mentor training builds mentors' knowledge and understanding of the ITTE curriculum and the evidence base that underpins it (C2.5).
Course leaders	Mentor training prepares mentors for their role in guiding and supporting trainees through the curriculum (including ITaPs) (C2.5).
Partnership teams Administrators	Assessment and progression frameworks align to the planned and sequenced curriculum and reflects evidence-based principles (C2.6).
Partnership teams Administrators	Mentoring practice fully reflects the intent and content of the ITTE curriculum (including ITaPs)(C2.5).
Lead mentors (university)	Trainees meet the Teachers' Standards by the end of the course ensuring that progress is seen in the learning of the pupils the trainees teach.
Course leaders Lead mentors (university) UW/UEA link tutors	

Implementation (I1)

in relation to School Based Training

Activities/Monitoring Methods		Evidence
Quality Assurance <i>(Checks on procedures and processes)</i>	The Strategic Governance Board (SGB) quality assures [Phase] governance boards – including boards held by UEA and other lead partners. These report into University of Worcester central governance processes. See terms of reference in the governance section.	SGB terms of reference SGB minutes
	The [Phase] Governance Boards (UW and UEA) oversees all routes ensuring that the Initial Teacher Training and Early Career Framework (ITTECF) is the foundation of the curriculum and that all courses support trainees to develop their expertise.	Phase GB terms of reference Phase GB minutes
	New partnership schools are quality assured when they join the partnership. UW/UEA partnership teams visit schools to conduct these checks. This is overseen by the practice panel that reports to [phase] governance boards.	New school QA forms
	Partnership schools that Ofsted grade as below 'good' have a specific QA check conducted and a risk assessment completed.	Risk assessment register
	Mentor surveys are conducted at each phase of the course to receive feedback.	Mentor surveys
	Employer surveys provide ECT feedback.	ECT surveys
	All permanent lead mentors (university) have annual appraisals following the UW/UEA HR processes.	Staff appraisals
	QA of lead (university) mentor visits takes place where the leadership/ partnership team or link tutors conduct shared visits.	Lead mentor (university) forms
	New lead mentors (university) are trained and go through induction processes before going into schools.	Lead mentor (university) training
	Standardised school visit forms are used for every visit to moderate and quality assure provision.	School visit forms
	Regional Training Hubs (including Plus) are visited regularly by university staff to ensure partnership requirements are being met.	RTH QA forms
	Regional Training Hubs (including Plus) meetings take place at least 3-times annually to review provision.	Lead Partners SharePoint
	UEA/UW keep in touch (KIT) meetings take place monthly checking quality using the QA map.	KIT meeting actions QA Map
	Compliance with school partnership agreements is checked.	School visit forms
	Practice Panels (UW and UEA) review complex trainee cases and informs the decision-making process. This is reported to the Strategic Board and at Examination Boards.	Practice panel minutes
Practice Panels (UW and UEA) (independently chaired), deselects schools that are not upholding partnership agreements. This is reported to the Strategic Board.	Practice panel minutes	

Implementation (I1)

in relation to School Based Training

UEA and UW Responsibilities*	Anticipated Impact
Members of Strategic Governance Board Partnership teams Course leaders Lead mentors (university) Administrators Regional Training Hub leads	
Phase Governance members (see annex 1)	
Partnership teams Administrators	<p>The UW Strategic Governance Board ensures that the partnership is meeting university quality expectations, the DfE Initial teacher training: criteria and supporting advice and the Ofsted Initial teacher education (ITE) inspection framework and handbook.</p>
Partnership teams Administrators	<p>The UW Strategic Governance Board accounts for the decisions of the Phase Governance Boards and reports into University of Worcester quality systems.</p>
Partnership teams Administrators	<p>Link tutors from UW and UEA sit on all phase governance boards to ensure that all mandatory requirements and responsibilities for ITTE providers are met.</p>
Partnership teams Administrators	
Course leaders	<p>Partnership schools deliver training in partnership with centre-based courses, adhering to partnership agreements and meeting the QA requirements established.</p>
Senior leadership teams Link tutors	<p>Lead mentors (university) conduct visits that support all trainees and meet the requirements as set out in the Partnership Handbook (for Schools) , providing personalised and tailored support when appropriate.</p>
Senior leadership teams	<p>Practice Panels considers complex cases and support with decisions to ensure all trainees have a fair opportunity to be successful.</p>
Course leaders Partnership teams	
UW Regional Training Hub coordinators (university)	<p>All mentors (university and school) receive enough time to attend the required training and discharge the mentoring entitlements according to the minima set out in the DfE Initial teacher training: criteria and supporting advice.</p>
UW Regional Training Hub coordinators (university)	<p>Trainees meet the Teachers' Standards by the end of the course ensuring that progress is seen in the learning of the pupils the trainees teach.</p>
Link tutors	
Administrators Partnership teams	
Partnership teams Course leaders Lead mentors (university)	
Partnership teams Lead mentors (university) Administrators	

