

Quality Assurance Policy (CTTC 07)

Aims and values

CTTC is committed to delivering a high-quality, evidence-informed Initial Teacher Training (ITT) programme that is fully inclusive and enables all trainees to develop secure professional knowledge, apply this effectively in practice, and positively impact outcomes for all pupils.

Inclusion is central to CTTC's values. The programme is designed to ensure that trainees are equipped to teach diverse groups of learners, including those with SEND and those from disadvantaged backgrounds, and to foster classrooms where all pupils can succeed. This commitment extends to ensuring equitable access, support and opportunity for all trainees across the partnership.

Quality assurance is integral to this commitment. It is not solely concerned with compliance, but with evaluating and improving the effectiveness of the curriculum, mentoring and training provision, with a particular focus on ensuring inclusive practice is consistently embedded. Quality assurance processes are designed to ensure that all trainees receive a consistently high-quality and equitable experience, and that provision is continually refined in response to evidence.

CTTC recognises that effective quality assurance is the responsibility of all members of the partnership. Through clear policies, transparent processes and the systematic use of reliable evidence, CTTC ensures that the programme remains ambitious, inclusive and responsive to the needs of trainees, schools and the communities they serve.

Principles of Quality Assurance

Quality assurance at CTTC is underpinned by the following principles:

- **Inclusive:** Ensuring that all aspects of provision reflect a strong commitment to inclusion, including SEND and disadvantage
- **Impact-focused:** Evaluating the extent to which training improves trainees' knowledge, classroom practice and outcomes for pupils
- **Evidence-informed:** Drawing on research, inspection frameworks and internal and external data to inform evaluation and improvement
- **Developmental:** Supporting continuous improvement rather than solely monitoring compliance
- **Consistent:** Ensuring equity of experience for all trainees across the partnership
- **Responsive:** Adapting provision in-year in response to emerging strengths and areas for development

Areas of Quality Assurance

- Partnership agreements
- Recruitment processes
- Professional development of staff and training facilitators
- Curriculum design for both the trainee curriculum and mentoring curriculum, ensuring fidelity to the DFE's ITT Core Content Framework
- Trainee and mentor curriculum delivery including age phase and subject specific aspects of training
- School placements, mentoring and school-based training
- Formative assessment of trainees against the CTTC curriculum

- Assessment Only Route to QTS implementation and assessment
- Summative assessment of trainees against the Teachers' Standards for QTS and level 7 criteria for PGCE
- PGCE academic delivery
- PGCE assessment
- Trainee to ECT transition and performance under the ECF (Early Career Framework)
- Trainee suitability to practice
- Complaints and appeals procedures
- Equality and diversity
- Self-evaluation and development planning
- Apprenticeship guidance

Leadership and Management

Responsive and Adaptive Quality Assurance

Quality assurance at CTTC is designed to be responsive and adaptive. Findings from monitoring activities are used to make timely adjustments to the programme, ensuring that identified areas for development are addressed promptly.

This includes:

- Adapting curriculum delivery in response to trainee need
- Providing targeted support for mentors or schools where required
- Refining training materials and approaches based on feedback and outcomes

The CTTC Steering Group is responsible for:

- Ensuring this policy is working in practice
- Review and approval of partnership agreements
- Overall responsibility for compliance with the requirements for ITT
- Directing the work of the Quality Assurance Committee in the monitoring of compliance with the requirements for ITT providers
- Monitoring the self-evaluation and implementation of the strategic development plan to ensure compliance with the DFE ITT Compliance and Ofsted Criteria for ITE Education.
- Selection and de-selection of schools
- Reviewing the roles and responsibilities of the Partnership schools each year

The CTTC Quality Assurance Committee is responsible for:

