



Quality Assurance Policy

Version 2

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Related Documents:	VNHTT Assessment Policy VNHTT Causes for concern and Support Policy VNHTT Complaints Policy VNHTT Partner school agreement EEF Guidance: <i>Putting Evidence to Work – a schools guide to implementation.</i> (2024)

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1. Introduction

Vantage North Humber Teacher Training (VNHTT) is committed to ensuring a high standard of training provision which complies with the requirements and standards for Initial Teacher Education providers set by the DfE. We recognise that the implementation of effective quality assurance processes and procedures is fundamental to this commitment and as such is the responsibility of every member of our ITT partnership.

VNHTT aims to provide high-quality programmes which are continually monitored, evaluated and refined. Our approach to quality assurance aims to be an on-going process throughout the training year based upon clear principles, transparent processes and reliable evidence. Our QA procedures underpin and support our drive for excellence. Rigorous monitoring, coupled with honest and open evaluation, ensures that there is no complacency and that standards are set and maintained at a high level.

This policy sets out the VNHTT framework for quality assurance which aims to meet the DfE's ITT provider criteria to:

- Monitor and assure quality in all required areas of the programme and at all levels
- Set out suitable monitoring methods
- Set out clearly the range of specific roles and responsibilities for quality assurance
- Demonstrate how concerns identified by quality assurance will be addressed, including the range of intervention options which will be used
- Specify how records relating to quality assurance will be kept
- Set out robust arrangements which enable trainees to raise concerns or make complaints
- Set out how quality assurance information will be used to improve the quality of training across the provider's partnership and make the programme and all aspects of the partnership more resilient.

2. Roles and responsibilities

The Vantage North Humber Teacher Training Strategic Board (VNHTT Board)

The VNHTT Board has been established at the request of SCRCAT Directors to provide an additional layer of external challenge and support to VNHTT. The VNHTT Board reports directly to the SCRCAT Board Education committee and meets termly. Its membership includes CEO SCRCAT [The Accounting Officer] (or a deputy), Director VTSH, Headteacher (or a deputy) of St Mary's College, and senior trust representatives from each partner trust to ensure that the views of key stakeholders are taken into account. The key responsibilities of the Board are:

- **Strategic compliance** – ensuring statutory and legal obligations for ITT are met
- **Operational compliance** – ensuring operational management is meeting statutory and legal obligations for ITT, including compliance with ITE statutory criteria and requirements relating to the promotion of equality and diversity, the elimination of discrimination and safeguarding (including e-safety).
- **Monitoring and Quality Assurance** – ensuring oversight and accountability of the effectiveness of ITT provision to prepare the trainees for employment and induction.

- **Strategic direction** – To agree the improvement plan and monitor and evaluate its delivery, ensuring forward planning meets the needs of the organisation, its core purpose and regional recruitment demands.
- **Recruitment** - ensuring the recruitment and selection process are legally compliant, effective and responsive to the local recruitment needs.
- **Assessment** – monitoring and quality assuring the ongoing formative assessment of trainees, and ensuring accurate and rigorous final summative assessments for the award of QTS. (VNHTT BOARD Assessment committee)
- **Moderation** - ensuring the external moderator's report is considered and contributes to ongoing improvement.
- **Complaints and Appeals** – ensuring these are dealt with fairly and resolved speedily in accordance with the VNHTT Appeals and Complaints Policies (VNHTT BOARD Appeals committee)

The VNHTT BOARD reports to the **SCRCAT Trust Board of Directors** (referred to as 'The Trust Board'). The Trust Board holds full accountability for the legal compliance, performance, outcomes and financial viability of VNHTT.

Assessment committee (VNHTT BOARD sub-committee) – Director VTSH, Head of VNHTT and at least 2 non-SCRCAT members Meets once a year in July to scrutinise and authorise the award of QTS to those trainees put forward for this recommendation

Appeals committee – At least three members from the VNHTT Strategic Board or SCRCAT Trust Board who have not had previous dealings or knowledge of the trainee's situation or complaint. Meets as required to assess evidence to decide whether to uphold or overturn the VLT's decisions in matters where a trainee has appealed e.g. over disciplinary decisions, or course termination decisions due to progress or professionalism concerns.