Implementation (I1)

in relation to School Based Training

Activities/Monitoring Methods		Evidence
Moderation	PebblePad portfolios are moderated, and general themed feedback is shared with all trainees with specific feedback to individuals selected for moderation.	Moderation overview
	Lesson observation forms are reviewed by lead (university) mentors and feedback is shared with mentors, if applicable.	Emails to mentors
	The use of SHARP targets is reviewed by the moderation team and feedback is shared with trainees and mentors in school.	Emails to mentors PebblePad
	External examiner visits take place conducted by subject experts to monitor progress and inform future provision across all courses.	External examiner reports
	Tripartite moderation (school mentor/lead mentor (university)/trainee) occurs at the summative assessment point to ensure accurate and rigorous assessment against the Teachers' Standards.	Moderation paperwork
	Regional Training hub leads moderate across schools.	School visit forms

Implementation (I1)

in relation to School Based Training

UEA and UW Responsibilities*	Anticipated Impact
Partnership teams Administrators Course leaders Lead mentors (university) Regional Training Hub leads	All trainees attaining QTS have met the teachers standards and procedures are in place to ensure no trainee is recommended for the award of QTS until they have met the Teachers' Standards (C2.1)
Lead mentors (university)	Trainees demonstrate their development as effective teachers, evidenced through their work with pupils and recorded on PebblePad (including weekly reviews). Trainees' progress with the UW ITTE curriculum (including ITaPs) (C2.2) is mapped and monitored to provide timely intervention if required.
Lead mentors (university)	SHARP targets are set linked to curriculum/subject areas and ensure all trainees make progress.
External examiners Course leaders	Recommendation for QTS is verified and agreed in a tripartite decision.
Lead mentors (university)	Consistency across subjects, routes, courses, schools and the sector are strong due to quality assurance practice.
Course leaders Regional Training Hub leads	All trainees have access to expert mentors to support the delivery and practice of training (C2.5)

SECTION 12: IMPLEMENTATION - UNIVERSITY



University and Lead Partner UW ITT Curriculum Delivery

Quality control, quality assurance and moderation in relation to UW ITT curriculum delivery activities delivered in university settings and Regional Training Hubs relates to:

- The quality and fidelity of all aspects of curriculum (including ITaPs) delivery to trainees.
- Training and expertise of those involved in curriculum delivery.

As with the implementation of quality checks in relation to school partnerships shown previously, this section considers checks in relation to the delivery of the UW ITT curriculum in delivery settings. The tables on the following pages should be read as double page spreads. As with the previous section these site delivery checks consider:

- Quality control - relating to templates, guidance, policies and training.
- Quality assurance - checks on procedures and processes.
- Moderation.

These processes are standard across all University of Worcester ITT provision regardless of phase or location.

Implementation (I2)

University ITT Delivery

Activities/Monitoring Methods		Evidence
Quality Control <i>(Relates to templates, guidance, training)</i>	Lead mentor (university) development days (UW and UEA).	Lead mentor development agendas
	Regional Training Hubs Lead and subject co-ordination groups co-construct curriculum (including ITaPs) coverage with UW and UEA to ensure ITTECF mapping and alignment of modules.	Lead mentor development meetings
	Ensuring course handbooks, programme specifications, module specifications and module outlines meet UW and UEA university requirements. UW quality assures all documentation produced by UEA.	Course documentation
	VLE reviewed and consistent approaches adopted.	VLE QA documentation
	All lead mentors (university) participate in regular training including PREVENT, safeguarding, Diversity and Inclusion in HE, Safer Recruitment Training, UK GDPR training, UCISA Information Security Awareness training, Health and Safety training and Academic Integrity. Monthly UW/UEA KIT meetings checks completion.	Training records of staff VLE module sites University HR records
	Learning walks, Peer Supported Reviews of Teaching, and session reviews take place to review practice. Guest speakers are selected and supported by lead mentors (university) to ensure expertise.	Session review template Course development meetings
	QA checks monitor the selection and recruitment of applicants in partnership with school colleagues. Designated lead mentors (university) quality assure and monitor interview and recruitment process.	Interview paperwork
	Curriculum is co-constructed with lead and school partners, including intensive training and practice.	Curriculum map
	The Mentor Manual (secondary)/ERP (primary) ensures the purposeful integration of the UW ITT curriculum (including ITaPs).	Mentor manual audits(secondary) ERP audits (primary)

Implementation (I2)

University ITT Delivery

UEA and UW Responsibilities	Anticipated Impact
Course leaders	
Course leaders	All course design is evidence based, with a sequenced curriculum which encompasses all aspects of the DfE Initial Teacher Training and Early Career Framework (ITTECF) as well as the programme requirements set out in the DfE Initial teacher training: criteria and supporting advice (C2.1).
Course leaders Link tutors	Courses design enables trainee teachers to meet the Teachers' Standards (C2.1). Subject and phase specific training has a clear evidence base underpinning each course (C2.3).
Course leaders Link tutors	
Senior leadership teams Lead mentors (university) UW HR Unit UEA HR Unit Link tutors	Lead mentors (university) are up-to-date with current training and developments within ITT. Courses adhere to university policies and quality requirements. Leaders identify those parts of the ITT curriculum that focus on Intensive Training and Practice (C2.2).
Course leaders Link tutors	VLEs (UW and UEA) have consistent approaches so that trainees can navigate course content easily.
Course leaders Link tutors	Resource lists are user friendly to support trainees to engage with research and theory. School partners have a thorough understanding of the UW ITT course curriculum and elements of focus for intensive training and practice (ITaPs).
Course leaders Link tutors	
Course leaders Link tutors	Trainees become effective teachers, benefiting pupils in the classroom, due to a well designed and evidence based curriculum, which is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)

