



**UCL**

# **UCL Early Career Teacher Programme Quality Assurance Strategy**

Reviewed Sept 2022

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## 1. Purpose

The purpose of our QA strategy is to ensure **continual fidelity to the UCL Early Career Teacher programme** and **high-quality outcomes** for **all** ECT and mentor participants.

The high-quality outcomes are the changes we hope to see resulting from ECT and mentor engagement in the Full Induction Programme (FIP). These are central to meeting the Department for Education key performance indicators (KPIs) and the 6 factors captured in our logic model.

### 1.1 Principles

- Our QA strategy is in line with The Centre for Educational Leadership (CEL) vision and values: quality assurance is done with our partners and not to them, focuses on continuous improvement for all, and builds capacity in the system.
- Our QA strategy ensures that programme intent is implemented as designed, and consistently across all Delivery Partners, so that all participants benefit from high-quality outcomes.
- Our QA strategy is evidence informed and based on the triangulation of data from different sources.
- The conclusions reached by the QA processes are robust and stand up to external scrutiny.

### 1.2 Audience

The audience for this policy is:

- ECF Governance Board members
- UCL ECF Programme Leaders and UCL ECF Administrators
- Delivery Partner ECF Leads and ECF Administrators
- School Induction Tutors
- ECF Facilitators

### 1.3 Key Performance Indicators (DfE)

#### Retention

A minimum of **75%** of the participants that start the programme are retained by the end of year 2 of delivery. (Retention rates will be measured for each cohort from the start of the programme through to the end of each year of the programme i.e., at the end of year 1 and year 2.)

#### Satisfaction

A minimum of **80%** of the participants rate their experience of the UCL programme as good or above at the end of year 1 and 2.

The DfE survey satisfaction question is included in all module completion forms to provide us with regular ongoing insights into participants' satisfaction.

## 1.4 High Quality Outcomes

The following 6 factors captured from our logic module will ensure a high-quality experience of our programme for ECTs and mentors. They will encounter these factors through their in-school self-study and mentor meetings, through their exploration of the learning platform, and through facilitated sessions.

1. They (ECTs and mentors) will have a **strong knowledge** of the ECF – a summary of the evidence base underpinning effective teaching.
2. They will know how to **apply their understanding** of the ECF research in their own practice, selecting judiciously – for the pupils they teach, for the subject they teach, for the school they teach in.
3. They will **experience ‘revelatory moments’** in their sessions – these may be tips to try, or they may be new ways of thinking about their experiences.
4. They will **see the value** of engaging in professional development, believe that it is improving them as teachers, and be willing to put the effort in – while not being overwhelmed by any additional workload that it entails.
5. They will enjoy that they are **developing as professionals** – mentors, will develop new ways of thinking and working and become more valued for their contribution; ECTs will see the progress they have made since their ITE year, and, however hard they still find the business of teaching, will be able to see teaching for the beautiful and complex thing that it is and will recognise that growing and developing to become a great teacher is a lifetime’s commitment.
6. They will increasingly **find their voice** and feel that it is listened to – they will develop their teacher persona, be surer of their purpose and be confident that the work they do is professionally, morally, and emotionally rewarding and deeply valued.

We believe that, by the achievement of the six factors above, we optimise the chances that our teachers will remain in the profession and be happy and successful in it.

## 2.0 Role of Governance Board

Our Governance Board, comprising of senior leaders from across all our Delivery Partners, are responsible for monitoring performance against KPI metrics to ensure they are met. The ECF strategic lead and the Chair of the Delivery group, report to the Governance Board and provide monthly reports.

## 3.0 QA Strands

There are 9 strands to our QA strategy. The table below provides an overview of each strand mapped against each of the quality outcome measures. We will collect and then learn from quantitative and qualitative data to continually improve our programme and ensure high-quality outcomes for all participants.

