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University of Brighton

INITIAL TEACHER EDUCATION FURTHER EDUCATION AND TRAINING PARTNERSHIP

SELF-EVALUATION: 2017/18

The University of Brighton Initial Teacher Education in Further Education Partnership (ITE Partnership), comprising five partner colleges, is a successful, well-respected partnership committed to improving teaching and learning across Sussex. It supports a diverse range of trainees working in an equally diverse range of settings to become flexible, resilient and resourceful practitioners: qualities that are increasingly essential as the sector undergoes significant structural changes. The Partnership utilises the 2014 *Professional Standards for Further Education Teachers and Trainers* as a framework to promote effective practice and as a reflective tool to ensure all trainees robustly review their practice and identify their professional development needs and how to address them. These Standards also inform the assessment process employed by the Partnership to provide trainees with a benchmark by which they can identify their progress in achieving sector-specific values, professional skills and relevant professional knowledge.

UoB Further Education and Training Partnership 2017/18: Programmes	Final Year trainees
Certificate in Education (Advanced Practice) Further Education and Training (In-service) (pt)	**8**
Postgraduate / Professional Graduate Certificate in Education Further Education and Training (In-service) (pt)	**25**
Postgraduate / Professional Graduate Certificate in Education Further Education and Training (Pre-service) (ft)	**23**
Postgraduate / Professional Graduate Certificate in Education Further Education and Training (Art, Design and Media) (Pre-service) (ft)	**12**
All Further Education and Training	**68**

Further Education and Training Partnership 2017/18: Composition	Final Year trainees
University of Brighton, Falmer (UoB)	**13**
Greater Brighton Metropolitan College (GBMC Worthing)	**12**
Greater Brighton Metropolitan College Brighton (GBMC Brighton)	**14**
Sussex Coast College, Hastings (SCCH)	**23**
Sussex Downs College, Lewes and Eastbourne (SDL) (SDE)	**6**
All Further Education and Training	**68**

Self-Evaluation Document Summary

Headlines from data and emerging priorities for improvement are summarised below referenced to the related improvement plan priorities.

1.   Outcomes for Trainees

Headlines	Priorities for Improvement
1.1 Attainment • In 2017/18 all trainees exceeded the minimum standards, 100% gained a Grade 1 or 2 with 53% gaining a Grade 1; • Trainees' Grade 1 and 2 attainment across the three principal FET programmes is comparable and equally strong; • The personal and professional conduct of all trainees was judged to be consistently high; • There are no significant differences in Grade 1 and 2 attainment across the principal monitored cohort characteristics (*Ethnicity, Gender, Disability, Age*); • Male trainees Grade 1 attainment remains a targeted area for improvement.	*Improvement Priority 2:* To ensure trainees are confident to build effective relationships with their students
1.2 How Well Trainees Teach • Across each Professional Standard trainees have performed consistently strongly over the last three years in terms of Grade 1 and 2 attainment; ♣ Grade 1 attainment for PVA increased in 2015/16 and again in 2016/17 and has remained above 60% for the preceding three years. A majority of trainees achieved an overall Grade 1 for PKU in 2017/18. Grade 1 attainment for PS recorded a significant increase in 2017/18; ♣ In relation to the Professional Standards, there are no significant differences across the preceding three years between Full-Time Pre-Service Trainees and Part-Time In-Service trainees in terms of Grade 1 and 2 attainment; ♣ In relation to the Professional Standards, there are no significant differences in Grade 1 and 2 attainment across the principal monitored cohort characteristics (*Ethnicity, Gender, Disability, Age*).	*Improvement Priority 7:* To enhance trainee confidence and competence in planning and delivering programmes for diverse groups and individuals
1.3 Completion • The completion rate for all final year trainees in 2017/18 was 79%; • The overarching final year withdrawal rate across all UoB FET provision is 6%, 2% below the national benchmark (ETF 2018); • The completion rate for Pre-Service trainees rose to 83% in 2017/18; • The completion rate for In-Service trainees dipped but remained consistent at 75%; • Our ITE Partnership continues to seek to improve further retention, completion and achievement through individualised support and ongoing monitoring of trainee progress.	*Improvement Priority 6:* To analyse the feedback from trainees, (particularly in relation to pre-service trainees' views on the recruitment process, support to complete training and management of the training routes). Use this analysis to deal with the concerns trainees raise
1.4 Employment Rates • For the 2017/18 cohort, internal tracking currently confirms 89% employed with 78% employed as a teacher in FET. These levels are expected to rise by December 2018 (*within six months after graduation*); • The latest HESA DLHE (2016/17 cohort) confirms 98% employment (HESA DLHE); • DLHE data shows a significantly greater proportion of UoB graduates progressing to a teaching role than nationally with the percentage of graduates working in professional or managerial roles at 88%; • Across different cohort characteristics (i.e. Gender, Ethnicity, Disability, Age) employment rates are consistent with no significant differences; • Data suggests a slight decline in the percentage of graduates securing full-time work and those securing a professional/managerial role; • 92% of graduates reported that they were '*very well/well*' prepared for work; • 98% of those employed work in the South East of England; • The FET Partnership's key strategic Sussex-based partner colleges are consistently amongst the top ten employers of the FET Partnership's trainees (DLHE 2017).	*Improvement Priority 3:* To provide trainees with more opportunities to gain insight into the range of employment opportunities in the sector. *Improvement Priority 1:* To further improve the transition from training to the next phase of teaching careers.