Implementation (I2)

University ITTE Delivery

Activities/Monitoring Methods		Evidence
Quality Assurance <i>(Checks on procedures and processes)</i>	External Examiner visit trainees and schools across all lead partners.	UW External Examiner handbook UW External Examiner website
	Annual Evaluation Reports (AERs) for all courses inform UW primary and secondary phase Self Evaluation Documents (SED) and resulting enhancement plans monitored by the phase and strategic governance boards. See section on Self Evaluation and Improvement Planning (page 29).	Annual evaluation documents (AERs) across all courses at UW and UEA SED (primary)/SED (secondary) Minutes and terms of reference for governance boards
	Student Staff Liaison Committees (SSLCs) (and UEA equivalent), for all courses, ensure trainee representation in quality assurance of courses for all delivery partners.	SSLC policy and minutes Student Academic Representation Code of Practice
	Course representatives provide a process for trainees to raise course related views and concerns.	Course Reps website / minutes of meetings
	Module evaluations share feedback from modules (including relevant QTS modules) to inform enhancement planning.	Student surveys website Survey data
	Quality assurance visits monitors the quality of the taught content delivered in regional training hubs.	QA paperwork
	External (PTES, CES, NSS, and OfSTED) and internal surveys provide feedback on courses. Data informs Annual Evaluation Reports (AERs) for all courses.	Annual evaluation documents (AERs) across all courses at UW and UEA SED (primary) SED (secondary)
	UCET meetings provide opportunities to meet with other providers to ensure provision is in line with national standards.	UCET
	ITTE regional network meetings allow for the sharing of good practice and opportunities to work in partnership to ensure provision is of the highest quality.	Regional network meeting minutes
	Performance management and appraisal of all lead mentors (university) occurs annually.	PRST website and policy Appraisal processes and forms (UW) Appraisal process and forms (UEA)
Lead mentors (university) attend and support guest speaker sessions to monitor the impact and quality of external expert delivery.	VLE's	
Senior leaders regularly review sessions, using standardised QA documentation, to quality assure the sequencing and quality of curriculum delivery across all provision.	Standardised QA documentation	

Implementation (I2)

University ITTE Delivery

UEA and UW Responsibilities	Anticipated Impact
External examiners Course leaders Student course representatives Lead mentors (university) Senior leadership teams	<p>External Examiner visit assure comparability of academic standards across Universities (UW and UEA, Regional Training Hubs and across the higher education sector)and ensure all students are examined within regulations approved for the course with particular reference to the requirements of professional bodies.</p> <p>Feedback from trainees provides recommendations to develop future practice and improve provision resulting in better experiences and outcomes for all trainees and the pupils they teach.</p> <p>Lead mentors (university) and expert guests provide high quality lectures and learning experiences for trainees, improving trainee outcomes against the UW ITTE curriculum.</p> <p>Sessions delivered across all provision (including UEA and regional training hubs) provide high quality learning experiences for trainees, improving trainee outcomes against the UW ITTE curriculum. This includes aspects of delivery for ITaP elements (C2.2).</p> <p>Design and implementation of ITaPs build trainees’ knowledge, understanding and classroom practice (C2.2).</p> <p>Consistently high quality initial teacher training and education across all courses regardless of location to ensure the retention of the UW ITE Ofsted grading of ‘outstanding’ across primary and secondary courses.</p> <p>Pupils benefit from the experience of being taught by trainees who are:</p> <ul style="list-style-type: none"> • Resilient, supportive professionals with strong values and high standards of personal conduct. • Effective communicators who collaborate to support wider educational opportunities for all. • Ambitious participants who are creative and informed intellectuals and promote a love of learning. • Confident and critically reflective practitioners motivated to continuously improve practice. • Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.
Course leaders	
Course leaders	
Course leaders	
Course leaders	
Regional training hub coordinators (university)	
Course leaders	
Course leaders Senior leadership teams	
Course leaders Senior leadership teams	
Course leaders Senior leadership teams	
Course leaders	
Course leaders Senior leadership teams Link tutors	

Implementation (I2)

University ITT Delivery

Activities/Monitoring Methods		Evidence
Moderation	<p>Assignment moderation (pre-moderation and post-moderation) to ensure academic standards are met.</p> <p>Moderation of practice by external examiners</p>	<p>Assessment practice website</p>

Implementation (I2)

University ITT Delivery

UEA and UW Responsibilities	Anticipated Impact
Lead mentors (university) Course leaders External examiners	Consistent assignment feedback and accurate grading of academic work leading to Qualified Teacher Status. Trainees develop as reflective practitioners to enhance understanding and delivery of effective teaching and learning.

SECTION 13: IMPLEMENTATION - ACADEMIC

Academic Assessment – University of Worcester trainees only

The full regulations governing assessment for all postgraduate awards are to be found in the [Taught Courses Regulatory Framework](#).

Any variations to regulations specific to PGCE with QTS (Primary and Secondary), BA (Hons) Primary Initial teacher Education, or BA (Hons) Top-up in Primary Education are to be found in Section 19 of Programme Specifications available on course pages of the [University of Worcester website](#).

For information about academic misconduct, late submission of work, complaints and appeals in relation to academic assessment and mitigating circumstances see the [Assessment section of the Registry Services Website](#).