- Monitoring compliance for both ITT and AOR route to QTS
- Directing the work of the Consortium Director to provide evidence of compliance and other QA issues
- Providing a regular report to the Steering Board on issues of Quality Assurance
- Monitoring progress of Trainees and the training/mentoring they receive
- Approving the final summative assessment of trainees and making recommendations for the award of QTS to the DfE

The Consortium Directors are responsible for:

- Overseeing the implementation of the QA procedures detailed in this policy below
- Providing regular reports to the Quality Assurance group on the findings and actions from quality assurance procedures
- Regularly updating the Self-Evaluation Document (SED), benchmarked against other ITT providers, and using this analysis to set the strategic development implementation plan which is submitted to the Steering Board for approval
- Updating and reporting on the compliance of the ITT programme to the Quality Assurance group
- Submitting trainee summative assessments to the Quality Assurance board for approval and recommendation for QTS to the DfE and PGCE to the accrediting university
- Appointing an external moderator for the QTS and Academic programme (with approval of the accrediting university)

External Moderators are responsible for providing feedback on:

- Curriculum intent, implementation, and impact for both the trainee and mentor curriculum
- Moderation of the formative and summative assessments of trainees leading to the award of QTS
- Moderation of the delivery and assessment of the academic programme leading to the award of PGCE
- Review of broader aspects of programme delivery including diversity of recruitment, workload for mentors and trainees; and the pastoral support of trainees
- Providing a written report which is evaluative and sets clear targets if action is required

Quality Assurance Processes

Quality assurance at CTTC is cyclical and iterative, involving continuous evaluation, feedback and improvement across all aspects of the programme.

Evidence gathered through quality assurance activities is used not only to monitor compliance, but to inform real-time improvements to curriculum delivery, mentoring, and trainee support. This ensures that the programme remains responsive to the needs of trainees and schools.

Findings from quality assurance processes are synthesised within the Self-Evaluation Document (SED), which informs strategic development planning and priority setting.

Programme aspect	QA Process	Layers of QA
1. Annual Self-Evaluation and Strategic Development Planning	ITT DfE Compliance and Ofsted ITE Inspection Framework criteria used to evaluate the programme backed up by evidence from internal QA summaries and external moderation feedback, benchmarked against national data to set targets for improvement.	<ol style="list-style-type: none"> 1. Internal QA Summarised for the year 2. External moderation feedback incorporated 3. Targets set to address gaps and exceed national benchmarks 4. Submitted to the Strategic Committee and Finance Committee for evaluation 5. Submitted to the Steering Group for approval
2. Partnership agreements	Annually reviewed to reflect the strategic aims of CTTC and updated ITT compliance. Adherence to the agreement is monitored through assessment and QA procedures below.	<ol style="list-style-type: none"> 1. Amendments made in line with Strategic Development Plan and ITT Compliance Criteria. 2. Submitted to the Finance Committee for evaluation 3. Submitted to the Steering Group for approval 4. Partnership members sign the agreement 5. Adherence monitored as part of QA summary submitted to the QA Committee
3a. Recruitment processes: Marketing	Recruitment processes are annually reviewed to ensure compliant with ITT Criteria, KCSIE and DfE Apply recommendations. Steps are taken to remove any unintentional bias related to candidates with a potentially disadvantaged background with regards to qualification standards advertised on DfE Apply. Marketing steps: <ol style="list-style-type: none"> 1. Marketing strategy followed to promote teacher training to a diverse group of potential candidates to meet the 	Enquiries QA: <ol style="list-style-type: none"> 1. Clear purpose and intentions for retaining information on potential candidates on the enquiries tracker for the purposes of marketing. 2. Permission request updated annually for potential candidates on the enquiries tracker 3. CCHSG Data Controller consulted annually to review

