

LIVERPOOL HOPE UNIVERSITY

Est. 1844

DATA AND EVALUATION HANDBOOK 2016/7

SCHOOL OF TEACHER EDUCATION

Updated May 2017



“The judicious use of well-timed procedures and the rigorous analysis of data to gauge trainees’ progress in relation to the Teachers’ Standards, and the use of findings to inform changes in provision including timely intervention and the tailoring of training content to trainees’ needs.”

Liverpool Hope University Partnership

Initial Teacher Education inspection report [Ofsted]

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INTRODUCTION

The purpose of this handbook is to outline the data processes and structures within the School of Teacher Education.

Data is central to the University and is a vital provision for strengthening training programmes, enhancing the student experience and primarily meeting the requirements set out by external auditors.

Data is collected across all programmes at key points and used in a formative and summative way, and forms a key part of improvement for ITE, at programme and school levels, and at an individual session/trainee level, as appropriate and aids in the formation of stronger data provisions, intervention and evidence for self-evaluation.

Data objectives

- To identify the strengths and weaknesses of the training programme and to identify any concerns and offer solution for improvement.
- To increase student satisfaction through rigorous evaluations, intervention and actions.
- To become an outstanding Initial Teacher Training provider.

ROLES AND RESPONSIBILITIES WITHIN DATA

The Faculty Data Officer will:

- take responsibility, under the Head of School of Teacher Education and , for all aspects of the effective and efficient management of ITE Data
- work in close association with the Head of School of Teacher Education and other senior colleagues to ensure that the development of data is compliant with Ofsted and QAA requirements and reflects the priorities and principles of the changing external environment
- share information and disseminate of data and evaluation to the relevant people to ensure implementation of development to enhance the student experience

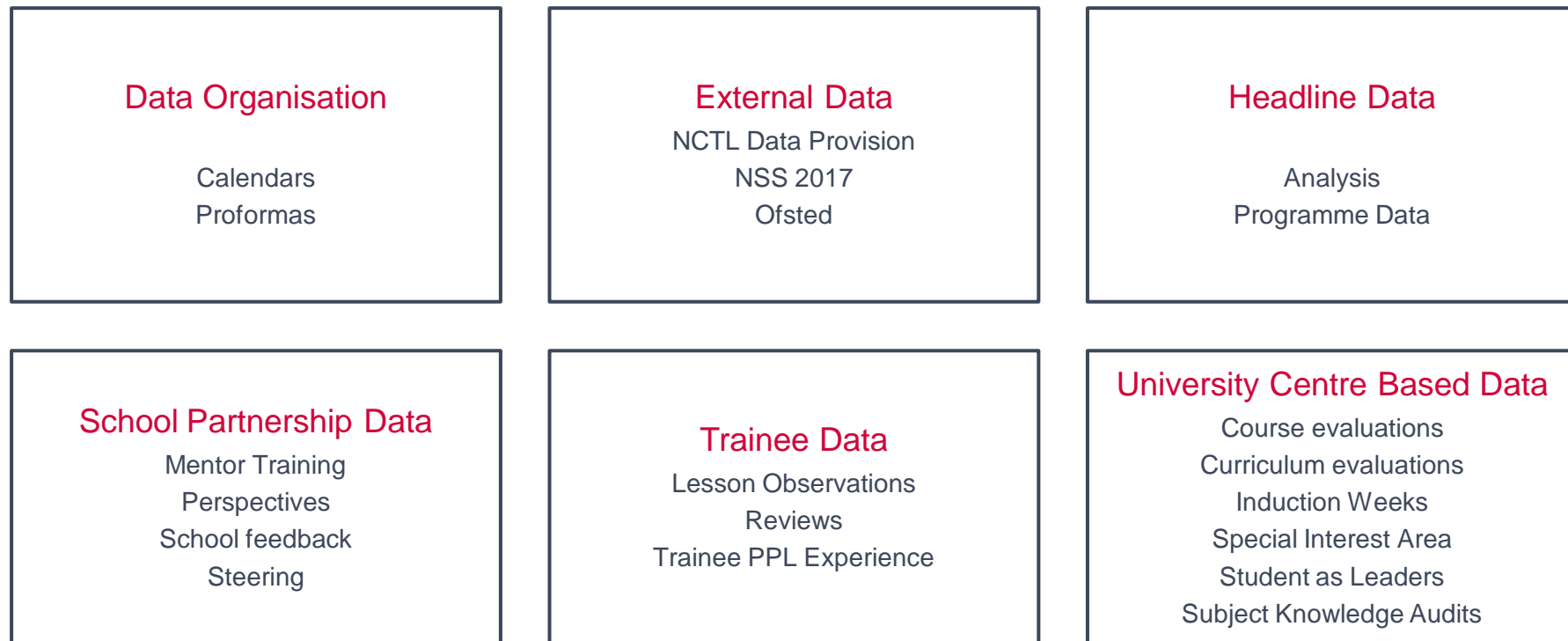
Heads of Year/Programme Leads:

- communicate the expectations of evaluations to all trainees
- ensure completion of all evaluations
- assume a lead role in supporting trainees with concerns
- disseminate evaluation to the relevant people to ensure implementation of development to enhance the student experience

DATA AND EVALUATION MAP

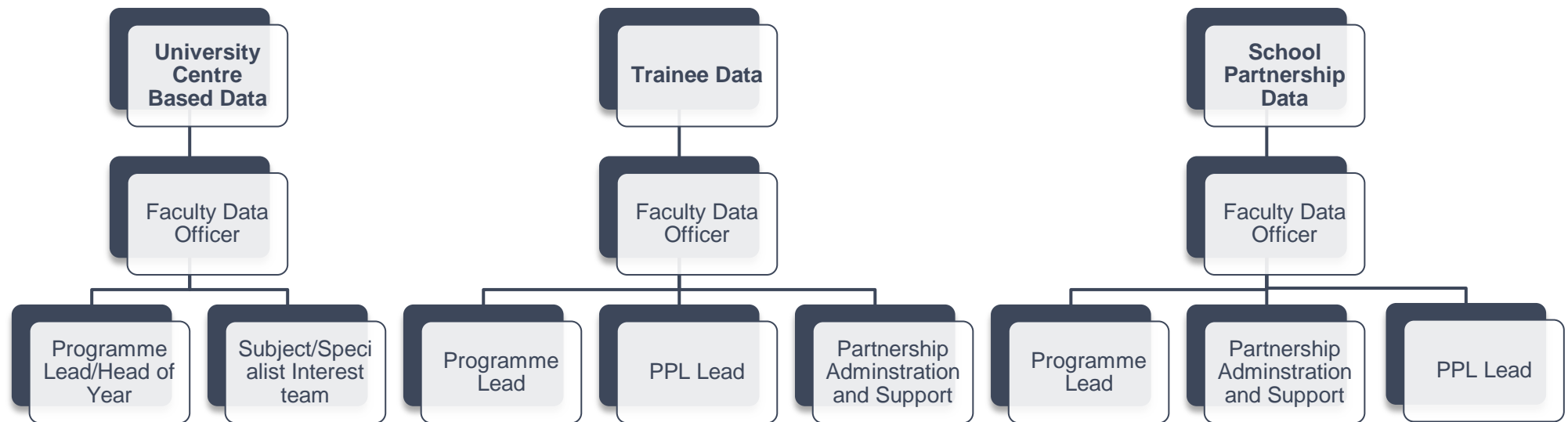
All data and analysis reports within the School of Teacher Education are stored on the z drive located: **Z:\Faculty of Education\EducationStaff\16-17\SCHOOL OF TEACHER EDUCATION\Data.**

PLEASE NOTE: For previous year data, please follow the same pathway but change the academic year.



COMMUNICATION STRUCTURE

The diagram below identifies a structured line of communication that all evaluations go through from collection to circulation.



DATA AND EVALUATION PROCESS

The process of evaluations should give trainees the opportunity to reflect on their programme and provide honest feedback on their university experience. We hope trainees share their views with the understanding that their feedback will be taken seriously and acted upon.

Trainees are expected to complete, electronically or where not possible in paper format, an interim and/or end of year evaluation of the course as a whole, or with a focus on a particular area.

The Faculty has now moved to electronic evaluations, to allow more in-depth turnaround for analysis. Evaluations will be created on Survey Monkey or Google forms using the standard template, which is overseen by the Faculty Data Officer. The survey link will be forwarded to the colleague responsible for dissemination and sent to trainees for completion. The Faculty Data Officer will monitor the response rate. The evaluation link can be completed through a web link in email, or in kiosk mode on the iPads.

Where Survey Monkey or Google forms have not been used, please can electronic evaluations / data be emailed to education-feedback@hope.ac.uk and not through the Faculty Data Officer's personal email? This is to ensure that these can be accessed by other members of the team who have access to this account.

Quantitative data

All quantitative data is analysed using pivots table that summarise, analyse, explore and present summary data. Pivot tables are a useful tool in seeing comparisons, patterns, and trends.