Academic Assessment and External Examiners

In addition to details about an external examiner's role regarding QTS, external examiners must also provide confirmation that the academic standards of the course are similar to those on comparable courses at other Universities. They do this in a number of ways:

- They are involved in reviewing assignments and providing an independent view of how appropriate they are for the course.
- They are involved in moderating trainee work. They do this by receiving a sample of assignments from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on trainee achievements.
- They attend the University's assessment (examination) boards, which is where grades for modules are confirmed.
- They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written course teams but is also made available to trainees on the course, and is discussed with Course Representatives at Student Staff Liaison Committee (SSLC) meetings.
- They meet with the course team and trainees to talk about the course.

The following hyperlinks provide information on [UW Regulations and Procedures](#) relating to alleged academic misconduct, mitigating circumstances, complaints and appeals.

- [Investigation of cases of alleged academic misconduct](#)
- [Exceptional mitigating circumstances](#)
- [Student complaints procedures](#)
- [Student academic appeals procedures](#)
- [UW Assessment Policy](#).



TRAINEE COMPLAINTS PROCEDURES

University of Worcester system for complaints.

Student Complaints

All University of Worcester ITTE courses (including those delivering by all Regional Training Hubs) follow the same complaints procedure. Before any trainee raises a formal complaint through the relevant university complaints' procedure, they should be encouraged to informally raise any issues with the relevant Head of Department first. Any complaint received by the University will be subject to the university's [Student Complaints Procedures](#) available on the University of Worcester website.

University of East Anglia system for complaints in relation to Qualified Teacher Status.

Section 9.6-9.9 of the ITT Accreditation Agreement between the University of Worcester and the University of East Anglia details the following in relation to Qualified Teacher Status Complaints:

9.6 Trainees shall be subject to UEA's student disciplinary and fitness to practise procedures. UEA shall inform UW if a Trainee is suspended or excluded from the Programme in accordance with such procedures.

9.7. UEA shall inform UW if a Trainee withdraws from a Programme or submits a formal academic complaint or appeal in connection with a Programme.

UW and UEA have agreed that any academic complaint or appeal from a Trainee relating in whole or in part to a Programme should be dealt with in accordance with UEA's student Academic Appeal and Complaint Regulations. Once the internal procedures of UEA have been exhausted and if the academic appeal or complaint relates to the Qualified Teacher Status element of the programme then UEA must inform the Trainee of his/her right to enter UW's student complaints procedure at stage 2. UW reserves the right to receive information on data and academic appeals and complaints relating to the Programme subject to relevant data protection requirements.

9.9. UEA and UW agree to co-operate in defending any complaint to the Office of the Independent Adjudicator or any legal claim by a Trainee or potential Trainee arising out of the operation of this Agreement.

ACCURATE RECORD KEEPING AND THE MANAGEMENT OF DATA (3.2)

Arrangements for secure and compliant data handling

The following systems ensure that the University of Worcester establishes arrangements for secure and compliant data handling across partnerships. These are referred to as follows:

University of East Anglia - Section 14 of the ITT Accreditation Agreement between the University of Worcester and the University of East Anglia.

Regional Training Hubs and Regional Training Hubs Plus- Section 14 of the ITT Partnership Agreement between the University of Worcester and Lead Partner.

The University of Worcester as the accredited provider ensures that:

- Course information, including lead partner details, is accurate, up-to-date and provides trainees with the information they need;
- Provide timely responses to applications are provided.

Relevant course information

All websites and details on the Department for Education Apply/UCAS sites are checked by University of Worcester staff for all University of Worcester accredited courses. Annual bespoke feedback is given to course leaders and lead partners to ensure course information is kept up-to-date. Checks include:

- Clarity for applicants that the University of Worcester is the accredited provider and that courses follow the UW ITT curriculum;
- Identification of training locations and contact details;
- Clear information about specific requirements and expectations concerning salaried routes;
- Details of recruitment related complaints procedures;
- Links to all university websites and links to lead partner sites.

All university course leaders (or equivalent) ensure that courses are closed once full, and that applicants receive clear information as applicable. Reasonable adjustments are made to support accessibility requirements of applicants as applicable.

Decisions, offers, feedback, and deferrals

University course leaders quality assure decisions, offers, feedback and deferrals including:

- that applicants are given timely responses to applications;
- that Regional Training Hubs take part in all hub interviews (as applicable);
- that all interviews are conducted by two people, ideally one being a lead mentor (university) and one a school mentor;
- that all lead mentors (university) are safer recruitment trained every 3 years;
- that applicants are allowed time to consider the outcomes of other applications before accepting or declining offers;
- that conditions of offers have clear and equitable deadlines regardless of when offers are made;
- that interviews, whether face-to-face or online, take place before offers are made;
- that if an application is rejected, feedback is given to explain the reasons and advice on ways to improve.

Applicants provide details of references as part of the application. Lead mentors (university) check references as outlined in the DfE [Initial teacher training: criteria and supporting advice \(C1.3\)](#).

PROCESS FOR SELECTING LEAD PARTNER REGIONAL TRAINING HUBS (C3.2)

The University of Worcester is responsible for the standards of all provision offered in its name and is ultimately responsible for the quality of the student learning experience provided under collaborative arrangements.

