

## PROGRAMME SPECIFICATION

<b>1 Awarding institution/body</b>	General Teaching Council of England
<b>2 Teaching institution</b>	University of Worcester
<b>3 Programme accredited by</b>	TDA
<b>4 Final award</b>	Qualified to Teach Status (QTS)
<b>5 Programme title</b>	Graduate Teacher Programme (Primary)
<b>6 Pathways available</b>	N/A
<b>7 Mode and/or site of delivery</b>	Employment-based learning in partnership schools and centre-based learning.
<b>8 Mode of attendance</b>	Part time attendance is required at UW. Attendance is on average once a week between the hours of 9 and 4p.m. Monday – Friday however trainees are in full-time employment and training within a training school.
<b>9 UCAS Code</b>	N/A
<b>10 Subject /Professional Benchmark statements</b>	<p><a href="#">Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008)</a> (TDA, 2008).</p> <p>The Secretary of State’s Statutory Instrument 2003 No. 1662 <a href="#">Education (School Teachers’ Qualifications) (England) Regulations 2003 (SI 2003/1662)</a>.</p> <p>Employment based teacher training scheme general conditions  <a href="http://www.tda.gov.uk/partners/recruiting/ebr/ebtt_gen_conditions.aspx">http://www.tda.gov.uk/partners/recruiting/ebr/ebtt_gen_conditions.aspx</a>)</p>
<b>11 Date of Programme Specification preparation/revision</b>	<p>Prepared: July 2010</p> <p>The following are the revisions made to the programme specification during the academic year 2009/10. Further details of developments to the programme can be found in the EBITT SED 09/10.</p>
<b>RECORD OF REVISIONS</b>	
July 2010	New template used following AQU update
July 2010	Details of attendance added Section 8
July 2010	Hyperlinks added to professional benchmark statements Section 10, 12, 14 & 16
July 2010	Hyperlinks added to QAA code of practice and mapping of work-based learning against collaborative provision in Section 16
July 2010	Assessment map added Section 14
July 2010	Award map added Section 15

## **12 Educational aims of the programme**

The Graduate Teacher programme will provide successful trainees with a recommended Qualified Teacher status to enable them to teach in school by the end of the programme and with a practical knowledge and understanding of how children learn and develop. It is a employment-based programme, with trainees undertaking school experience in at least two schools, and across two consecutive age phases as stipulated in the [TDA requirements](#) (TDA, 2008). It will develop trainees' skills, knowledge and understanding as classroom teachers through this process, and provide an awareness of how different patterns of organisation and styles of teaching, best support effective learning and provide equality of opportunity for all children. Trainees will be expected to develop and demonstrate the knowledge, skills and teaching competences which will enable them to observe, plan, teach, organise and assess children's progress and learning across the full range of the primary curriculum subjects. They will learn how to plan and manage the children's learning, and begin to work in co-operation with other professionals, parents and each other, in order to ensure quality teaching and learning experiences and realistic outcomes for all children.

## **13 Intended learning outcomes and learning, teaching and assessment methods**

### **Intended learning outcomes**

On completion of the programme, trainees will:

- be required to demonstrate achievement of the standards for QTS as specified in TDA 2008;
- have a knowledge and understanding of the development of children across the primary age-phase, and be able to implement developmentally appropriate practice within their chosen age-phase, including consideration of the Early Years Foundation Stage for those undertaking the 3 - 7 phase, and the National Curriculum for those undertaking the 5-11 phase;
- be able to foster and develop skills, concepts and attitudes necessary for effective learning;
- be able to identify aims and objectives for learning and specific learning outcomes, with clear reference to purpose, progression and differentiation, taking account of individual needs and the school's long and medium term planning in their own medium and short term planning;
- have an awareness of the diversity of needs and abilities within classrooms, including SEN/Inclusion, and how this affects learning, e.g., Individual Education Plans (IEPs), and the role of the school within the community, as well as the needs of the able child.
- have a working knowledge of the structure and requirements of the National Curriculum and its assessment and of the Foundation stage through the Early Learning Goals;
- demonstrate an informed understanding of the teaching of literacy and numeracy to include current initiatives;
- be able to appreciate the 'wider curriculum' and its relationship to the National Curriculum;
- be able to undertake long, medium and short term planning and to teach and assess National Curriculum subjects and religious education (RE);
- understand the place of cross-curricular elements including personal, social, health education and citizenship in the curriculum;
- be able to identify key resources and evaluate their relevance for all subjects and for cross curricular planning and teaching, and to consider how they address equal opportunity/cross-curricular issues and their impact on people, space, and time in the classroom;
- have an understanding of and use effectively assessment methods, marking techniques, record keeping and reporting, and be aware of their fitness for purpose;
- have audited and profiled their developing subject knowledge;
- have profiled their developing competences, by satisfactory use of the PDP; and produced a portfolio of evidence related to the Qualifying to Teach Standards;

- be aware of and effectively use a range of classroom organisation and management techniques that ensure safe and effective working by all pupils under their control;
- develop an awareness and understanding of whole school policy, including homework, and wider management issues;
- be able to relate and communicate confidently and appropriately with other professionals and parents;
- develop appropriate relationships and strategies with pupils which establish high standards of behavior and discipline;
- gain an awareness of their strengths and needs in terms of knowledge, skills, understanding and motivation to allow them to undertake continuing professional development successfully and effectively in their teaching careers.