	Fidelity to ECF	High-quality learning experience & outcomes	Retention	Satisfaction
3.1 Facilitator recruitment and development	x	x		

	Fidelity to ECF	High-quality learning experience & outcomes	Retention	Satisfaction
3.2 DP QA of facilitated sessions and online learning communities (OLC)	x	x		
3.3 Module evaluation & Improvement planning	x	x	x	x
3.4 Tracking participant status and engagement e.g. attendance at facilitated sessions			x	x
3.5 Tracking the quality of mentoring	x	x		
3.6 Joint QA visits	x	x	x	x
3.7 Monthly reports & contract meetings	x	x	x	x
3.8 QA links and further joint QA activity	x	x	x	x
3.9 Monitoring feedback and complaints		x	x	x

### 3.1 Facilitator Recruitment and Development

#### Recruitment of facilitators

Facilitators are integral to the success of our programme. It is vital that ECTs and mentors enjoy a high-quality 2-year experience regardless of the school or local authority district they are in and the Delivery Partner they are working with. All facilitators are recruited by our Delivery Partners against published selected criteria in our [Guide for Facilitators](#) and should be supported by references. DPs should ensure all facilitators engage in facilitator development provided by UCL.

Delivery Partners should record the names of all their facilitators, the clusters they facilitate and length of time as an ECF facilitator on this [QA Log](#). They should share this with UCL in the 'facilitators

folder' in their Delivery Partner Teams Channel by 1<sup>st</sup> October. The QA Log should be kept up to date with any follow up actions from QA activities.

## Development

We wish to build capacity across our facilitator team, to explore mechanisms to identify and share best practice and provide mutual support. We also wish to capture the quality of facilitated sessions and Online Learning Communities - formally, through visiting sessions and informally through facilitator meetings such as teach meets, open dialogue, shadowing opportunities.

The table below shows the range of facilitator development provided by UCL and Delivery Partners to ensure the highest quality of our programme.

<b>Quality Assurance activity</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Responsibility</b>
Facilitator development	Develop facilitators' knowledge and understanding of The Early Career Framework and how the UCL Early Career Teacher programme builds on this. Familiarise facilitators with UCL Extend, the digital platform. Ensure facilitators understand their role in supporting ECT / Mentor engagement. Ensure facilitators understand how they can contextualise materials for their clusters.	All facilitators to engage in UCL facilitator development	UCL to design and facilitate facilitator development with Delivery Partners
Attend the ECT and/or Mentor Induction Conference	Develop facilitators' knowledge and understanding of The Early Career Framework and how the UCL Early Career Teacher programme builds on this.	Annually (if deemed appropriate by UCL)	UCL
Facilitator meeting e.g., Teach Meets	Provide opportunities for professional dialogue, sharing good practice and trouble shooting.	Termly	Delivery Partner

## 3.2 DP QA of Facilitated Sessions and Online Learning Communities (OLC)

The programme has been written for ECTs and their mentors across the full phase and specialism range because the content of the ECF is relevant to all new teachers with QTS. Facilitators must ensure fidelity to the ECF; however, they are encouraged to adapt the relevant slide packs and

materials from UCL Extend for their style and their cluster group. They can, for example, adapt scenarios, focused vignettes/case studies for the settings the ECTs in their group are teaching in.

To ensure fidelity to the ECF, high-quality facilitation of sessions and high-quality learning experiences for **all** participants, QA of live sessions and OLCs by Delivery Partners will take place.

Delivery Partners will be responsible for putting together a schedule of QA for facilitated sessions and Online Learning Communities that:

1. Includes a range of QA activities such as formal visits, drop ins, sampling of materials, watching recordings etc
2. Provides opportunities for regular professional feedback to facilitators using the [Ensuring High Quality Outcomes Feedback Form](#). Records of feedback forms should be kept internally, but key actions arising from them should be recorded on the [QA Log](#) and shared with UCL in the Delivery Partner Teams Channel.
3. Ensures they know the strengths and areas of development of all of their facilitators, can identify exceptional practice to share, and provide swift support where needed.
4. Is responsive to feedback from participants in End of Module Completion Forms and addresses potential gaps in participant learning quickly.
5. Ensures they have an accurate insight into the learning of both ECTs and mentors in their partnership across different types of sessions.

### 3.3 Module Evaluation & Improvement Planning

At the end of each module, ECTs and mentors are required to complete an End of Module Completion Form on the UCL Extend platform. They are used to:

1. Track participant satisfaction ratings
2. Evaluate programme impact at Lead Provider and Delivery Partner level
3. Track participant perception of learning over time at Lead Provider and Delivery Partner level
4. Gather qualitative data about our 6 High Quality Outcomes.