The Lead Partner approval process, within the Institute of Education, therefore, seeks to establish that the quality of the student learning experience provided by the prospective lead partner are likely to meet the requirements of, and be comparable to, the standards and quality of programmes delivered at the University of Worcester. The main purpose of the partner approval process is to ascertain the viability and suitability of the proposed institutional collaboration. It is distinct from the approval of specific programme arrangements; the processes for which fall under the University's Course Approval and Re-approval process.

For University Lead Partners the Partnership Approval Process (updated June 2021) is followed.

For University of Worcester Regional Training Hubs the following site/resource check is carried out by the Institute of Education.

1. Expression of Interest – a school or Trust wishing to become a Regional Training Hub would receive the Partnership Handbook (for Lead Partners) and complete an expression of interest form. This articulates the proposed phase of operation (primary or secondary education), current Ofsted grading of the lead school (as applicable), the proposed location of the hub, the proposed schools that will operate within the hub, engagement with ITTE to date, plans for marketing and recruitment, confirmation of capacity to fulfil roles and responsibilities of a hub. A time-line for review is also agreed.
2. The senior leadership team for the appropriate phase review the expression of interest and agree to recommend or reject based on the quality of the application, regional need and capacity. The outcome of the expression of interest review is communicated to the school or Trust.
3. If successful, the Head of [phase] Partnership conducts a site visit to the new hub using the quality assurance form 'Approval of New Regional Training Hub' available on the Lead Partner SharePoint.
4. After completion of the site visit, a recommendation is made to the Strategic Governance Board. The outcome is reported through the University committee structure.
5. The hub is allocated contact details for a University of Worcester link tutor.
6. A Lead Partner Partnership Agreement is sent to the hub for signing before recruitment processes begin.

PROCESS FOR SELECTING LEAD PARTNER REGIONAL TRAINING HUBS PLUS (C3.2)

For University of Worcester Regional Training Hubs Plus the University of Worcester Academic Quality Unit would complete due diligence and consider the feasibility of such an agreement.

A Regional Training Hub can submit an expression of interest to become a Regional Training Hub Plus if they meet following criteria:

1. They have an established capacity to recruit or can demonstrate market research to show there is a need for ITT in their locality.
2. They can demonstrate capacity and commitment in their hub to deliver the ITT curriculum, including specialist staff who would become registered lecturers. This also includes specialist resources and facilities to teach the ITT curriculum e.g. music, PE, computing. They also need to demonstrate that a dedicated study space is available for trainees.
3. The training site is at geographical distance from the St John's Campus or they can demonstrate a market which will not encroach upon the University campus recruitment.
4. They can offer trainees access to staff trained to support mental health and pastoral needs.

The following processes are carried out:

- Complete an Expression of Interest (Eoi) form- a school or Trust wishing to become a Regional Training Hub Plus would receive the Partnership Handbook (for Lead Partners) and complete an expression of interest form. This articulates the proposed phase of operation, current Ofsted grading of the lead school (as applicable), the proposed location of the hub, the proposed schools that will operate within the hub, engagement with ITTE to date, plans for marketing and recruitment, confirmation of capacity to fulfil roles and responsibilities of a hub. A time-line for review is also agreed.

For the approval process the following documents need to be prepared with the University and Lead Partner working collaboratively:

- Submit a Resource Statement
- Complete mapping of individual partner staff to ITTE RTH+ roles/responsibilities.
- Complete Registered Lecturer Forms
- Head of [Phase] Partnerships completes a site visit form
- ILS Resources statement completed by UW Partnership Liaison Librarian
- External Examiner comments will be sought
- A Briefing Paper will be completed to provide context
- Preliminary Enquiries Forms and Course Proposals as submitted to APPG.
- Ofsted Report hyperlink (main partners in Trust)
- Management Structure
- HE teaching and learning strategy
- Staff recruitment policy (HE teaching staff)
- Staff development policy (HE teaching staff)
- Audited accounts for most recent financial year (or hyperlink)
- Public information (link to partner webpage about the course)



SELF EVALUATION AND IMPROVEMENT PLANNING (C3.1)

The University of Worcester is responsible for producing a summary of improvement planning, self evaluation or equivalent (the SED) as detailed in the [Ofsted Initial Teacher Education \(ITE\) inspection framework and handbook](#). Self-evaluation and improvement planning work together to support continuous improvement across ITTE provision. Ofsted takes into consideration both of these processes as part of its judgement about the quality of the leadership and management of ITTE providers.

Using the inspection framework guidance senior leadership teams at the University of Worcester will oversee an annual self evaluation review across each phase of training accredited by the University of Worcester. Both self-evaluation and improvement planning are most effective when they are succinct, precise and developed in collaboration with the wider partnership including all Lead Partners. All partners will be familiar with the key findings from self-evaluation and in no doubt about their roles in the implementation of the improvement plan.

Courses* will be expected to produce an Annual Evaluation Report (AER) based on:

- the impact of provision on trainees;
- the quality of education and training across the partnership;
- the leadership and management of the partnership;
- overall effectiveness of provision;
- compliance with the relevant current criteria: the DfE [Initial teacher training: criteria and supporting advice](#) and the Ofsted [Initial teacher education \(ITE\) inspection framework and handbook](#).

