



SELF EVALUATION
DOCUMENT 2008/9
AND IMPROVEMENT
PLAN 2009/10

Initial Teacher Education

'Committed to the education of new teachers,
children, young people and their communities'



The Bath Spa University Self Evaluation Document and Improvement Plan are submitted annually to the Training and Development Agency. These documents will be referenced in any future Ofsted inspection of our provision.

There is strong evidence to affirm the high quality of the training environments (schools/settings) as well as the mentoring that compliments the University part of the programme. Please see a full version of both documents at www.bathspa.ac.uk

SELF EVALUATION DOCUMENT 2008/9

Experience as an ITT provider

The Primary and Early Years (PEY) programme is currently graded A and ranked in band 3 in the Good Teacher Training Guide (GTTG), 2009.

The Secondary KS2/3 (SecKS2/3) programme is graded C and ranked in band 8 in the GTTG, 2009. The training context continues to provide high quality training opportunities across a diverse range of schools and settings.

Distinctive features of the provision

- A developing model of harmonised policy and practice across phases
- A responsive and innovative research based ITE curriculum
- ITE staff engaged in teacher education collaborations. These include projects with other universities, schools, Ofsted, TDA, charities (Prince's Trust), publishers, research bodies and consultancies. All staff are currently undertaking either Masters or Doctoral level research.

Primary and Early Years

- High-quality Primary and Early Years provision
- Additional training places awarded for Primary and Early Years
- Specialist expertise in Mathematics, Science, English, ICT and PE
- Expertise in the Reggio Emilia approach of early years learning

Secondary KS2/3

- Ten subjects offered
- A 'situated learning' model of teacher education
- Links into Languages Centre (specialist language support for schools/settings and teachers in the south west)
- 30 training places for the 14-19 Diploma (Strand 2) ICT and Environment and Land Based Studies

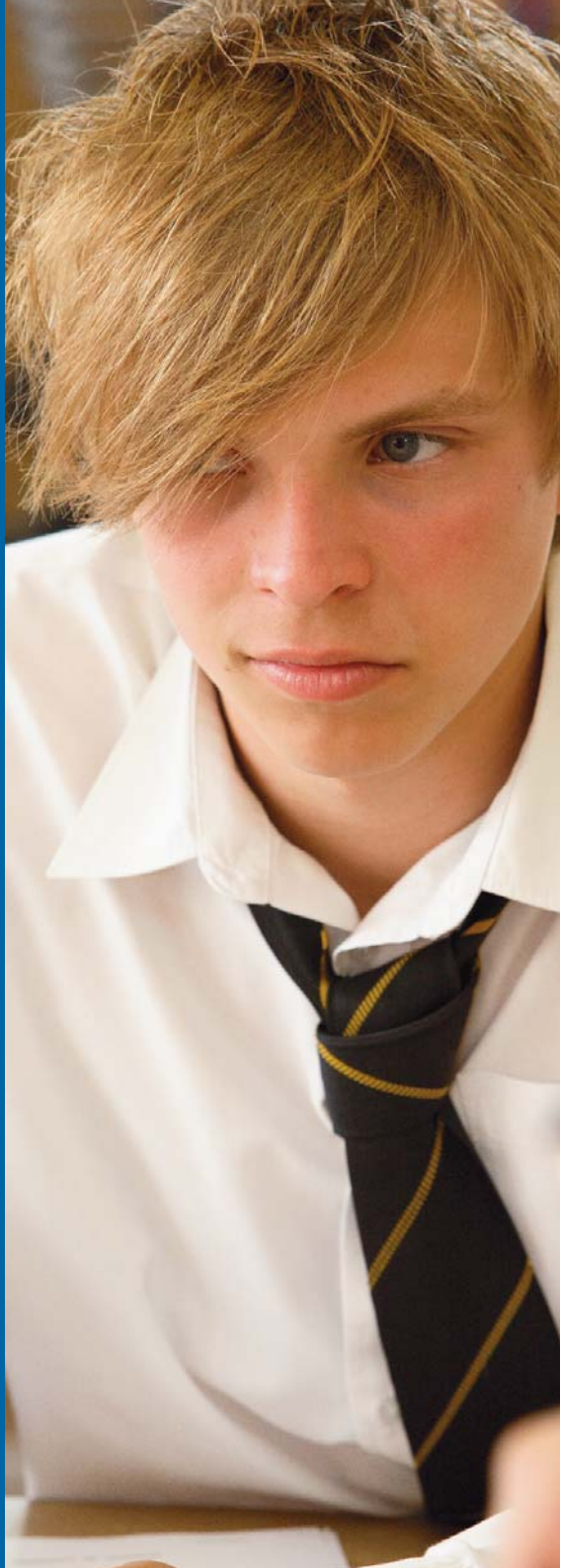
Partnership: key strengths

'Working in partnership to create long term solutions'