At the bottom of the excel spreadsheet, there will be a tab labelled 'pivot tables'. These pivot tables are broken down by individual question containing the quantitative information that each respondent has given for that particular question. To follow up responses for a particular rating, it is very easy to pull off a list of names of trainees. To do this, double click on the number for that rating (in the count column) and this will pull through a report of all those respondents who made such a rating.

Qualitative data

All qualitative data is analysed using coding and labelling of comments in order to identify similarities and differences and to highlight the important messages, features or findings. Other analysis includes looking at categories such as events, descriptions, comments, behaviour to identify new and emerging categories.

Focus groups, Students as Leaders meetings, and SSL will also be conducted throughout the year, led by the programme lead with support from the Faculty Data Officer.

The diagram below illustrates the process the Faculty Data Officer will follow to collate, analyse and report on data.

Table 1.0

Step 1: Collate data in Excel
Step 2: If appropriate, sort and filter data, check for accuracy and conditional format cells using RAG rating.
Step 3: If appropriate, summarise data using Pivot tables (count and percentages)
Step 4: Group / categorise responses into key themes
Step 5: Draw conclusions from the responses (identify key strengths, areas for development)
Step 6: Write summary report
Step 7: Circulate report to relevant colleague (who is responsible for feeding back the findings to the wider team)
Step 8: Steps made to follow up evaluations
Timescale: Within 5 working days of receiving the data

EVALUATIONS

University centre based data

The School's internal evaluations are collected and reported on twice a year in order to identify the key strengths and areas for development of the Initial Teacher Education [ITE] programme. Targets are set at the end of the first semester in order to raise trainee satisfaction and measure progress by the end of the year. The results from these evaluations are then used as a benchmark for the following academic year to strengthen the programmes.

Course Evaluation

This evaluation is a replica of the Ofsted questionnaire that is completed by trainees in order to determine how effective the ITE course is in preparing them to teach and what they feel needs to be improved. Questions are designed to gauge trainees' confidence and the competence of Hope University training.

Curriculum Evaluation

The curriculum evaluations explore trainees' views on university sessions in core curriculum subjects. These evaluations are also used to learn how trainees feel about their own practice in each subject area and their confidence to teach each subject.

Internal Exit Survey

The Internal Exit survey is a replica of the newly qualified teacher (NQT) survey that is carried out in February each year to collect and analyse NQTs' views on the quality of their initial teacher training and how well it prepared them for their first year in teaching. The results are used to help shape the NCTL's policies and are shared with universities, colleges and schools involved in initial teacher training.

Trainee data

Trainee data and evaluations are collected and reported on at each review point throughout the academic year.

Trainee evaluation of placement experience

This evaluation examines trainee's placement experiences, focusing on specific areas such as lesson planning, feedback and opportunities available to observe wider lessons. The results help the team to identify areas of good practice as well as areas for development to ensure that trainees get a breadth of experience during their school placements. Trainees are asked to maintain a professional approach when completing the questions and use the guidance criteria provided to support their answers. This is intended to make sure trainees fully

understand how to answer questions appropriately, ensuring that evaluation data is both accurate and reliable.

Supporting Information: Placement Evaluations

This is a supplementary document to be used only when a trainee has a specific concern with their placement that cannot be addressed through simply completing a trainee placement evaluation. This document allows trainees to express their concerns, otherwise stated in the evaluation.

School Partnership data

These evaluations are completed by partner schools to provide quality assurance on the effectiveness of the university's partnership and involvement in professional learning.

Evaluations of Partnership completed by school partners

Partner schools complete these evaluations to explore the strength of their partnership with LHU. Questions assess trainees' professionalism and impact, communication, confidence in mentoring and the overall effectiveness of the partnership.

APPENDICES

Data Calendar 2016/7

The data collection calendars ensure that regular data is collected at key points across all programmes in the following area:

- Quality of progress
- Student Intervention
- Whole course evaluation
- Trainee placement experience
- School Partnership evaluation
- Subject Knowledge Audit
- Student Voice

Please see appendices for data calendars:

- BA Primary Teaching Data Calendar 2016/7
- PGCE Data Calendar 2016/7
- PGDE Data Calendar 2016/7