	<p>recruitment needs of our partner schools.</p> <ol style="list-style-type: none"> Contact details retained for the purposes of sharing information about CTTC courses and open events in line with GDPR. 	
<p>3b. Recruitment processes:</p> <p>ITT application and interview process</p>	<p>Application to appointment process:</p> <ol style="list-style-type: none"> Application received via DFE Apply Administration team screen for qualification compliance Application passed to Consortium Director for shortlisting Compliant candidates selected for interview Teaching task completed Interview completed Maths and English tasks completed Decision made whether to make a conditional offer Background checks completed: <ol style="list-style-type: none"> Online searches SD2 Enhanced DBS Disclosure Right to work in the UK References Overseas Police Checks DFE Prohibition checks Disqualification declaration (Primary) Suitability to train to teach checks completed: <ol style="list-style-type: none"> OH referral Equality monitoring data collected following recruitment to the course. 	<p>Single Central Record and Compliance Monitoring</p> <ol style="list-style-type: none"> SCR information and evidence compiled by CTTC Administration SCR monitored by Consortium Directors alongside lead Administrator to check for errors and compliance University screens DFE apply information to confirm compliance and requests information for any gaps to confirm conditions met Lead school representative spot checks compliance and evidence within the SCR Compliance reported to the QA Committee DfE carry out ad-hoc compliance checks
<p>3c. Recruitment processes:</p> <p>Assessment Only Route application and interview process</p>	<p>Application to appointment process:</p> <ol style="list-style-type: none"> Application received directly Administration team screen for compliance to DFE AOR compliance and employment status (CTTC only accept AOR applications from candidates employed in a DFE registered school) Application passed to Consortium Director for shortlisting Compliant candidates requested to submit a CAP (Candidate Assessment Profile) Candidates with sufficient evidence are selected for a Stage One Initial Needs Assessment visit. Reasonable adjustments offered to overcome any barriers to initial assessment Lesson observations carried out Interview with mentor and Headteacher 	<p>Compliance checking:</p> <ol style="list-style-type: none"> Administration team receiving application Consortium Director screening CAP evidence; school and candidate declarations School based mentor and Headteacher share views on candidate's suitability for the programme Initial Needs Assessor makes recommendation to be enrolled on the programme. Compliance reported to the QA Committee

	<p>carried out</p> <ol style="list-style-type: none"> 9. Qualifications checked 10. Evidence against CAP checked 11. Suitability and background checks confirmed by the employing school 12. Candidate is accepted onto the programme with an Assessment Plan 	
<p>4. Assessment Only Route to QTS implementation and assessment</p>	<p>The Assessment Only Route to QTS is open to eligible candidates that are employed to teach in a DFE registered school. Eligible candidates proceed through 4 stages of assessment:</p> <ol style="list-style-type: none"> 1. Application 2. Initial Needs Assessment 3. Assessment Visit 4. Quality Assurance <p>The handbook and procedures are updated annually to ensure compliance with the DFE Criteria.</p>	<ol style="list-style-type: none"> 1. First CTTC Assessor (who also engages in the assessment and moderation/QA procedures of the ITT programme) carries out an initial assessment and sets the Assessment Plan in collaboration with the school based Headteacher and mentor. 2. A second CTTC Assessor (who also engages in the assessment and moderation/QA procedures of the ITT programme) moderates the first assessor's judgements and ensures that the targets set out in the Assessment Plan have been met. 3. A third CTTC Assessor than checks that all compliance has been adhered to before a recommendation for QTS is put forward. 4. All procedures are moderated by the External Moderator annually. 5. Compliance and outcomes are reported to the QA Committee 6. Recommendation for QTS taken to the QA Committee.
<p>5. Professional development of staff and training facilitators</p>	<p>Induction process for new Lead Mentors, PTs, LSMs:</p> <ol style="list-style-type: none"> 1. Overview of the policies and procedures with Consortium Director 2. Initial support with planning and preparation with Consortium Director or experienced colleague 3. Shadowing and mentoring of initial visits with Consortium Director or experienced colleague 4. Early monitoring visit to ensure settled from Consortium Director. <p>Facilitator (delivery team) induction:</p> <ol style="list-style-type: none"> 1. Sharing of curriculum aims and overview for the module being delivered. 	<p>Sustaining Quality:</p> <ol style="list-style-type: none"> 1. PMR process for Assistant Consortium Directors 2. Assistant Consortium Directors have completed the NPQLTD 3. Termly updates for PTs, LSMs, Training Managers and core facilitators 4. Termly Trainee and Mentor Feedback 5. Annual self-reflection tool 6. Annual observation of delivery by Consortium Director 7. Annual QA visit by Consortium Director to observe trainee to confirm assessment judgements