- Trainers across the partnership work together to agree what constitutes high quality so that they hold consistently high expectations for all trainees.
- Trainers across the partnership systematically work towards securing the best outcomes for all trainees and groups of trainees.
- The quality and effectiveness of training for the trainers meet their professional development needs.
- The regular evaluation of training ensures systematic improvements to Mentor and Professional Tutor training for new and experienced Mentors and Professional Tutors.
- Quality assurance procedures are robust in ensuring the accuracy and consistency of assessment of trainees.
- Trainers across the partnership engage in various shared activities that moderate and enhance the accuracy of assessments of trainee attainment.
- Accurate assessment is based upon weekly reviews and bench marked against a strong South West university group.
- A systematic and rigorous process of evaluation of the partnership and ITT curriculum is based on the views of all stake-holders.
- Partnerships schools/settings fully engage in a genuine process of consultation and the development of the partnership.
- There are high-quality and long standing relations with individual schools/settings and staff.
- School staff and University staff are involved in collaborative research projects exploring aspects of teaching and learning, pedagogy and teacher education. These data are used to inform the ITE curriculum.
- Link Tutors have been established in the Secondary programme
- The school-based secondary Professional Studies programme is valued highly.
- Independent verifiers confirm all grade profiles for the cohort.
- RRCG grant has provisioned for meeting the professional development needs of sub-cohort groups.
- An innovative model of practice 'situated learning' at Culverhay and Southdown Primary Schools

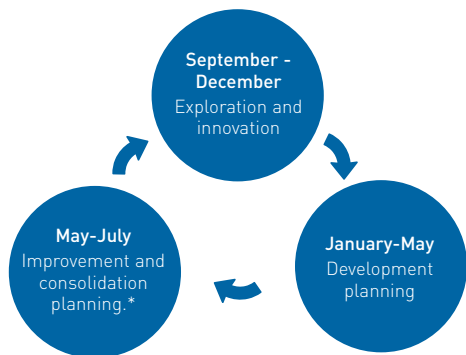
MAIN PRIORITIES ACHIEVED THROUGH 2008/9

1. Harmonisation across ITE provision. To develop a deeper understanding of our model of teacher education based upon an underlying educational philosophy and evidence from research in teacher education
2. Development of a dedicated trainee tracking system (TTS). Enhance the TTS data base and map to individual schools
3. To review the Partnership management infrastructure
4. Curriculum development. Development of the 14-19 Diploma (Strand 2)
5. Enhancing the quality of the trainee experience in order to impact on trainee attainment
6. Review staffing expertise in the Primary and Early Years and Secondary KS 2/3 Programmes
7. Review of ITE administration
8. Refine the internal self evaluation and QA processes in response to the University, TDA and new Ofsted framework
9. Review and advance the existing model of University and school partnership in the light of the Children's Plan, work force reform agenda and national initiatives, DCSF C21 schools
10. Develop a coherent criterion referenced assessment framework for trainees (Profile Characteristics)



IMPROVEMENT PLAN 2009/10

Improvement Planning Process



Key changes for 2009/10

- The Initial Teacher Training programme will be called the Initial Teacher Education programme
- Trainees will be called Bath Spa Teachers
- The Profile Characteristics will be used to assess all Bath Spa Teachers

*This includes (September /October corroboration and refinement following External Examiner feedback and QA processes)

1. Continue the process of harmonisation across ITE provision with a new focus on developing a deeper understanding of our model of teacher education. [This is based upon an underlying educational philosophy, evidence from research in teacher education and the national agenda to harmonise teacher training in line with the new model of inspection and monitoring (Ofsted/ TDA)]
 2. (Enhance the TTS) To ensure that school/ setting placements provide the best opportunity to support the professional development of all BSTs
 3. To ensure that partnership management is responsive to the community of practice and the individual school/ setting
 4. Curriculum development to strengthen the ITE curriculum and enhance the profile of secondary science and IT BSTs in respect of the 14-19 diplomas (Strand 2)
 5. To enrich the quality of the training in order to impact on BST attainment
 6. To enhance the quality of the ITE PEY English provision including the capacity of University-based staff (This is a response to the national initiative to raise standards of literacy alongside the results of the 2006/7 BSU NQT survey result for Q2T)
 7. To strengthen the effectiveness of the administration of BSU ITE including the integration of partnership administration. Establish a new ITE administrative staffing structure
 8. To refine the internal self evaluation assessment data and IP cycle in order to better inform BST assessment and programme development
 9. To advance the existing model of University and school partnership to embrace the notion of a network infrastructure
- If you are interested in becoming more centrally involved in the Bath Spa University ITE programme please email r.barratt@bathspa.ac.uk



Bath Spa
University

School of Education
www.bathspa.ac.uk/schools/education