Appendix 1 BA Primary Teaching Data Calendar 2016/7

	YEAR	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Quality of progress	1					Review 1 27/02			
	2			PPL2 Review 12/12				PPL2 Review 25/4	
	3				PPL3a Review 09/01				PPL3b Review 24/05
	4				Early Report 16/01	PPL4a Review 07/02			PPL4b Review 09/05
Student Intervention	1				Interim 11/01				Profiling 11/05
	2				Interim 11/01				
	3				Interim 09/01				Profiling 24/05
	4			Interim 19/12					Profiling 09/05
Whole Course Evaluation	1			Interim 12/12					End 01/05
	2				Interim 30/01				End 08/05
	3								End 24/05
	4		Interim 28/11	NSS Mock 05/12			NSS 01/03		Internal Exit Survey 09/05 End Course 09/05
Curriculum Evaluation	1				Interim 30/01				End 01/05
	2								End 08/05
	3						End 27/03		
	4			Interim 05/12					End 09/05
Trainee Placement Evaluation	1					PPL1 28/02			
	2			PPL2 12/12					
	3				PPL3a 09/01				PPL3b 24/05
	4					PPL4a 07/02			PPL4b 16/05
School Partnership Evaluation	All								School
									PPT
Subject Knowledge Audit	1	Interim 03/10							End 08/05
	2							End 24/04	
	3							End 27/04	
	4	Interim 03/10							End 09/05
Student Voice	1			SSL 07/12			SSL 27/03		SSL 08/05
				SAL 12/12					SAL 15/05
	2			SSL 07/12					SSL 09/05
				SAL 12/12			SSL 18/02		SAL 15/05
3	SSL 24/10			SAL 23/01	SSL 13/02			SAL 08/05	
4		SAL 22/11	SSL 06/12		SSL 12/02			SSL 09/05 SAL 15/05	

Appendix 2 PGCE Data Calendar 2016/7

	PROG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Progress review / Tracking student progress	Prim Core			Early Appraisal 04/11	PPL1 09/12	PPL2 23/01		PPL3 23/01				Review 4 05/07
	Prim SD				PPL1 12/12			PPL2 13/03	PPL3 24/04			Review End 03/07
	Sec Core		Early Report w/c 10/10		Review 1 12/12		Review 2 27/02	Early Report w/c 20/03	Review 3 24/04		Review 4	
	Sec SD		Early Report w/c 10/10		Review 1 12/12		Review 2 27/02		Review 3 24/04			Review 4 03/07
Whole Course Evaluation	Prim Core						Course w/c 17/02					Course 05/07
	Prim SD				Interim Course 16/12				End Course 28/04			
	Sec Core				Course Interim 14/12						Course End w/c 26/06	Internal Exit w/c 28/06
	Sec SD				Course Interim 12/12					Internal Exit w/c 24/04	Course End 28/06	
Curriculum Evaluation	Prim Core			Curriculum 04/11		Foundation * 23/01		Curriculum 31/03		Foundation** 15/5		
	Prim SD			Curriculum 04/11				Curriculum 31/03				
	Sec Core											
	Sec SD				Curriculum 12/12					Curriculum 24/04		
Trainee Placement Evaluation	Prim Core					PPL1 23/01						PPL2 05/07
	Prim SD				PPL 12/12			PPL2 06/03			PPL3 26/06	
	Sec Core						F weeks w/c 20/02				S weeks w/c 26/06	
	Sec SD				PPL1 12/12							
School Partnership Evaluation	All											School
												PPT
Subject Knowledge Audit	Prim Core	w/c 05/09										Exit w/c 26/06
	Prim SD	w/c 05/09										Exit w/c 26/06
	Sec Core				w/c 15/12		w/c 22/02			w/c 02/05	w/c 27/06	
	Sec SD				13/12		27/02			24/04		
Student Voice	Prim Core				SSL 9/12			SSL 16/3				
	Prim SD			SSL w/c 07/11	SAL 15/12			SSL w/c 13/03				
	Sec Core			SSL 22/11				SSL 07/03				
	Sec SD				SSL 13/12		SSL 27/02			SSL 24/04		

*Foundation subjects: *23/1 Art/Music/PE/RE **15/5 MFL/History/Geography

Appendix 3 PGDE Data Calendar 2016/7

	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Quality of progress					Mid term review					End term review
Whole Course Evaluation	Induction Week 20/10		Interim 14/12						End 05/06	
Curriculum Evaluation				Interim 16/01					End 05/06	
Conference Evaluation				Behaviour Conference 12/01						
Trainee Placement Evaluation			PPL1 14/12							PPL2
School Partnership Evaluation				Steering Committee w/c 16/01				Steering Committee tbc		School PPT
Subject Knowledge Audit										
Student Voice				SSL 26/01				SSL 04/05		

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