

Quality Assurance Policy

Approved on	20th July 2026
Approved by	Board of Trustees
Next Review Date	16th July 2029

Change Record

Date of Change:	Changed By:	Comments:
10.7.25	JPT	No changes
15/07/26	JPT	Terminology changes.

Date of next review: 15/07/29

Aims and values:

Essex and Thames SCITT is committed to ensuring a high standard of training provision that complies with the requirements and standards for Qualified Teacher Status,, Anglia Ruskin University, DBS, Student Finance, Office for the Independent Adjudicator, ESFA and our partnership agreements with schools and the university. The Partnership recognises that the implementation of effective quality assurance processes and procedures is fundamental to the realisation of its commitment to the provision of the highest possible quality training and as such is the responsibility of every member of the partnership.

The SCITT provides high quality programmes that are continually being monitored and evaluated and improved. Quality assurance is a standing agenda item for The Headteachers' Advisory Board and the SCITT has its own Quality Improvement Committee

that meets termly. All work in this area is based upon clear policies, transparent processes and reliable evidence.

Areas that are quality assured include, but are not limited to;

- Recruitment and retention;
- Recruitment of staff;
- Selection and deselection of schools;
- Policies relating to the entire training programme;
- Financial systems;
- Provision for NQTs;
- Assessment of Trainees, Apprentices and Practitioners & the award of QTS;
- Centre-based training;
- Effectiveness in meeting the needs of the schools in the locality;
- Leadership and management;
- Provision of school-based training;
- Training and development of mentors in school;
- Training and development of centre-based staff;
- Trainee induction;
- Management of the training programme including the provision of resources;
- The effectiveness of communication;
- Complaints and appeals procedures;
- Equal opportunities (including race equality) across all areas of the partnership's work;
- Compliance with the requirements of The University;
- Staff performance.

The Role of the QA Committee

The role of the committee is to ensure the quality and continual improvement of Essex and Thames SCITT training provision by:

General:

- Regularly monitoring data reports

- Responding to DfE/Ofsted directives or recommendations and national reports/findings and other benchmark information
- Reviewing External Examiner and External Moderator reports and planning relevant responses to issues raised
- Reviewing the quality of the programme planning
- Listening to the views of stakeholders, including Trainees, Apprentices and Practitioners and responding to those views
- Identifying key focus points for critical review of procedures and systems
- Reviewing improvement-based personnel training
- Advising the HT Executive Advisory Board with regard to quality and recruitment
- Reviewing all annual audits
- Progress made by SCITT NQTs

Centre-based Training:

- Reviewing the quality of the delivery of centre-based training
- Reviewing the impact of centre-based training on school practice
- Ensuring that the most current and relevant research and theory underpins the programmes delivered
- In collaboration with the university, reviewing academic standards and procedures for marking and grading;

School-based Training:

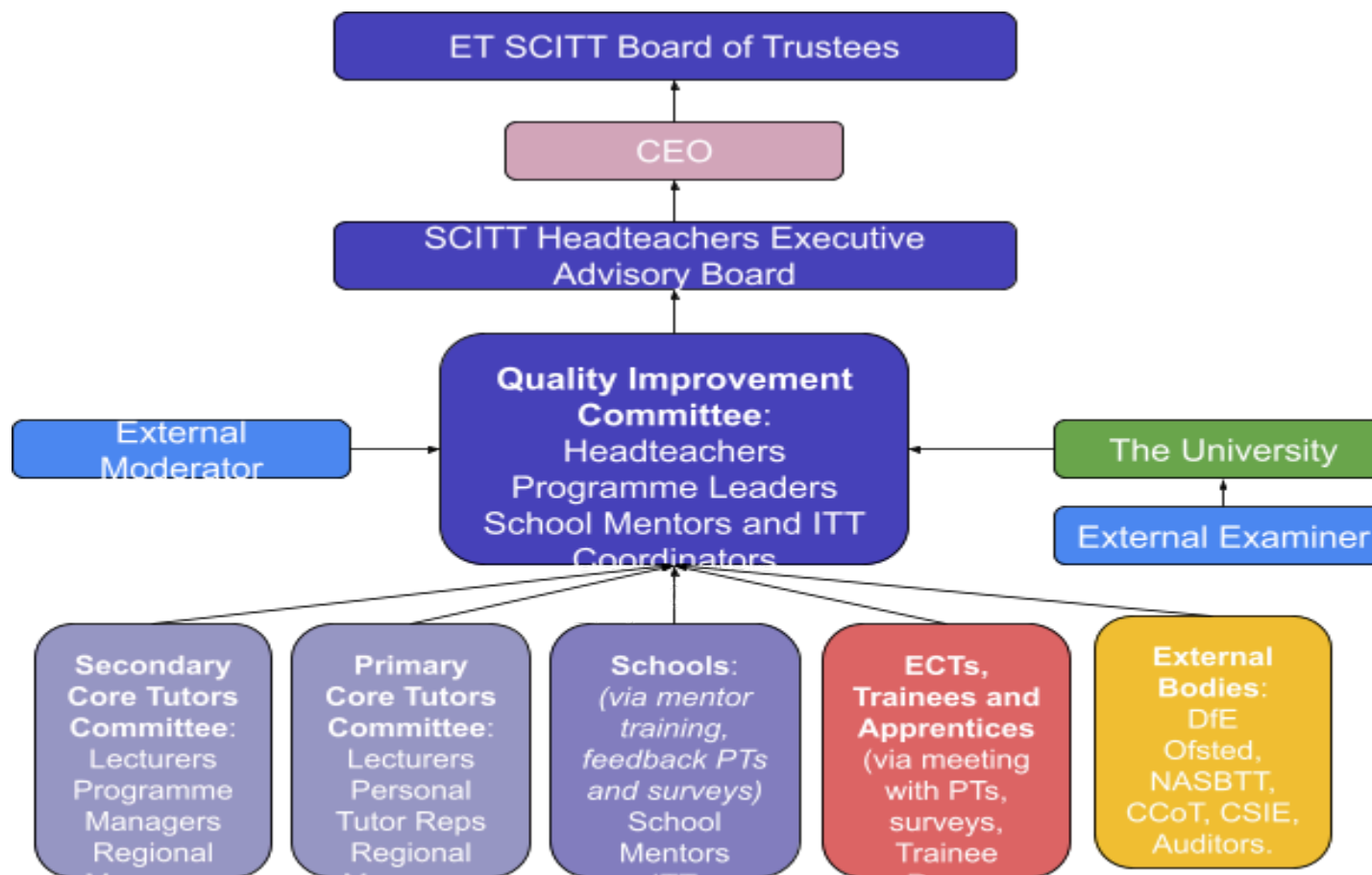
- Reviewing assessments of the progress of trainees in school through lesson observations, feedback and evaluations
- Reviewing data gathered with regard to the provision in schools
- Monitoring consistency and quality of mentoring