### ***Learning, teaching and assessment methods***

The teaching and learning strategies used will be selected according to the following purposes:

- **Whole group lectures:** GTP trainees are expected to attend all core GTP sessions at UW and are invited to attend specific PGCE or Undergraduate lectures, which they feel will support gaps in their subject or professional knowledge and as identified in their individual training plan.
- **Peer Group:** This is an important feature of the framework within which trainees develop. As mature students with a range of previous learning experiences, they are expected to engage in a collaborative approach to learning. All trainees will reflect on their learning through peer coaching developing transferable skills they can employ in their profession.
- **Directed Study:** Trainees will be required to reflect upon and further research issues raised within lectures and workshops and either to feedback the outcome to the whole group or produce written material for group resource purposes.
- **Seminars:** Trainees will make presentations for group discussion and evaluation.
- **Individual Study.** GTP trainees will research into good teaching and learning in a curriculum subject area identified as an area for personal development and produce a written assignment for submission to University for assessment. They will undertake subject knowledge for teaching tasks based on individual needs, complete Professional Development tasks and the PDP.
- **Tutorials:** These are provided by individual tutors, either to individuals or small groups, to target support in areas of need, both in UW and in school.
- **Websites:** Trainees will be required to access appropriate websites including those of the DfE and TDA in order to ensure that they are aware of the most up to date material relevant to their programme and its component elements.
- **VLE:** Trainees will have access to University teaching and learning materials along with supplementary resources via the Virtual Learning Environment (VLE) Blackboard.

	Examples
<b>Knowledge and understanding</b>	<b>Subject knowledge for Teaching tasks, assignment, independent study</b>
<b>Cognitive and intellectual skills</b>	Reading of research, assignment
<b>Practical skills relevant to employment</b>	Professional dialogue with mentor/tutor, training and teaching in situ, observations
<b>Transferable/key skills</b>	Use of ICT to include VLE, communication through directed study tasks

## **14 Assessment Strategy**

### Regulation of assessment

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services website](#) or see the [Student Handbook](#).

A range of assessments within the programme will be used for both formative and summative purposes and relate directly to trainees' developing competence and knowledge. The assessment requirements take into account the need to monitor trainees' subject knowledge in the core subjects and ICT. The assessments relate directly to the principles and objectives of the programme and are designed to help trainees to reflect on their professional development, provide evidence of learning from primary and secondary sources and identify future targets.

Trainees have to successfully complete all elements in order to pass the programme:

1. In the core subjects and ICT trainees subject knowledge will be audited throughout the programme. They will also be required to provide evidence of teaching in these areas in their PDP;
2. Trainees will give a short presentation in each of the core subjects relating to an area of learning/development that is a current initiative;
3. Complete Professional Development tasks;
4. Complete Subject Knowledge for Teaching (SKfT) tasks in English, Maths and ICT as well as two others based on individual trainee need;
5. Submit and pass a written assignment associated with teaching and learning in a subject identified on a needs basis as an area for development;
6. Successfully complete QTS Skills Tests in English, Maths and ICT;
7. Compile a Portfolio of Evidence with an interim and final commentary;
8. Completion of CEDP as required by TDA.

### Assessment of School Experience

#### **The Professional Development Profile**

The profile is based on the [Standards for the Award of Qualified Teacher Status](#) (TDA, 2008). The profile is designed to be formative in helping trainees to work towards achieving these standards. It is also used in summative assessment of practice of teaching.

The standards are set out under the following headings in the profile:

1. Professional attributes
2. Professional knowledge and understanding
3. Professional skills

#### **Formative Assessment**

Trainees are expected to use the profile regularly and to gather evidence of their performance as the school experience progresses. The student is responsible for the profile and for providing evidence. The teacher/mentor's role is to verify and comment on the evidence collected in order to give the student constructive feedback throughout the school experience and to write a final report at the end of the school experience.

Evidence should include reference to:

1. schemes of work;
2. lesson plans, observations;
3. teacher/tutor comments;
4. pupils' work;
5. lesson evaluations.

Trainees, teacher/mentors and tutors should refer to the Standards regularly and specific reference should be made to the planning, teaching and assessment of literacy and numeracy. Observation sheets are also available for teachers/mentors and tutors to provide feedback on the trainees' overall progress as well as their Subject Knowledge for Teaching (SKfT) and these should be included in the file.