2. Quality of Training across the ITE Partnership

Headlines	Priorities for Improvement
2.1 The overall consistency, coherence and quality of all aspects of the training • Provision is structured to ensure that in-service trainees are able to further develop their skills. The strength of the programme is shown in feedback from stakeholders and the performance of trainees; • In the FET End of Course Survey 2018 (EoCS 2018), 81% of respondents rated the overall quality of their training as '*very good/good*' while 100% of college-based partners '*agreed'* that 'Overall the quality of initial teacher education delivered by the FET Partnership is very good'; • 100% of trainees gained an overall grade 1 or 2 at the end of training.	*Improvement Priority 4:* To raise the standards of management and support for first year in-service trainees at one partner college
2.2 High quality training and support that prepares trainees with the skills they need • FET trainees are supported to develop skills of professional evaluation as part of their courses. 87% of trainees rated the quality of their training as very good/good in supporting their professional development as (EoCS 2018); • 87% of trainees rated the quality of training as very good/good in supporting them to have a positive impact on student learning and progress (EoCS 2018); • 85% of trainees rated the quality of training as '*very good/good*' at supporting their understanding of key developments in the further education and training sector.	*Improvement Priority 6:* To analyse the feedback from trainees, (particularly in relation to pre-service trainees' views on the recruitment process, support to complete training and management of the training routes). Use this analysis to deal with the concerns trainees raise
2.3 The Quality of Placements • Our FET ITE Partnership comprised over 35 different settings in 2017/18, including FE colleges and sixth forms, secondary, language and special needs schools, local authorities, charities, healthcare providers, local authorities, businesses and universities; • 89% of trainees rated their '*teaching practice/work experience*' as very good/good in supporting their professional development (EoCS 2018); • Following partnership feedback improving trainees understanding of the range of employment opportunities in the sector is an improvement priority for 2018/19.	*Improvement Priority 3*: To provide trainees with more opportunities to gain insight into the range of employment opportunities in the sector
2.4 Subject and Phase Specific Mentoring • The quality of mentoring is high. In the EoCS 2018, 92% of trainees rated their mentors/host teachers as very good/good in developing their pedagogy; • A schedule of mentor training operates to ensure that all trainees have a trained mentor based on a long-standing strength in this area identified in the 2010 Ofsted report. External examiner in 2018 feedback described the "active engagement of both mentor and mentee" as a strength of provision; • Mentors pay a key role in supporting trainees to develop curriculum and subject knowledge. In the 2018 EoCS 83% of trainees rated the quality of their training as very good/good in developing their subject and curriculum knowledge. Improving practice in this area by responding to feedback more effectively is an improvement priority for 2018/19.	*Improvement Priority 6:* To analyse the feedback from trainees, (particularly in relation to pre-service trainees' views on the recruitment process, support to complete training and management of the training routes). Use this analysis to deal with the concerns trainees raise
2.5 The accuracy of assessments • Ongoing training and a range of moderation processes serve to ensure that the award of final attainment grades against the Professional Standards is robust; • 95% of setting-based partners '*agreed*' that '*Partnership handbooks and guidance documentation enable me to set appropriate targets in discussion with trainees*' (Partnership Survey 2018); • External Examiner feedback describes assessment and moderation as "robust" as they "ensure equity of treatment".	