The committee comprises:

Primary Executive Director SCITT SLT Headteachers School Mentors	Secondary Executive Director SCITT SLT ITT Coordinators Academic link with the university
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Academic link with the university SCITT Administrator. Trainee and Apprentice Reps	SCITT Administrator. Trainee and Apprentice Reps
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Evidence scrutinised by each committee contributing to quality assurance may be found in their terms of reference.



[The Board of Trustees terms of reference](#)

[The Headteachers Executive Advisory Board \(The Members\) terms of reference](#)

[Primary and Secondary Quality Assurance terms of reference](#)

[Core Tutor Groups terms of reference](#)

Monitoring:

- Relevant documentation relating to the areas identified in this policy are reported to the QI Committee at their termly meetings;
- The recommendations of this committee will substantially inform the termly updated and reviews of the SCITT improvement plan;
- The QI Committee will produce an annual report which will be circulated to the Board of Trustees

Area	Initial QI Processes	On-going processes	
Recruitment of trainees, apprentices and students	Recruitment is made against core requirements as detailed in the Learner Recruitment Policy	Termly analysis of trainee performance is scrutinised by the QI Committee against recruitment criteria	All policies are reviewed annually by the Headteacher's Advisory Board. All data is scrutinised by the QI Committee who report to the Headteacher's Advisory
Quality of Lectures	Scrutiny of course content by Exec Director and Academic Lead	Regular Tutor observations, Moderator observations, Trainee feedback, Trainee questionnaires and scrutiny of Trainee grades scrutinised by the QI Committee	
Quality of placements	Initial visits by Tutors, induction training and capacity audits	Regular Tutor feedback, Trainee questionnaires, Trainee grades and Moderator observations scrutinised by the QI Committee	
Quality of	Initial selection is made by	Regular Trainee feedback, Trainee	

mentoring	Headteachers and early visits by PTs check the reliability of these selections.	questionnaires, PT observations, School Mentor observations and Moderator observations scrutinised by the QI Committee	Board and Governing Body. All QI is additionally scrutinised by Ofsted.
Quality of resources	At the start of each year a full resources audit is carried out by the Admin team. Resources (relating to larger spends) are reviewed at the end of each year in light of feedback	Regular Trainee feedback, Trainee questionnaires, Admin audits and Lecturer feedback scrutinised by the QI Committee	
Assessor recruitment and training	Recruitment is made against core requirements as detailed in the Staff Recruitment Policy	Regular observations, moderation and PMRs are carried out throughout the year.	
Assessor practice and decisions	Training is held prior to assessment focussing on continuity of judgements and processes.	Regular observations, moderation and PMRs are carried out throughout the year.	
Standardisation and moderation activities	Judgment criteria, focussing on continuity of judgements and processes is shared with all internal and external moderators	20% of all assessments will be peer moderated and each year a sample will be externally moderated.	
Complaints and appeals procedure	The SCITT complaints and appeals procedures are applied to the End-point Assessment process. These are available from the outset to all candidates via the	The SCITT complaints and appeals procedures are regularly scrutinised by the Office of the Independent Adjudicator.	

	SCITT's VLE.		
Fair access	The SCITT's Equal Opportunity Policy is applied to the End-point Assessment process.	A bi-annual inclusion audit is carried out, the results of which are scrutinised by the Headteachers Advisory Board.	
Conflict of interest policy	The SCITT's Conflict of Interest Policy is applied to the End-point Assessment process.	Each year the SCITTs finance officer collates data from staff and school leaders in order to identify any issues. Should any be identified these are then brought to the Headteachers Advisory Board for discussion.	
Strategy for ensuring comparability and consistency of assessment decisions	All staff undergo regular training in relation to their ability to make accurate judgements.	Staff are observed at least twice a year by their colleagues so that 20% of assessments are peer moderated. An External Moderator from another SCITT and External Examiner for the University also provide external benchmarking in relation to assessment decisions.	
How we improve the quality of assessment practice	Quality assurance is a constantly evolving process. The various issues arising will in turn lead to scrutiny of the QI process itself in order to ensure that processes are as rigorous and timely as possible.		