	<p>2. Training materials submitted to Consortium Director for adherence to curriculum and appropriate links to statutory ITT CCF.</p>	<p>8. Annual External Moderation 9. Summary reported to the QA Committee</p>
<p>6. Curriculum design for both the trainee curriculum and mentoring curriculum, ensuring fidelity to the DFE's ITT Core Content Framework</p>	<p>The CTTC ITT curriculum is a carefully sequenced, evidence-informed programme designed to enable trainees to develop secure knowledge, apply this through deliberate practice, and integrate learning over time.</p> <p>The curriculum is underpinned by the ITTECF and goes beyond this entitlement through subject-specific and phase-specific training, ensuring that trainees are well prepared for the contexts in which they will teach. The curriculum is structured around clearly defined components and 'active ingredients' which are revisited and built upon over time to support long-term learning.</p> <p>The mentor curriculum is designed to align closely with the trainee curriculum, ensuring that mentors are equipped to support trainees effectively through instructional coaching, modelling, and feedback. This alignment ensures coherence between centre-based and school-based training.</p> <p>Inclusion, including SEND and disadvantage, is embedded as a golden thread throughout the curriculum. Trainees are supported to develop the knowledge and strategies required to adapt teaching effectively to meet the needs of all pupils.</p>	<p>1. Consortium Directors have completed the NPQLTD and the NPQSENDCo to ensure quality of curriculum design 2. Annual review of underpinning evidence base for subject studies 3. Termly meeting with LSMs and core delivery team to ensure fidelity to the CCF and subject specific evidence base 4. Termly updates with the regional network to review mentor curriculum 5. Annual update of curriculum handbook and subject studies schemes of learning with LSM team 6. Curriculum updates shared with the Strategic Committee and approved by the Steering Board</p>
<p>7. Trainee curriculum delivery including age phase and subject specific aspects of training</p>	<p>The curriculum delivery is monitored through:</p> <ol style="list-style-type: none"> 1. Observation of GPS Delivery by Consortium Directors 2. LSM and Delivery Team Self-reflection 3. Subject Studies observation by Consortium Directors 4. Mentor feedback questionnaires 5. Trainee Feedback Questionnaires 6. Evaluation of the impact from trainee assessments 	<ol style="list-style-type: none"> 1. Observation of delivery by Consortium Directors 2. Consortium Director evaluates feedback from mentor questionnaires, trainee questionnaires and LSM self-reflections 3. Consortium Directors carry out QA visits to observe trainees teaching to monitor curriculum impact 4. Termly feedback to the QA Committee 5. External moderation observes sessions and quality assures the monitoring carried out by the Consortium Directors

