

Assessment Board

1. The Assessment Board

1.1 Membership

The Assessment Board shall consist of:

- Programme Manager/Director (Chair)
- Course Tutors
- Professional Mentors
- Lead Subject Mentors

1.2 Chairperson

The Assessment Board will be chaired by the Programme Manager.

1.1 Quorum

Three-fifths of the membership.

1.2 Meetings

Once a year in June. At three other points in the year there will be informal monitoring points to assess trainee progress (IMPs)

1.5 Minutes

All meetings are to be minuted and circulated to all members of the committee and Headteachers' Committee.

1.6 Agenda

In addition to members, the Chairperson of the committee will take responsibility for the agenda in consultation with the Course Tutor.

2. Terms of Reference

2.1 To receive summative reports on trainee progress in order to recommend QTS and PGCE where relevant.

2.2 To respond to any concerns raised by Professional Mentors or Lead Subject Mentors regarding the progress of trainees.

2.3 If necessary to agree an extension to an individual trainee's programme in order to gain QTS/PGCE.

2.4 To review the recommendations of the external moderator and link tutor regarding course progress and development.

2.5 To monitor and quality assure the trainees work across subject areas and schools.

2.6 To recommend to DFE/Accrediting University the award of QTS and/or PGCE.

2.7 To ensure that any action which the Assessment Board takes is in accordance with the Aims and Objectives, Rationale and Protocols of the Partnership Agreement.

2.8 The Director and Programme Manager reserve the right to decide if a case should be reviewed separately by a smaller assessment panel. This should only apply to exceptional cases which are of a sensitive nature or have outstanding issues.

2.9 Judgements should include all the information which is available, including folders, assignments and lesson observations. Any unresolved issues should also be taken into consideration.

2.10 In the case where there are unresolved issues, MEITT is to communicate directly with the new school to outline in greater detail the issues raised, the intervention already taken place and, what specific CPD, support and monitoring will be needed.