AERs will support the writing of the University of Worcester phase specific evaluation documents so that enhancement planning (improvement and development) is based on robust and perceptive self-evaluation from all courses considering the overall ITTE curriculum intent, implementation and impact. AERs will provide evidence of internal and external monitoring and evaluation, including external examiners' reports and how the findings are used to improve the ITTE curriculum.

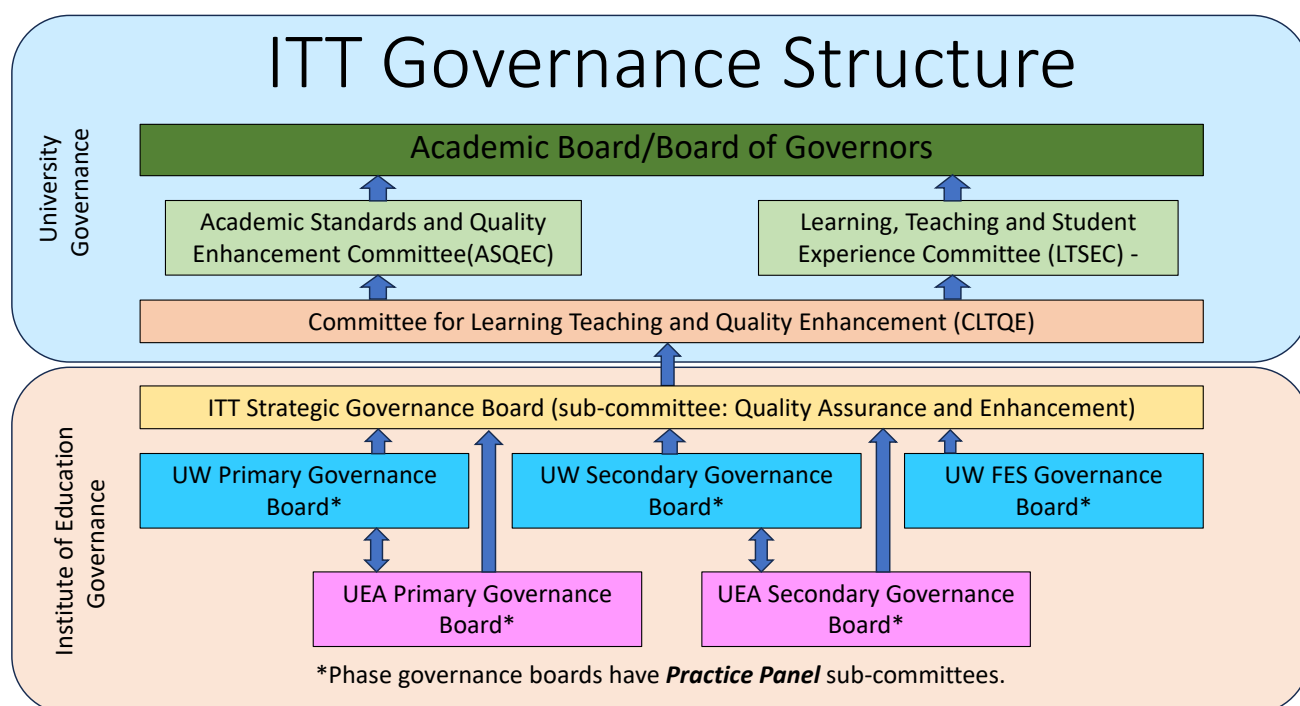
*For 2024/25 Annual Evaluation Reports will be written by:

- Course leaders at the University of Worcester for phase specific postgraduate routes including Regional Training Hub provision.
- Course leaders at the University of Worcester for primary undergraduate routes.
- Course leaders at the University of East Anglia for phase specific postgraduate routes.

Reports will be written at the end of the academic year.

GOVERNANCE (C3.1, C3.2, C3.3, C3.4)

The University of Worcester is responsible for ensuring that robust governance arrangements are put in place and exercised effectively. As the accredited ITT provider, the University of Worcester is also accountable for the whole ITTE programme including the curriculum, finance, quality of provision and compliance with the DfE [Initial teacher training: criteria and supporting advice](#) There are robust governance arrangements in place and ITT Strategic Board will report to Academic Board and the Board of Governors via the University governance procedures.



*UEA have equivalent processes for UW practice panels.

Notes and minutes from each committee or board will be passed on to the next committee or board.

Strategic Governance Board (cross phase)

Membership: Head of Institute of Education (Chair), Head of Departments (primary and secondary/FES), Head of Partnerships (primary and secondary/FES), Apprenticeship Strategic Lead (IoE), Course Leader Representatives (Primary and Secondary), Regional Training Hub Representatives (primary and secondary)*, Regional Training Hub Plus Representative, University Lead Partner (UEA) Representative, Head Teacher/CEO (2 places), student/apprentice representatives (2 places).