End of Module Completion Forms always follow [this format](#). The form is placed in the final week of every module in UCL Extend and must be completed 2 weeks after the end of the module for standard participants.

UCL collate and analyse the end of module responses and produce, for each module, an end of module evaluation report which captures:

1. ECT Satisfaction
2. Mentor Satisfaction
3. Impact of Mentoring
4. Impact of ECT Self-Directed Study
5. Impact of Mentor Self Directed Study
6. Impact of ECT Online Learning Community (OLC)
7. Impact of Mentor Online Learning Community (OLC)
8. ECT and Mentor Perceptions of Learning Over Time
9. Our 6 High Quality Outcomes

The End of Module Evaluation Report is sent to The Department for Education, ECF Governance Board and shared with Delivery Partners. It is also shared with other external evaluators. Data from each module is added to a dashboard to enable us to track and monitor programme impact over time.

DPs should also complete an analysis of End of Module Completion Form data for their participants at the end of every module. They can download their data from UCL Extend using this [Superuser Guide](#). Their data analysis should inform their future QA activity and facilitator development, and they should record any follow up actions on their [QA Log](#). A guide to data analysis can be found in the [QA Handbook](#).

### 3.4 Tracking Participant Engagement

The DfE have stipulated that to demonstrate that a participant is engaged in the programme we need to provide evidence at various points throughout the programme that:

- Each participant has attended the relevant programme training events.
- Each participant has completed a minimum of 50% of the expected self-directed study.

Overall, we expect participants to attend 100% of the programme, utilising missed session recordings where necessary. At a minimum we expect participants to attend 75% of the programme. This will need to be closely monitored on an on-going basis.

Participant engagement will need to be tracked through ongoing participant status monitoring e.g., understanding if a participant has decided to withdraw from the programme including recording an accurate participant status change date, attendance registers (both for f2f/ online events and any session recordings watched), completion of End of Module Completion Forms and engagement on UCL Extend.

Reporting frequencies will be confirmed and may vary depending on programme need.

Delivery Partners will use these data collection sources to identify whether a participant is retained, needs following up or has withdrawn from the programme.

UCL will report engagement data to the DfE and the ECF Governance Board. This may also be shared with other external evaluators.



QA activity	Purpose	Frequency	Responsibility and process
Participant status tracking	To inform UCL of any known participant status changes including the provision of an accurate status change date.	Ongoing and by exception. A summary will need to be provided in the Delivery Partner Monthly Report. Supplementary information may need to be submitted at an individual participant level e.g., status change date and narrative context.	Delivery Partners are expected to identify participant status change either via a participant directly reporting this, or through ongoing monitoring of participant engagement with follow up on any causes for concern.
Attendance registers	Identify participants who are engaged in the programme and those that are disengaged to support them to re-engage.	All ECT and Mentor programme events, including induction conferences, ECT facilitated sessions and ECT and Mentor Online Learning community sessions. This will need to include both face-to-face/online sessions attended, and any recordings watched if the participant was unable to attend the live event. A summary will need to be provided in the Delivery Partner monthly report.	Delivery Partners to collect attendance data from facilitators and report attendance to UCL via their Teams channel.  UCL will track the attendance of all participants across the programme in order to trigger concerns with the Delivery Partner.
Facilitator Feedback Forms	Identify pastoral or well-being concerns. Identify activities where participant engagement was particularly noteworthy or where they are concerns regarding participant engagement.	As decided by Delivery Partner.	DPs to set up a form for facilitators to record any concerns. An example form can be found <a href="#">here</a>  Facilitator will complete The form where they have concerns about participant wellbeing or engagement. Concerns will be followed up by Delivery Partners as appropriate

QA activity	Purpose	Frequency	Responsibility and process
Completion of End of Module Completion Form.	Identify signs that participants maybe engaged in the programme and those who may be disengaged, to support them to re-engage. Identify strengths and possible areas for adjustment in programme materials.	End of each module 5 modules in Y1 4 modules in Y2	UCL to analyse end of module data and produce a report identifying strengths / areas for development and how we are addressing these.  Delivery Partners will be expected to follow up with those who have not submitted their forms to ensure timely completion.
Tracking engagement on UCL Extend	Identify signs that participants may be engaged in the programme and those who may be disengaged to support them to re-engage.	Monthly	UCL to set up super users for each Delivery Partner so they can track participant engagement.  Delivery Partners to follow up with school Induction Tutors where there are signs that ECTs / Mentors are disengaged.

