

## 10 Quality Assurance

### 10.1 Quality Assurance Processes

University Lead Mentors quality assure the provision offered by the Placement School to ensure that Associate Teachers are being supported effectively, and the school continues to have the capacity to maintain the high-quality mentoring expectations. This is reported to Primary and Early Years Senior Leaders who oversee expectations and where applicable, offer additional school support and guidance should circumstances change.

The quality assurance process involves University Lead Mentors contacting the school during Planning and Preparation School Experience (PPSE) visits either via email, MS teams or in person, for an initial conversation to confirm the following:

- School communication details
- Ofsted information
- Follow Risk Assessment process for schools Requiring Improvement
- Local safeguarding priorities
- Capacity within the school to host Associate Teachers
- Engagement with BCU placement processes
- Engagement with BCU key documentation located on the [Primary Partnership Website](#)
- Engagement with mentoring expectations including CPD Package, Brightspace
- Signpost additional support needs to Primary and Early Years Senior Leaders

University Lead Mentors complete a minimum of two face to face visits to the Placement setting to carry out a joint observation with the Placement/Professional Mentor to quality assure judgements and feedback and support Review and Progress Meeting discussions. Where applicable, University Lead Mentors will model effective feedback using the BCU Mentor Coach Model and encourage Placement/Professional Mentors to set written granular subject specific targets using the guidance shared during School Briefing meetings [Supporting Mentors with Weekly Meetings and Target Setting](#)

University Lead Mentors quality assure the outcomes of Review and Progress Meetings to ensure that the process is robust and fair and gradings are accurately judged based on the quality of discussion provided through the Critical Incident reflective evidence process. This information is logged in the Associate Teacher Progress Journal and moderated internally to ensure parity across all courses.

### 10.2 Primary Strategic Partnership Committee (PSPC) [Partnership Information](#)

The Primary Strategic Partnership Committee comprises of individual school leaders from the partnership who quality assures and hold Primary and Early Years Senior Leaders to account for the direction and management of the teacher training programme for Associate Teachers at BCU. This includes reviewing evidence around

the quality assurance processes in terms of partnership, mentoring and taught delivery. The Committee feeds into the University ITT Board.

### **10.3 External Examiners**

External Examiners review all assessments where they contribute to a final award and where PSRB requirements stipulate. The External Examiner's role is to moderate marking and to ensure that the assessment has been carried out fairly and impartially whilst maintaining University standards. External moderation is usually done through sampling and External Examiners will visit some placement schools to observe Associate Teacher's with their Placement Mentors. The External Examiners attend Module and Progression/Award Boards to feedback their comments and to ensure that boards are run in a fair and transparent manner.