The Vantage Leadership team meets at least fortnightly and consists of the Head of VNHTT, Primary Lead, Secondary Lead, Assistant Leads and any invited Professional tutors. The team has operational responsibility for partnership quality, capacity and curriculum fidelity including:

- Policy compliance
- ITT curriculum intent – for trainees, Lead and General mentors and including subject specialist training
- Implementation of the ITT curriculum - ensuring fidelity
- Impact of the ITT curriculum
- Marketing campaign and recruitment processes including onboarding
- Communications
- Candidate assessment, selection and matching process
- Assessment and support/intervention overview
- Moderation
- Quality Assurance activities
- Trainee well-being and workload

The Head of VNHTT and Programme Leads attend the termly VNHTT BOARD meetings to present updates on all these matters and to allow the Board to scrutinise and provide robust support and challenge.

3. Approach to quality assurance of the quality of education and training

Quality assurance is central to securing the highest standards across our SCITT provision. It provides a structured and consistent way of monitoring the effectiveness of all aspects of the programme, including lesson observations, drop-ins, coaching cycles, mentor meetings, self-study tasks and FLOs. The purpose of this quality assurance framework is not only to ensure compliance with statutory requirements, but to drive continuous improvement through regular review, feedback and reflection.

By systematically capturing evidence of practice, we can celebrate strengths, identify areas for development, and ensure that trainees, mentors and tutors experience consistently high-quality training and support. This process underpins our ambition to deliver a programme that is research-informed, coherent and transformational, preparing trainees to be confident, reflective and adaptive professionals.

The tables below set out the usual quality assurance activity that takes place across the training year and when it occurs.

4. Quality of mentoring / mentor training

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
SLT recommendation required for mentor nominations	School leadership is expected to ratify proposed mentor names to offer a guarantee of their suitability, experience, expertise and capacity to support.	Annual capacity to train process	Head of VNHTT / Programme leads
Checks on attendance at mentor training	Non-attenders will be contacted and required to watch a recording of the session, read the resources and complete an online form to check engagement with and understanding of the information. Failure to do this will be escalated to school leadership and may result in change of mentor or placement being required, or loss of mentor funding for the school.	After every mentor training session	Programme leads / Operations Manager
Checks on mentor experience and previous relevant training	Mentors will be audited to assess the level of their teaching and mentoring experience. Relevant previous engagement with ECT or ITT training modules will be credited against our VNHTT mentor training requirements.	Annually	Programme leads / Head of VNHTT
Checks on mentor meeting records on Mosaic	Mentors are expected to complete the form on Mosaic for each of their mentor meetings. These will be checked weekly by leads and by professional tutors as part of every progress review to ensure completion, curriculum compliance and quality of target-setting.	Weekly compliance checks Regular quality spot checks	Operations Manager Professional tutors / Programme leads

		PT checks - 6 x per year - Autumn A - Autumn B - Spring A - Spring B - Summer A - Summer B (Final)	
Checks on Mentor use of Steplab	Weekly compliance checks to monitor mentor compliance with expectation to complete 2 x drop-ins and 1 x coaching cycle each week, and regular sampling of mentor comments and feedback quality.	Weekly compliance checks Regular sampling / spot checks	Operations Manager Programme leads
Trainee verbal feedback	Each progress review includes 1-2-1 time between the trainee and professional tutor during which QA questions are asked to gauge the quality of support and guidance the trainee feels they are receiving.	6 x per year (as above)	Professional tutors
Trainee written feedback	Trainees are given designated time to respond to a detailed termly online survey which seeks to gather their views on all aspects of the course, including the quality of mentoring they have received.	December March June	Programme leads / Head of VNHTT
Mentor verbal feedback	All Progress review meetings include a designated 1-2-1 slot for Mentors to provide feedback to the Professional Tutor on how they are finding their mentor role and the quality of support and training received. Professional tutors have key questions to prompt this discussion as part of their QA report.	6 x per year (as above)	Professional tutors / Programme leads / Head of VNHTT
Mentor written feedback	Mentor feedback is sought via a termly online survey which gathers their views on all aspects of the programme, including how effective and helpful they have found the professional tutor support available.	3 x per year (or 1 per year for contrasting placement only mentors)	Programme leads
Parallel lesson observation	At the termly progress review points, mentors will observe their trainee as part of a parallel observation with the professional tutor. The professional tutor will observe the mentor giving feedback to the trainee to QA the quality of their feedback and accuracy of their assessment.	Termly	Professional tutors