3   Leadership and Management of the Partnership

Headlines	Priorities for Improvement
3.1 Vision for excellence • The UoB ITE Partnership's Vision sets out the aspirational and distinctive features that characterise UoB trainees informing practice and improvement priorities across the Partnership. This statement was developed with a range of school and setting partners; • The leadership and management of the FET Partnership is structured to ensure the consistent application of policies and procedures; • To further strengthen the partnership an additional focus on improving the transition from training to the next phase of teaching careers.	*Improvement Priority 1:* To further improve the transition from training to the next phase of teaching careers
3.2 The Engagement of colleges in the Partnership • Settings are effectively involved in the strategic leadership and management of the ITE Partnership through Partnership in Education Steering Committee; • Course Team planning and development meetings share good practice and develop CPD opportunities for the ITE Partnership; • Feedback from college-based trainers identifies the support partners provide to one another: 100% of respondents in the Partnership Survey '*agreed*' that the quality of initial teacher education delivered by the FET Partnership is very good.	*Improvement Priority 4:* To raise the standards of management and support for first year in-service trainees at one partner college
3.3 The Rigour of the Recruitment and Selection Process • The impact of rigorous recruitment and selection can be seen in ongoing improvements to trainee outcomes related to part 1 and part 2 of the Professional Standards; • Recruitment and selection processes are reviewed annually based on trainee performance and feedback from college partners; • Further development of processes will take place following analysis of feedback from trainees in 2018/19.	*Improvement Priority 6:* To analyse the feedback from trainees, (particularly in relation to pre-service trainees' views on the recruitment process, support to complete training and management of the training routes). Use this analysis to deal with the concerns trainees raise
3.4 Effective Monitoring and Evaluation • We carefully monitor the performance of trainees and the quality of training and assessment as evidenced through year-on-year developments in our provision and trainee achievement against the Professional Standards; • External examiners agree that trainee performance and standards are comparable to other institutions nationally; • The appointment of a new assistant programme leader with an expanded quality assurance remit overseeing the consistency of provision and ensure a high quality trainee experience across provision will support improvements in this area in 2018/19.	*Improvement Priority 6:* To analyse the feedback from trainees, (particularly in relation to pre-service trainees' views on the recruitment process, support to complete training and management of the training routes). Use this analysis to deal with the concerns trainees raise
3.5 Compliance with ITT Criteria and Requirements • We ensure that FET courses are in line with statutory ITT criteria and supporting advice as well as equality legislation; • Rigorous background checks, including enhanced DBS and occupational health checks, ensure that all entrants are suitable to teach; • All trainees receive safeguarding training both in their setting and the university. In order to further develop our provision in this area, Safeguarding, with a particular focus on Keeping Children Safe in Education, the Prevent duty and FGM awareness.	
3.6 Capacity to Improve Further • At our last Ofsted inspection provision was rated as good. Since then further improvements in the quality of training have been made resulting in increased trainee attainment; • We have a track record of improving and maintaining high-quality provision as evidenced by the range and size of provision and the improvements in trainee outcomes.	*Improvement Priorities 1-7:* (as above)