The PDP is a working document. It should inform discussions about the trainees' progress throughout the school experience and be used daily to monitor the trainees' strengths and weaknesses. It should be regarded as an evaluation document that demonstrates the trainees' ability to reflect on their practice and use the advice offered by teachers, mentors and tutors to move their practice forward. Weekly targets should be set by the trainee and mentor using the Standards and Stage Descriptions in the PDP to identify strengths and weaknesses.

### **Summative Assessment**

The stage descriptions within the PDPs have been developed from the Standards. They are used to help teachers/mentors to monitor and assess the trainees' performance and should be used in conjunction with the Standards. The stage descriptions become progressively more demanding for each school experience and describe the development that trainees are expected to make during their programme to achieve the Standards necessary to become a qualified teacher.

Stage descriptions indicate whether the student is operating at the following levels: serious weaknesses (fail), notice to improve (fail in some areas), satisfactory, good or outstanding. Each aspect of school experience contains stage descriptions for the purposes of assessment.

Teachers/mentors/tutors should select the description that most suitably describes the stage at which the student is operating. All trainees who are assessed at satisfactory, good or outstanding will pass their school experience.

The Lead Mentor and the university tutor using the PDP will assess the trainees' school experience jointly. Where agreement over final grades for the practice cannot be resolved, the student will receive an additional visit from the Primary Partnership Manager, the School Placement Coordinator or the Regional Partnership Coordinator. The External Examiners will see a range of trainees during their School Experience.

It is expected that trainees will show a 'satisfactory' or better level of practice set out in the Standards for the Award of QTS. A key role for the External Examiners is to monitor and moderate the assessment of school experience in order to ensure that the Standards for the Award of QTS are being met. Predicted Ofsted grades are given to trainees in order to set challenging targets and Ofsted grades are awarded on completion of the training. The Primary Partnership team sees the value of the PDP assessment as both formative and summative. Its summative use is demonstrated through action planning at the end of each experience and the completion of the Career Entry Development Profile (CEDP) at time of qualification.

Trainees will be informed of these procedures through induction and details set out in the

programme handbook.

In order to be recommended for QTS and the successful completion of the programme, trainees must:

1. Achieve a pass grade in each directed study tasks which forms part of the formal assessment programme;
2. Satisfy the Examiners in school experience;
3. Fulfil all published programme requirements;
4. Demonstrate that they have met the current requirements for QTS.

The directed study tasks, interim and final commentaries are assessed by a pass or fail. The assignment is marked against specific marking criteria. School experience is graded according to the Stage Descriptors within the PDP.

A grid showing how assessment methods are mapped to assessment activities is included in the course handbook.

### 15 Programme structures and requirements

The programme is an employment based training route into teaching that incorporates self-study, school and centre-based training at UW. Attendance at centre-based training is compulsory in order to help address the TDA training requirements. The school is the main training provider and as such is responsible for the training. Trainees individual training programme determines the number of days that trainees are required in school however all are a full-time employee of the partnership base school.

The University makes no award for the GTP Primary course however the course enables trainees to meet the TDA standards (2008) for QTS. Trainees must pass the directed study tasks, interim and final commentaries, the assignment, skills tests and school experience placements in order to be recommended to the GTCE for QTS at exam board. The outcomes of these assessments may also be used as evidence in the Professional Development Profile/Final Portfolio.

Trainees subject knowledge will be monitored in the Core subjects and ICT and trainees will be expected to engage in private study to remedy any identified gaps in their knowledge. Additionally Subject Knowledge for Teaching (SKfT) tasks are to be completed related to current initiatives in English, Mathematics, ICT and those pertinent for trainees development based on their needs analysis.

### 16 QAA Academic Infrastructure

The University of Worcester does not award for GTP, however [TDA requirements and standards \(2008\) for Initial Teacher Training \(ITT\)](#) provision must be met in order that recommendation be made for QTS for those with passing portfolios. QAA procedures are implemented and applied in line with Section 2 and 9 of the [QAA Code of Practice](#).

#### Quality Assurance Code of Practice: Mapping Section 9 (Work-based and placement learning) to Section 2 (Collaborative provision)