Professional tutor QA reports	After each progress review, professional tutors return a confidential QA report to the Programme Leads to summarise their findings about the quality of the mentoring and trainee placement.	6 x per year (as above)	Professional tutors / Programme leads
Mentor progress reports	Professional tutors assess the quality of mentors' comments, insights and judgments made in their progress review comments and consider their accuracy, curriculum-relevance, suitability and helpfulness.	6 x Progress reviews per year (as above),	Professional tutors / Programme leads
Reports to Vantage Strategic Board	The Head of VNHTT, Primary lead and Secondary lead's reports will include quality of mentoring as a standing item and will summarise the strengths and areas for development identified and action steps to address these that have been undertaken. The VNHTT Strategic Board will interrogate these judgements, seeking clarification, further information or further action, as required.	3 x per year	Vantage Strategic Board / Head of VNHTT / Programme Leads

Identified needs and improvements can be addressed in a number of ways, depending on the issue:

- Adaptation of mentor training / mentor bulletin
- Individual mentor support from Professional tutor
- Peer support – mentor buddy
- Liaison with partner school ITT coordinator / SLT to increase mentor support or scrutiny
- Change of mentor or placement

5. Quality of Professional tutors (Lead Mentors)

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
Moderation of QA reports	Professional tutor QA reports from each Progress Review are closely checked by Programme leads and concerns followed up.	6 x per year (as above)	Programme leads
Trainee written feedback	Trainees are given designated time to respond to a detailed termly online survey which seeks to gather their views on all aspects of the course, including the quality of professional tutor support they have received.	December March June	Programme leads / Head of VNHTT

Mentor written feedback	Mentor feedback is sought via a termly online survey which gathers their views on all aspects of the programme, including how effective and helpful they have found the professional tutor support available	3 x per year (or 1 per year for second placement only mentors)	Programme leads
Moderation visits	The Head of VNHTT and Programme leads conduct trainee / mentor visits to check the accuracy of Professional tutor work. In Term 1, the work of new Professional tutors and/or new partner schools is prioritised for these moderation visits. Any issues identified are raised and followed up by the VLT and reported on to the VNHTT Strategic Board.	As required	Head of VNHTT / Programme leads
Reports to Vantage Strategic Board	The Head of VNHTT's report will include quality assurance as a standing item and will summarise the strengths and areas for development identified and action steps to address that have been undertaken. The VNHTT Strategic Board will interrogate these judgements, seeking clarification, further information or further action, as required.	3 x per year	Vantage Strategic Board / Head of VNHTT

Identified needs and improvements can be addressed in a number of ways, depending on the issue:

- Adaptation of Professional tutor training
- Modification of Professional tutor resources / proforma / systems
- Individual Professional tutor support/coaching from Programme Lead / Director
- Peer support – shadowing another professional tutor – including paired visit?
- Paired visit or paired moderation of trainee evidence to clarify expectations, systems or standards
- Change of professional tutor

6. Quality of core and subject training

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
Curriculum fidelity of training materials	All trainers are expected to share their intended resources for checking and peer review by a member of the Vantage Leadership Team in advance of using it with trainees	On-going	Programme leads / Head of VNHTT