### 3.5 Tracking the Quality of Mentoring

Mentoring across the programme is strong and has the biggest impact on ensuring high quality outcomes for ECTs. However, there are a significant minority of cases where mentoring is not strong. To ensure swift intervention takes place where needed, DPs should analyse their EMCF data on a module-by-module basis using the Superuser Guide [here](#) and follow up with Induction Tutors where an ECT rates the quality of their mentoring as less than 7. Any follow up action should be recorded on their monthly reports.

### 3.6 Joint QA Visits

These will take place at least once a year in order to:

- Standardise QA judgements of facilitated live sessions.
- Support DPs in their leadership of QA and facilitator development.
- Address patterns emerging from end of module data.
- Strengthen dialogue and collaboration across our partnership and collate best practice to share.

The Delivery Partner will be sent a pre visit letter from their UCL QA Link at least a month in advance of a joint QA visit. The letter will identify the training session they wish to attend and the process will be as outlined in the [QA Handbook](#)

### 3.7 Monthly Reports and Contract Meetings

An important element of our quality assurance strategy is receiving and responding to monthly reports from Delivery Partners. Delivery Partners will report on recruitment, retention and engagement; including participant status, attendance at training sessions, recordings watched, delivery, and participant satisfaction.

As part of Dec, March and June Full Reports, Delivery Partners should also complete a self-evaluation as outlined in the QA handbook. To support this process, ECF Programme Managers will upload a copy of DP benchmark summaries to DP Teams Channels by the 1<sup>st</sup> of the month the full reports are due.

Contract meetings between UCLC and each Delivery Partner will take place termly. These meetings will have a fixed agenda which will include an assessment of Delivery Partner performance against agreed KPIs. Any performance issues and concerns will be quickly identified and addressed as part of the review process.

### 3.8 QA Links and Further QA Activity

Every Delivery Partner will be assigned a QA Link who will:

- Be the key point of liaison for quality assurance and support DPs with implementing the QA strategy
- Facilitate peer to peer collaboration in QA between the DP and other Delivery Partners
- Organise joint QA visits
- Support DPs with the process of self-evaluation
- Review Delivery Partner QA activity as set out in the QA Handbook and coordinate any additional QA-related activities required as outlined in the table below:

Programme Impact	Further Joint QA Activity
<ul style="list-style-type: none"> <li>○ Programme impact is in line with or above LP average</li> <li>○ Self-evaluation triangulates with DP Dashboard and Joint QA visits</li> <li>○ Self-evaluation is resulting in continual improvement</li> </ul>	<ul style="list-style-type: none"> <li>○ None outside those outlined in QA Policy</li> </ul>
<ul style="list-style-type: none"> <li>○ Programme impact is significantly below LP average for one of more of the self-evaluation criteria.</li> <li>○ A significant feature/s of the self-evaluation do not triangulate with DP Dashboard and/or Joint QA Visits</li> <li>○ Self-evaluation is not leading to evidence of continual improvement in provision</li> </ul>	<ul style="list-style-type: none"> <li>○ Schedule of additional QA meetings and joint QA activities arranged by UCL QA link to work with DP to improve area of concern</li> </ul>
<ul style="list-style-type: none"> <li>○ Additional joint QA activities are not resulting in sustained improvement</li> </ul>	<ul style="list-style-type: none"> <li>○ Meeting with UCL Programme Director</li> <li>○ Formal support plan in place</li> </ul>

### 3.9 Monitoring Complaints and Feedback

We are committed to providing a high-quality user experience for all participants engaged in the UCL Early Career Teacher programme. We recognise however that from time-to-time problems do arise and welcome the opportunity to address these and respond constructively when participants are dissatisfied with a particular aspect of the provision.

Our complaints policy sets out our complaints process and our approach to resolving any issues. All formal complaints will be reported to the Department for Education and our ECF Governance Board.

Approved by Governance Board: .....