<b>Section 9: Work-based and placement learning</b>	Precept 1: Intended learning outcomes and assessment	Precept 2: Responsibilities for academic standards and quality	Precept 3: Responsibilities of partners	Precept 4: Responsibilities and entitlements of students
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<b>Section 2 Precepts</b>	A2, A10, A12, A14, A18, A20, A21, A22, A23	A1, A3, A9, A10	A3, A9, A10, A12	A26, A27, B4
<b>GTP Documentary Evidence</b>	Partnership Agreement; Programme Specification	Partnership Agreement; QA checklist of schools	Partnership Agreement; QA checklist of schools	GTP Handbook; Partnership Agreement
<b>Section 9: Work-based and placement learning</b>	Precept 5: Information support and guidance for students	Precept 6: Information, support and guidance for partners	Precept 7: Staff development	Precept 8: Monitoring and development
<b>Section 2 Precepts</b>	A26, B4, B5, B6, B7		A17, B6	A16, B2, B5
<b>GTP Documentary Evidence</b>	GTP Handbook; Partnership Agreement; E-News; Course Committee agenda/minutes; Module outlines; Definitions and Principles for Regional Training	Mentor training notes; Mentor materials; Definitions and Principles for Regional Training	Tutor meeting agenda/minutes; Joint observation forms	E-News; Trainee, mentor and tutor evaluations; external examiner report; SED; Improvement planning

### 17 Support for students

The GTP course applies the University Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. One day of Induction is held in July preceding the course followed by serial days in September. Trainees are inducted about the course and expectations, the use of Blackboard, Library resources and arrangements for the Skills Tests. A personal tutor is allocated to each trainee and they are responsible for conducting tutorials and school visits each half term. Trainees on the GTP will be required to develop a Personal Development Plan (PDP) associated with the TDA Qualified to Teach Standards (2008). Access is given to ILS and the VLE Blackboard throughout the period of training. Module outlines are available for each subject at the start of the subject module. [Study Skills Advice Sheets](#) are available to trainees. A designated mentor in school will support and develop the training through weekly review meetings. Each trainee will be involved in peer coaching and mentoring as part of a cohort support network. Additionally there is a course handbook and a designated area on Blackboard.

### 18 Admissions policy, criteria and procedures

Candidates must hold a degree of a British university or an award recognised as equivalent by the Qualifications Branch of the DfE. All candidates must have gained a grade C or better in GCSE (or recognised equivalents) in English Language, Mathematics and Science.

The University wishes to recruit students who have a strong commitment to teaching as a career. It is expected that candidates for interview will have gained some appreciation of the demands

and expectations of teaching as a result of experience in primary schools. A conscious decision about commitment to teaching would be based on this experience. Further work with children, in a paid or voluntary role, would also be deemed valuable. Care is taken to ensure that prospective candidates are aware of the emphasis placed upon a period of relevant experience before attending for interview. Candidates are advised to draw attention to any experience of this type when completing their application form.

The University operates an Equal Opportunities Recruitment Policy and welcomes applications from members of ethnic minority groups. Sympathetic consideration will also be given to the ways in which the University can help the special needs of disabled applicants.

The University seeks students from a variety of backgrounds and with differing personality characteristics. Successful candidates need to demonstrate lively minds together with the ability to communicate their interest and enthusiasm to pupils, professional colleagues, parents and other adults. It is probable they will display qualities of self-confidence, resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others. To take part in the GTP, applicants need to apply directly to the University of Worcester.

#### Accreditation of Prior Learning.

Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning. Where trainees can evidence prior experiential learning explicitly related to teaching, the length of training on the GTP can be reduced. Trainees are required to provide documented evidence and discuss their experiences with a professional mentor and the course leader before APL is granted,

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

### **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- GTP Steering Group
- Course Management Committee meetings
- GTP Team meetings
- Evaluations from tutors
- Evaluations from mentors
- Evaluations from trainee teachers
- Institute of Education Quality Assurance Meetings
- Mentor development
- Internal moderation
- External Examiner's Report
- Self Evaluation Document
- NQT survey
- Staff Appraisal

### **20 Regulation of assessment**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities that are detailed in the module specifications.

- The minimum pass mark is 50% for each module at Level 6.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see PRF.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.

### **21 Indicators of quality and standards**

There is a large and high quality recruitment base to the programme and a high take up of employment into the profession.

The quality of placements and school-based training clearly demonstrates the effectiveness of the provision. (TDA, 2009)

The External Examiner stated that the high outcomes of trainees are due to clear evidence of 'much good practice in terms of teaching and learning'. (External examiner, 2010: p.3)

The Ofsted 2010 inspection rated the GTP provision at UW as 'Outstanding'. ([http://www.ofsted.gov.uk/oxedu\\_providers/full/\(urn\)/70198](http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/70198))

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

### **22 Employability and graduate destinations**

The programme prepares for teaching across the age range 3 to 11. A Career Entry Development Profile Session is held at UW in order to guide trainees into their induction year. It is expected that trainees will prepare a formal statement relating to discussions held with their UW tutor and Lead Mentor in school. Employment rates are typically very strong with 95 – 98% of the cohort entering the teaching profession in full-time, part-time or supply capacity.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 4 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

More detailed information on the learning outcomes, content and teaching, learning and assessment can be found in the following documents:

- GTP Primary Handbook (reviewed annually)
- Web address: <http://www.worcester.ac.uk>

Uploaded to web 13/11/10