	<p>and/or mentors. Resources will be scrutinised to ensure Vantage curriculum compliance and fidelity to the ITTECF CCF, accessibility, interactivity and relevance.</p> <p>Trainers are provided with a non-negotiable list of expectations for the training content and standard slide deck to guarantee resource quality and consistency; 1-2-1 communication is held with all trainers prior to their training input to ensure that they are demonstrating curriculum fidelity and including non-negotiables such as a spotlight on SEND.</p>		
Fidelity checking of Curriculum implementation - VLT observations of core and subject training sessions	Core and subject-based training sessions are routinely observed by the VLT to QA quality of delivery and content and ensure fidelity to Vantage curriculum expectations. Feedback will be given directly to the trainer and other relevant colleagues (e.g. subject trainer and subject lead)	On-going	Vantage Leadership Team
VNHTT Strategic Board member observations of core training	Scrutiny of training quality will be undertaken as part of an annual review by suitably experienced colleagues appointed by the Vantage Strategic Board.	Annual review	Vantage Strategic Board
External moderator observation of core training sessions	Our external moderator observes two training sessions (2 hours) each year to quality assure the quality and compliance with DFE curriculum requirements.	Twice a year (see schedule below)	External moderator
Professional learning conversations	Each progress review includes a PLC with questions designed to check the trainee's understanding and application of their core and subject training in relation to the Vantage curriculum goals. Any gaps or deficiencies identified are cross-referenced with other trainees' PLCs to identify common areas where more training is required.	6 x per year (as above)	Professional tutors / Programme leads
Evidence bundle checks	Trainees' evidence bundles are stored on Sharepoint and are checked as part of each Progress review. They contain key evidence which reveals	6 x per year	Professional tutors / Programme leads + Asst

	<p>the quality of training received. Professional tutors note any trainee knowledge gaps or weaknesses in their QA report. These are cross-referenced to identify any common areas where more training is required.</p> <p>Programme leads conduct their own regular evidence checks on Sharepoint, Steplab and Mosaic in addition to this, including cross-phase checks for quality assurance purposes.</p>		programme leads
Trainee verbal feedback	Each progress review includes 1-2-1 time between the trainee and professional tutor during which QA questions are asked to gauge the trainee's satisfaction with the quality of the core and subject training they are receiving.	6 x per year (as above)	Professional tutors
Trainee written feedback	Trainees are given designated time to respond to a detailed termly online survey which seeks to gather their views on all aspects of the course, including the quality of core and subject training.	December March June	Programme leads / Head of VNHTT
Formative assessment of trainee knowledge (see policy update note below)	Strong pedagogical content and subject knowledge are pre-requisites for effective teaching practice and skill development. Ensuring that substantive knowledge ('learn that's') is tracked and monitored provides essential insights to adapt curriculum intent, implementation and the support provided for trainees. Training sessions routinely make use of a range of formative assessment techniques, including the use of MS Forms for session exit tickets.	On-going	Programme leads / Head of VNHTT
Reports to Vantage Strategic Board	The VLT report to the Board includes quality assurance as a standing item and summarises the strengths and areas for development identified and action steps to address that have been undertaken. The VNHTT Strategic Board interrogates these judgements, seeking clarification, further information or further action, as required.	3 x per year	Vantage Strategic Board / Head of VNHTT

Identified needs and improvements can be addressed in a number of ways, depending on the issue:

- Increased support for trainer(s) e.g. collaborative planning of session
- Increased scrutiny of trainer(s)
- Training resources returned for improvements with relevant guidance
- Guidance for trainers reviewed, clarified and improved
- Additional CPD for trainers – e.g. network meeting, online course etc
- Individual support/coaching from Programme Lead / Director
- Peer support – shadowing another trainer / training session
- Change of trainer
- Modification of curriculum

7. Quality of placements

The VNHTT partner school agreement states that placements need to:

- Provide a welcoming, supportive and appropriate placement experience for Trainees with a suitable Mentor and quality induction to the school's policies, systems and procedures
- Adhere to VNHTT's policies and procedures as set out in the Programme Handbook and other communication.
- Ensure that trainees are covered under the health and safety procedures and risk assessments in place for existing employees.
- Exercise a duty of care for the trainee(s) and remain mindful of supporting their well-being through reducing unnecessary workload.
- Is aware of their rights and responsibilities in relation to DBS checks and suitability disclosures made by trainees. Including, but not limited to, ensuring that no requests are made for information contained in a trainee's disclosure.
- ensure compliance to GDPR in relation to the collecting, processing and disposal of personal data.
- Communicate in a timely manner with the Provider about relevant issues as required, and notify the Provider of any change in circumstances relevant to trainees' placements.
- Not use a non-salaried, supernumerary Trainee to cover for an absent colleague, except in the circumstances set out below
- Support assessments of Trainee progress where appropriate and reports to the Provider as required
- Follow the guidance on terms of employment and disciplinary issues in relation to salaried trainees
- Understand the circumstances under which this partnership agreement can be terminated by either party

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
Capacity to train checks / Partnership agreements	Before placing any trainee on a school placement, capacity to train checks are undertaken to gain assurance that the placement can meet all the	Annual / as required	Head of VNHTT / operations manager

	requirements set out in our partner school agreement for timetable coverage, mentoring and support. If satisfied that the school meets the requirements for a high quality training placement, then a formal partner school agreement is signed with the Headteacher. [See Partner school agreement]		
Ofsted reports	Trainees will never be placed in schools who have been judged inadequate or placed in special measures.	Annual / as required	Head of VNHTT / Operations manager
Professional tutor / VLT QA visits	All partner schools are visited regularly by members of the VLT / Professional tutor team to conduct trainee progress reviews. These visits always include a focus on QA of the placement quality through 1-2-1 trainee feedback and checking of support provided.	Five times a year	Head of VNHTT / VLT / Professional tutors
Trainee voice feedback	Our termly trainee surveys, plus weekly contact with trainees at core training also provide further ways for trainees to alert the VLT to any issues with their placement school which need addressing.	Regular	Head of VNHTT / VLT

8. Quality of ECTs

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
Employment school survey	The induction tutor (or Head of Department) at all ECTs' employment schools are sent a survey to ascertain quality of training and preparation for their teaching post.	Annually (December / January)	Head of VNHTT
ECT survey	ECTs are surveyed to ascertain quality of training and preparation for their teaching post.	Annually (December/ January)	Head of VNHTT

9. Quality of Leadership

QA procedure	Rationale / comment	Frequency	Person responsible for QA process
Compliance audit	The NASBTT ITT provider DFE ITT criteria compliance audit is continually updated annually and presented to the VNHTT BOARD for scrutiny as a standard agenda item.	On-going; checked by the Board termly.	Head of VNHTT
VNHTT Strategic Board scrutiny and review	The Vantage Strategic Board provides robust scrutiny and challenge of the VNHTT leadership as an essential part of its function (see roles and responsibilities above). The Board will appoint suitably qualified colleagues to conduct its own annual review of training quality and provision as part of this process.	Termly meetings / Annual review	Vantage Strategic Board Accounting Officer / VNHTT BOARD Chair

10. External Moderation

The Strategic Board will appoint a suitably experienced external moderator for a three-year cycle. NASBTT best practice is followed to ensure not only impartiality, but the suitability of experience to act as a 'critical friend' and to verify the accuracy of the assessments made by VNHTT.

NASBTT best practice will also be followed to ensure the approach to sampling which underpins effective external moderation is purposeful and robust. Basic protocols will be agreed between VNHTT and the external moderator to ensure a representative (minimum 10%) cross section of trainees will be seen including borderline trainees.

The responsibilities of the external moderator will include:

- Detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures.
- Observations of the teaching of trainees in at least two partner schools.
- Meeting with stakeholder groups such as Headteachers, the SCITT Director, Programme leads, Professional tutors, Subject leads, Mentors and trainees.
- Discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the standards for QTS, and at what level.