Occurrence: Three per year

Purpose: Ensure that the management structure facilitates the effective operation of all UW ITTE programmes

Terms of Reference:

1. To ensure that the [ITT criteria](#) is met and that any changes to the criteria are reflected in the programmes and approved through University Quality processes.
2. To ensure that the scale of the courses is set out and ensure that there is sufficient capacity to be able to meet the criteria for training in all subjects and phases offered, and across locations.
3. To monitor the courses to be run and progress towards recruitment targets.
4. To quality assure the identification of lead partners and review the responsibilities delegated to lead partners.
5. To establish the structure of the partnership and governance arrangements, including formal arrangements between any lead partners, and between placement schools and accredited ITT providers or lead partners are upheld and continue to be fit for purpose.
6. To oversee the marketing of the course offer(s) to recruit trainees in line with quality criteria C1.4
7. To confirm budgetary arrangements that set out how funds are distributed across UW, lead partners and schools, and how funding is distributed within the partnership in a way which adequately reflects the distribution of delegated responsibilities.
8. To review Ofsted course compliance including the partnership agreement/health and safety checklist.
9. To have regard for the well-being of trainees and arrangements in place to support their welfare.
10. To establish arrangements for secure and compliant data handling across the partnership.
11. To receive minutes and progress updates from the phase governance boards and Quality Assurance Enhancement to provide an annual report to the university on the business and academic health of the partnership including key performance indicators and stakeholder feedback.

* Two Regional Training Hub leads (primary and secondary) will represent the regional offer reporting back to all hubs through a feedback cycle process.

Strategic Governance Board Sub-committee (cross phase) - Quality Assurance and Enhancement Committee

Membership: Head of Institute of Education (Chair), Head of Departments (primary and secondary/FES), Head of Partnerships (primary and secondary/FES), data and Ofsted administrator, representation from Lead Partners as applicable to the agenda.

Occurrence: Six per year

Purpose: To act as a cross phase quality assurance and enhancement sub-committee for the Strategic Governance Board overseeing Ofsted inspection readiness.

Terms of Reference: Available on request.

[Phase] Partnership Governance Boards (PGB)

University of Worcester membership: Head of Strategic Partnerships (Chair), Head of Department, Course Leader(s), Mentor Lead, Regional Training Hub Coordinator, Link Tutors (University), Link Tutor (UEA), Placement Manager (primary only), six to eight placement school representatives including two Regional Training Hub representatives and an employer representative from the apprenticeship route.

University of East Anglia membership: Course Leader(s) (chair), Lead Mentors (university), Mentor Lead, Link Tutor (UW), six to eight strategic regional school representatives.

Occurrence: Three times per year.

Purpose: Ensure that the management structure facilitates the effective operation of all UW/UEA [phase] ITT programmes to make leaders accountable for the improvement and development of the [phase] course

Terms of Reference :

1. To maintain oversight of the content, management and quality assurance of the programme understanding local, regional and national needs, ensuring that trainees are prepared to teach pupils across a broad range of contexts found in the geographic area in which they are training, including areas of high disadvantage, where possible.
2. To contribute to the long-term planning of the programme considering the intent and implementation of the ITT curriculum advising on approaches to selection, training and supporting placement schools and on mentor training.
3. To ensure engagement with mentoring and that the mentor curriculum is fit for purpose.
4. To ensure programmes meet the DfE ITT criteria, and University requirements for effective delivery and quality assurance of high-quality trainee experience and outcomes.
5. To review and contribute to the SED/AER for each programme, including annual enhancement plans considering the views of trainees (internal and external data) to evaluate the effectiveness of the course and measure the impact of initiatives.
6. To receive and review external examiner reports.
7. To approve and review mechanisms for quality assurance to ensure that well planned programmes are integrated across the partnership meeting the minimum entitlement set out in the Initial Teacher Training and Early Career Framework (ITTECF).
8. To receive and review key performance indicators, including marketing, selection and recruitment, continuation, progression and completion strategies.
9. To monitor employment patterns and the effective continuum from initial teacher education to induction and early career development.
10. To meet with OFSTED inspectors during inspections.
11. To oversee the well-being of trainees and arrangements in place to support their welfare.

[Phase] Partnership Governance Board Sub-committee - Practice Panels

University of Worcester membership: Non phase specific Head of Primary/Secondary Strategic Partnerships (Chair), Head of Department, Course Leader(s), Lead Mentors (university) as applicable to the agenda.

University of East Anglia membership: University of East Anglia PGCE staff, with support of Student Services (inc. Faculty Embedding Team) and Phase Governance Board representative(s), as appropriate.

Occurrence: As required.

Purpose: To consider cases of trainees with mitigating circumstances in relation to the Teachers' Standards. To manage the selection and deselection of schools for placements.

Terms of reference - available on request.

For all Governance Boards - The quorum necessary for the transaction of business shall be 50%. A duly convened meeting of the Board at which the quorum is present shall be competent to exercise all or any of the authorities, powers and discretions vested in or exercisable by the Board. In exceptional circumstances, a representative may attend. In the event of a meeting not being quorate, recommendations may be made to the quorate group. If a board member is unable to attend a meeting, they are expected to send a suitable substitute or to attend key parts of the meeting remotely.

In addition to the governance boards the following groups support the co-construction of the curriculum and trainee representation in course management.

Subject/phase Coordination Groups (or equivalent)

Membership: University appointed lead (Chair), lead mentors (university), ITT mentors from partnership schools.

Occurrence: Annually

Purpose: to review the UW ITTE taught curriculum considering the intent, implementation, and impact of subject programmes.