8. Mentor curriculum delivery including age phase and subject specific aspects of training	<p>The mentor curriculum is monitored through:</p> <ol style="list-style-type: none"> 1. Mentor and trainee feedback questionnaires 2. Lead Mentor, LSM and PT observing and moderating mentor practice and feedback to trainees. 3. Half-termly update meetings for mentors 4. Observation of regional training 5. Mentors complete Instructional Coaching training to ensure trainees are provided with consistent precise, actionable feedback 	<ol style="list-style-type: none"> 1. Consortium Director evaluates feedback from mentor questionnaires, trainee questionnaires and LSM/PT/TM AP visit reports 2. Consortium Directors carry out QA visits to monitor quality of AP visits 3. Termly feedback to the QA Committee 4. External moderation observes mentoring and the monitoring carried out by the Consortium Directors 5. New Lead Mentors are accompanied on their first AP visits and have the opportunity to shadow an experienced Lead Mentor to observe good practice.
9. ITaP	<p>Intensive Training and Practice (ITaP) is a key component of the CTTC ITT curriculum. ITaP is designed to bridge the gap between theoretical knowledge and classroom practice through structured and deliberate cycles of learning.</p> <p>Each ITaP cycle follows a sequenced approach:</p> <ul style="list-style-type: none"> • Introduction of key concepts and evidence • Modelling of effective practice • Opportunities for rehearsal and deliberate practice • Application in the classroom • Structured reflection and feedback 	<ol style="list-style-type: none"> 1. Learning from ITaP is reviewed using pre and post ITaP quizzes and AP documentation. 2. Mentor training before each ITaP to ensure consistency of support and experience for trainees. 3. Annual review of ITaP following delivery to make changes/updates as necessary.
10. PGCE academic delivery	<p>Tutors appointed by and induction delivered by Consortium Director responsible for academic studies.</p> <p>Academic days run by Consortium Director responsible for academic studies outlines expectations for all tutors.</p> <p>Briefing and moderation meetings held at the start and end of each action research cycle.</p> <p>Input from University link tutor.</p> <p>Annual external moderation carried out by another HEI to evaluate the programme delivery and assessment judgements.</p>	<ol style="list-style-type: none"> 1. Consortium Director responsible for academic studies monitors the tutoring team and outcomes. 2. Link tutor moderates the delivery and assessment 3. External Examiner carries out an annual moderation 4. Examiners report feedback to QA Committee.
11. School placements, mentoring and school-based	<p>School placements are offered in allocation bids made by the partner schools.</p> <p>Roles and responsibilities are clearly outlined</p>	<ol style="list-style-type: none"> 1. PTs, LSMs or TMs carry out a visit to school every half-term as part of AP visits to ensure quality of placement.

<p>training</p>	<p>in the Partnership Agreement, the course handbook and within CTTC policies.</p> <p>Trainees are provided with two contrasting school placements within the partnership offer along with complimentary age phase (nursery, sixth form), SEND and EAL experience.</p> <p>The handbook and weekly email updates to the trainees, mentors, PTs, LSMs and Training Managers ensures consistency of message and week by week expectations for school-based training to ensure alignment to the overall curriculum.</p>	<ol style="list-style-type: none"> 2. Consortium Director evaluates feedback from trainee questionnaires and general feedback from trainees 3. Consortium Directors carry out annual visit to all trainees in all placement schools. Sooner if concerns flagged. 4. Termly report submitted to the QA Committee 5. Recommendation for selection or de-selection of a school made to QA committee if required
<p>12. Trainee to ECT transition and performance under the ECF (Early Career Framework)</p>	<p>ECT transition document agreed regionally for consistency of information shared and support offered by ITT providers.</p> <p>Follow up questionnaires sent to ECTs in first term of teaching to identify any support requirements.</p> <p>TSHs contact CTTC when required for additional information or support.</p>	<ol style="list-style-type: none"> 1. ECT transition tracked and reported within the SED. 2. Teaching School Hub refers AB to ITT provider with feedback when required.
<p>13. Trainee suitability to practice</p>	<p>Trainee suitability to practice policy clearly outlines the steps and procedures to be taken in the event of a trainee not reaching the expected milestones at any point during the course.</p> <p>Similar procedures are also followed in the event of misconduct and outlined in the disciplinary policy.</p>	<ol style="list-style-type: none"> 1. Any member of the training team can flag a concern 2. Initial concern escalated to PT/LSM or TM 3. Escalated to Consortium Director 4. Any trainee moving to an ASP is flagged with the Personnel Committee 5. Any trainee failing to meet the requirements of an ASP or in breach of the code of conduct is referred to a panel made up of members of the Personnel Committee by the Consortium Director.