- Scrutiny of internal moderation arrangements, drawing on the 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 standards for QTS and ITT criteria and including an evaluation of the accuracy of the assessments of trainees' attainment against the standards for QTS.

The agreed external moderation cycle for 2024-25 is set out below:

Date	Focus	Method - Synchronous / Asynchronous
Autumn Term	<p>Leadership:</p> <ul style="list-style-type: none"> • 24/25 SEF • 24/25 data evaluation • 25/26 strategic priorities • Compliance • Curriculum analysis (How well trainees are prepared to teach PP, EAL, SEND) 	<p>Virtual:</p> <ul style="list-style-type: none"> • Review of strategic documents and feedback
	<p>Achievement:</p> <ul style="list-style-type: none"> • Implementation of formative assessment processes • Review of trainee progress (sampled trainees) <p>Curriculum, teaching and training:</p> <ul style="list-style-type: none"> • Impact of Autumn Term trainee curriculum <p>Inclusion:</p> <ul style="list-style-type: none"> • Review of policies and practices 	<p>Virtual:</p> <ul style="list-style-type: none"> • Trainee e-learning sample, including trainees with declared disability and/or additional needs • Observation of progress review • Autumn Term trainee curriculum scrutiny • Policy scrutiny • Verbal feedback to Team Leader/s
Spring Term	<p>Achievement:</p> <ul style="list-style-type: none"> • Implementation of formative assessment processes • Review of trainee progress (sampled trainees) <p>Curriculum, training and teaching:</p> <ul style="list-style-type: none"> • Impact of Spring Term trainee curriculum <p>Professional behaviours, personal development and well being:</p>	<p>Virtual:</p> <ul style="list-style-type: none"> • Trainee e-learning sample, including trainees with declared disability and/or additional needs • Observation of progress review • Spring Term trainee curriculum scrutiny • Discussion with trainee sample • Verbal feedback to Team Leader/s

	<ul style="list-style-type: none"> Review of policy and practices 	
Summer Term	<ul style="list-style-type: none"> Revisit recommendations from previous visit <p>Achievement:</p> <ul style="list-style-type: none"> Review of trainee progress Moderation of summative assessment judgments <p>Curriculum, training and teaching:</p> <ul style="list-style-type: none"> Impact of trainee curriculum 	<p>Face to face visit: (This visit could be either early on in the Summer Term or during the summative assessment period)</p> <ul style="list-style-type: none"> Joint lesson observation of trainee sample Observation of mentor/lead mentor feedback Verbal feedback to Team Leader/s <p>Virtual:</p> <ul style="list-style-type: none"> Trainee e-learning sample, Observation of recorded summative assessment discussions (x 2)

11. Record keeping

The key documentation relating to quality assurance processes are all stored in the following locations

- VNHTT Sharepoint - Trainee evidence bundles; Professional tutor QA reports; Self-Evaluation Form and Improvement Plan; Compliance audit; Mentor and Professional tutor training materials; minutes, reports and resources from key meetings including all VNHTT BOARD meetings.
- Mosaic – progress review points, mentor meeting records, training materials, key operational documentation
- Steplab – coaching observation feedback; lesson drop-in feedback; shout-outs
- MS Forms – responses to all QA surveys from trainees, mentors, professional tutors, headteachers etc

12. Monitoring

All the processes outlined above feed into our self-evaluation processes and the production of the on-going self-evaluation form and improvement plan that is presented to the Vantage Strategic Board. The Board has responsibility to drive continuous improvement of provision to achieve our aim of excellence in all aspects.

13. Training and Development

Any training needs related to QA issues will be identified by the Vantage Strategic Board and the necessary arrangements made to address these.

14. Complaints

Any trainee with a complaint about any aspect of the quality of their training experience with VNHTT should be assured that their concerns will be taken seriously, investigated thoroughly and responded to appropriately. Full details of how to raise complaints are set out in the VNHTT Complaints policy.