Review date June 2023

## Appendix

### A. Summary of QA

#### UCL Responsibilities

Activity	What	Where	When
Monitoring performance against KPI metrics	Send monthly reports to DfE and governance group		Governance meetings
Facilitator development	All facilitators trained by UCL.		June and September
QA Link	All Delivery Partners to be appointed with QA Link		September
Joint QA Visit	Procedure as outlined in <a href="#">QA Handbook</a>		Timing decided in discussion with QA Link
ECT End of Module Completion Form	Send reminders to ECTs to complete form.	UCL Extend	One week after completion of module
Mentor End of Module Completion Form	Send reminders to mentors complete form.	UCL Extend	One week after completion of module
End of Module Evaluation Report	Collate, analyse and produce end of module evaluation report.		Within four weeks of end of module.
DfE Monthly Report	Complete monthly report and send to DfE and Governance Board.		25th of each month
DP Dashboard	Share benchmark summaries by the 1 <sup>st</sup> of Dec, March and June	Delivery Partner Teams Channel	The 1 <sup>st</sup> of Dec, March and June
Delivery Partner QA Link Reviews	Review QA Log, Self Evaluation & co-ordinate further joint QA activity as required		Oct, Jan, April, July
Monitoring complaints	Monitor and report formal complaints to Governance Board		Governance meetings

## Delivery Partner Responsibilities

QA activity and QA forms	What	Where	When
<a href="#">Guide for Facilitators</a>	Recruit facilitators against published selection criteria.		June – September
Facilitator Development	Organise schedule of facilitator development		Termly
<a href="#">QA Log</a>	Complete QA log with details of facilitators and update with QA activity		1st October & ongoing
Training Session Spreadsheet	Record all ECT and Mentor training for the year.	Delivery Partner Teams Channel	1 <sup>st</sup> October
Facilitator Feedback Form	Set up a facilitator feedback form for facilitators to record any wellbeing or pastoral concerns. Report back any relevant feedback in monthly reports. Example <a href="#">here</a>	Internally	1 <sup>st</sup> October & Ongoing
Attendance Registers	Facilitators to record attendance at each session (including any watching of recordings) and follow up with participants who have not attended.  Delivery Partners report attendance to UCL	Delivery Partner Teams Channel  Delivery Partner Teams Channel	Every training session  16 <sup>th</sup> of each month
<a href="#">Ensuring High Quality Outcomes Feedback Form</a>	Keep a record of QA visits and feedback given	Internally	Ongoing
End of Module Completion Form	Complete module by module analysis of data and record any follow up actions on the <a href="#">QA Log</a>  Follow up ECTs / Mentors that have not completed form.		Two weeks after completion of module
Tracking Quality of Mentoring	Follow up with Induction Tutors any ECTs who rate quality of mentoring less than 7		Two weeks after completion of module
Tracking ECT and Mentor engagement	Follow up with school Induction Tutors, where there are signs that ECTs / mentors are disengaged.	Maytas System	Monthly

QA activity and QA forms	What	Where	When
Monthly reports	Complete monthly report and send to UCLC.	Delivery Partner Teams Channel	16 <sup>th</sup> of each month
Self -Evaluation	Complete tri-annual self-evaluation as part of Dec, March and June full monthly report	Delivery Partner Teams Channel	
Report known participant status changes	Notify UCL (the process for reporting including any specific templates to be used will be confirmed in due course)	Delivery Partner Teams Channel	By exception

### B: Key terms used in this document:

- **Early Career Framework (ECF).** Information about the two-year framework is available [here](#).
- **Full Induction Programme (FIP).** The content and activities for ECTs and their Mentors across the two-year period.
- **Early Career Teacher (ECT),** which replaces the term NQT from September 2021.
- **Delivery Partner** UCL IOE works in partnership with 22 educational organisations across the country to deliver the Full Induction Programme. Your school and ECT/Mentor participants will be working with one of them.
- **Facilitators.** Facilitators are school leaders and teacher leaders recruited by the Delivery Partners. They are deployed to lead ECT and Mentor ECF professional development sessions. They may also be asked to conduct quality assurance on behalf of the Delivery Partner and Lead Provider. Facilitators are expected to attend the facilitator development sessions and agree to their facilitated sessions being visited for Quality Assurance purposes, including by the DfE and/or any independent evaluator.
- **UCL Extend.** The online platform through which Delivery Partners, Induction Tutors, Mentors, ECTs and facilitators access ECF FIP.
- **Teams channel.** Each Delivery Partner has an area within Microsoft Teams where information and data can be accessed that relates to each individual Delivery Partner.