Assessment Principles

Assessment within the CTTC ITT programme is designed to support trainee development and ensure robust, accurate judgements about readiness for Qualified Teacher Status (QTS).

Formative assessment focuses on trainees' progress through the ITT curriculum, supporting them to develop and apply knowledge over time. This includes regular feedback, reflection and target setting.

Summative assessment is made against the Teachers' Standards and, where applicable, Level 7 PGCE criteria. The ITT Core Content Framework informs curriculum design but is not used as an assessment framework.

Quality assurance processes ensure that assessment is:

- Valid and reliable
- Consistently applied across the partnership
- Supported by robust moderation processes

14. Formative assessment of trainees against the CTTC curriculum				
Formative Assessment				
When	Criteria	Who	Evidence	Tools
Weekly	Weekly curriculum objectives (theory into practice)	Mentor	<ul style="list-style-type: none"> • Critical reflections on knowledge development • Professional discussions • Lesson observation • Actions against previous week's targets 	<ul style="list-style-type: none"> • Weekly email with discussion focus • Evidence based summary • Centre based learning summary • Suggested deliberate practice target • Lesson observation outcomes
<i>Moderation & QA</i>		<i>Half-termly Assessment Point Visits by Lead Subject Mentor and Professional Tutors</i>		
Weekly	Subject knowledge audits	Lead Subject Mentors	<ul style="list-style-type: none"> • Self-reflection • Lesson planning • Submission of independent learning tasks 	<ul style="list-style-type: none"> • Subject knowledge audits
<i>Moderation & QA</i>		<i>Half-termly review by CTTC Consortium Directors</i>		

14. Summative assessment of trainees against the Teachers' Standards for QTS and level 7 criteria for PGCE				
Summative Assessment				
When	Criteria	Who	Evidence	Tools
Half-term	Progression summary against Knowledge & Understanding and Skills & Application milestones for each term	Lead Subject Mentors and Professional Tutors	<ul style="list-style-type: none"> • Critical reflections on knowledge development • Professional discussions • Lesson observations • Lesson planning • Pupil progress tracking • Actions against previous week's targets 	<ul style="list-style-type: none"> • AP checklist • Lesson observation with mentor • Targeted criteria for professional discussion to ensure key understanding has been retained.
<i>Moderation & QA</i>		<i>Internal termly moderation with Lead Mentors, Lead Subject Mentors, Professional Tutors and CTTC Consortium Directors</i> <i>Report submitted to the Curriculum Committee</i>		
End of term 1	PGCE Action Research 1 Assessment Criteria	PGCE Tutors	Action Research paper	
<i>Moderation & QA</i>		<i>Internal moderation and sample to the University</i>		
Start of term 3	PGCE Action Research 2 Assessment Criteria	PGCE Tutors	Action Research paper	
<i>Moderation & QA</i>		<i>Internal moderation and sample to the University</i> <i>External moderation by another HEI Institute</i> <i>Report submitted to the Curriculum Committee</i>		
End of course	Teachers Standards Part 1 & 2	Lead Subject Mentors and Professional Tutors	<ul style="list-style-type: none"> • Critical reflections on knowledge development • Professional discussions • Lesson observations • Lesson planning • Pupil progress tracking • Actions against previous week's targets 	<ul style="list-style-type: none"> • Teachers Standards Checklists
<i>Moderation & QA</i>		<i>Internal final moderation with Lead Subject Mentors, Professional Tutors and CTTC Directors</i> <i>External annual moderation of the programme and assessment judgements through ITT Network and Teaching School Hub</i>		
<i>Final Outcome</i>		<i>Recommendation for QTS made to QA Committee</i> <i>Recommendation for PGCE award made to the University Assessment Panel</i>		

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Next Review: April 2028