Course Representative Meetings (or equivalent)

Membership: Course leader (Chair), elected trainees from each group of subject/phase

Occurrence: As agreed by the Course Leader (minimum 6 per year at UW and 3 per year at UEA)

Role: to review the operation of the programme including:

- review of university facilities and procedures providing feedback on both positive and areas for improvement;
- suggestions for the development of the [phase] curriculum;
- make commendations and recommendations regarding course delivery.

The Student Staff Liaison Committee (SSLC) (or equivalent)

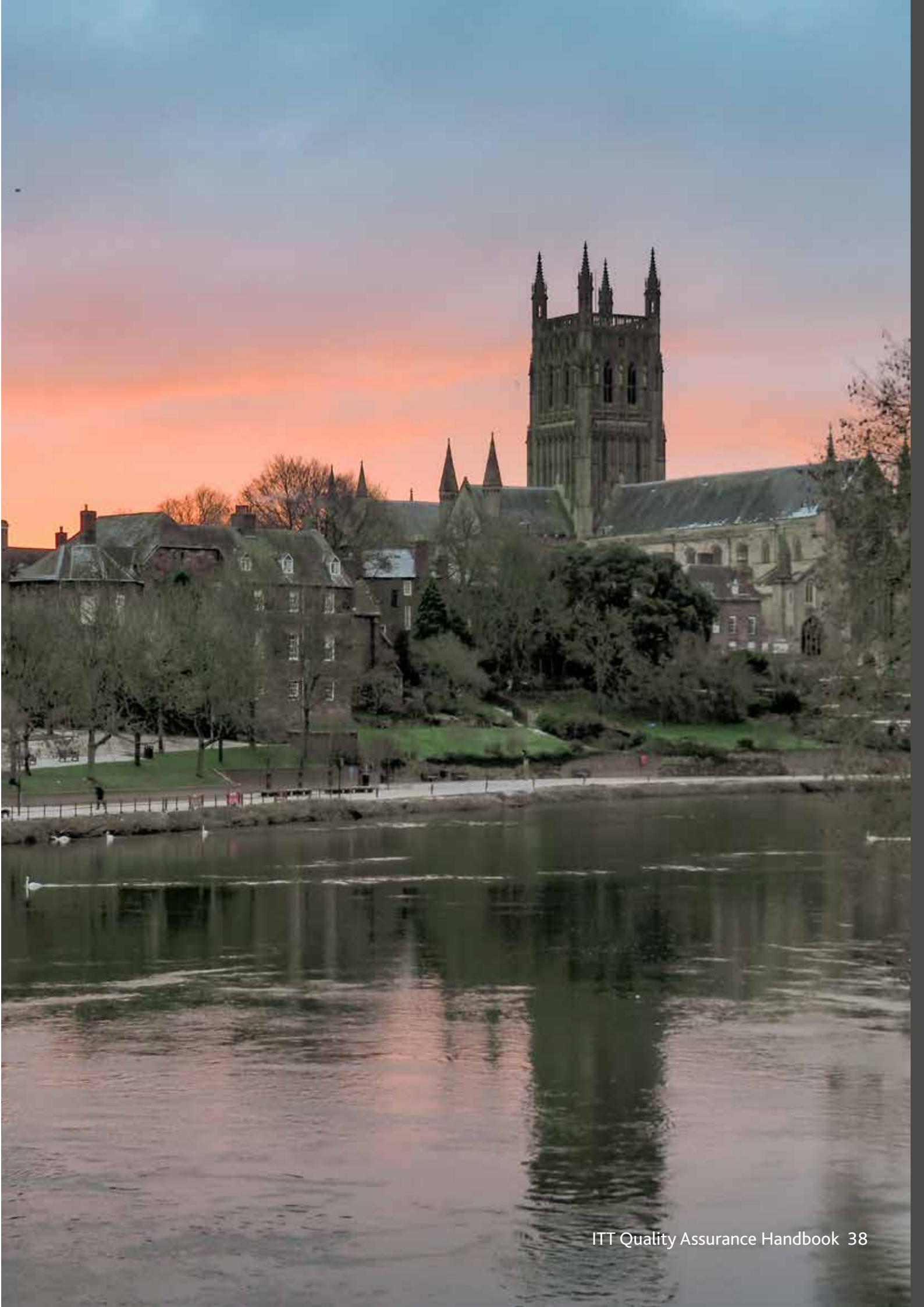
Membership: Course Leader (Chair) representatives from the University, representation from employers/lead partners (Regional Training Hubs and ITaP delivery partners), representation from placement schools, former and current trainees.

Occurrence: twice a year

Purpose: to consider the recommendations of the Partnership Governance Boards. In addition

- Advise the Course Leader (University) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme/curriculum.
- Review annually the operation of the programme and both consider and make recommendations for its improvement.
- Approve programme modifications and developments that do not require revalidation.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners.
- Receive and respond to feedback from trainees, ECTs and Lead Mentors (University) and school partners on matters relating to Library and Learning Services and resources.
- Update trainees, Lead Mentors (University) all school partners on matters relating to library, IT and media services.
- Contribute to the enhancement plan and the Self-Evaluation Document (SED).

At the University of Worcester one member of the SSLC will be elected as the School of Education Rep [phase] – who will be paid for this role. This will involve attending meetings during the daytime which will be agreed with the partnership school in advance and attending Student Union training.





ITT QA Handbook

Cross-phase Quality Assurance Handbook

2024-25

University of Worcester

Institute of Education

September 2024