

Programme Specification for Assessment Only for Qualified Teacher Status

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	National College for Teaching and Leadership (NCTL)
2.	Teaching institution	University of Worcester Partnership schools
3.	Programme accredited by	QTS recommendations made by University of Worcester to the NCTL
4.	Final award	Qualified to Teach Status (QTS)
5.	Programme title	Assessment Only for Qualified to Teach Status
6.	Pathways available	N/A
7.	Mode and/or site of delivery	The route is delivered within educational settings nationally and internationally but based on the English National Curriculum and examined subjects.
8.	Mode of attendance	The route is full-time as Assessment Only Teachers are normally employees within the educational setting in which their assessment is undertaken.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<p>Teachers' Standards (DfE, 2012)</p> <p>Assessment Only Requirements and Guidance (NCTL, 2015)</p> <p>The Secretary of State's Statutory Instrument 2003 No. 1662 Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 2003/1662).</p>
11.	Date of Programme Specification preparation/ revision	<p>September 2012 (skills tests must be passed prior to starting the assessment period).</p> <p>September 2013 (References to the Teaching Agency replaced with National College for Teaching and Leadership (NCTL) and Enhanced recruitment process – introduction of second stage interview. August 2014 - amendment to APL statement. September 2014 (Additional entry requirements).</p> <p>November 2015 (additional entry requirements for candidates with a third class degree or a degree in a specialist subject approved by IQC).</p> <p>February 2016 – general update to the Programme Specification</p> <p>August 2017 - AQU amendments</p>

12. Educational aims of the programme

The Assessment Only Route enables experienced but unqualified teachers, who have been teaching whole classes for two to three years to gain Qualified to Teach Status (QTS). Assessment Only teachers will have been responsible for planning, teaching and assessing whole classes or groups of pupils in at least two schools, and across two consecutive age phases as stipulated in the NCTL Assessment Only requirements (NCTL, 2013). Assessment

Only teachers will be expected to demonstrate their knowledge, skills and teaching competences against the Teachers' Standards (DfE, 2012).

13. Intended learning outcomes and learning, teaching and assessment methods

All students will meet the DfE Teacher's Standards for Qualified Teacher Status (2012).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

Assessment Only Teachers (AO teachers) will:

PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well-structured lessons;
5. Adapt teaching to respond to the strengths and needs of all pupils;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment; and
8. Fulfil wider professional responsibilities.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

1. Critically review aspects of their subject pedagogy;
2. Demonstrate accountability for determining their own progress and that of pupils;
3. Act appropriately in a wide variety of professional contexts across the school; and
4. Demonstrate accountability for working with other adults.

Assessment methods

Directed Study: Assessment Only teachers will be required to further research issues raised within their teaching and reflect upon these in their final portfolios.

Individual Study: Assessment Only teachers will write a reflective account addressing the Teachers' Standards and submit as a final portfolio.

Joint observation of practice: Assessment Only teachers will be observed jointly by school mentors and university tutors at final assessment.

School mentors must:

1. identify areas of need and strength and give support as appropriate;
2. set targets for second school experience where necessary, giving guidance on the assessment plan;
3. give guidance on following the assessment plan;
4. make school policies available to AO teachers;
5. arrange a programme of induction for AO teachers where applicable;
6. observe and provide written/verbal high quality feedback on lessons to include reference to subject knowledge and subject pedagogy;
7. communicate with the University of Worcester immediately about any cause for concern;
8. ensure that resources and information are made available to support AO teachers planning and preparation;
9. give guidance on completing the final portfolio;
10. contribute to the process of selection of candidates, the work of committees and working parties and the general management involved in the AO partnership;
11. provide equality of opportunity; and
12. write references.

UW tutors must:

1. interview applicants;

2. conduct a Quality Assurance visit at second interviews for new AO teachers
3. partnership schools;
4. quality assure the standards demonstrated by AO teachers;
5. moderate with school mentors;
6. maintain dialogue between school mentors, AO teachers and UW;
7. provide appropriate guidance for school mentors and AO teachers at second interviews and where there are cause for concerns about progress;
8. give guidance on portfolio compilation and final commentary;
9. conduct second interviews and final assessment visits; and
10. provide feedback and prepare report following lesson observations conducted as part of the final assessment.

14. Assessment Strategy

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

Assessment Only Teachers have to successfully complete all elements in order to pass the programme.

Assessment Only teachers' subject knowledge will be audited throughout the route. They will be required to provide evidence of:

1. subject knowledge in their planning and delivery of lessons and make reference to these in their final portfolio;
2. successfully complete QTS Skills Tests in English and Maths;
3. an Assessment Plan which explains how they are meeting the Teachers' Standards and signposting where evidence can be found;
4. the compilation and submission of a portfolio with a final commentary that documents key aspects of their professional development supported by selected collections of evidence and linked to the Teaching Standards where appropriate; and
5. the completion of Career Entry Profile or similar as required by NCTL.

The Assessment Plan

The assessment plan is based on the [Teachers' Standards](#) (DfE, 2012). It is designed to be formative in helping AO teachers to work towards achieving these standards. It is also used in the summative assessment of practical teaching

The AO teacher, through the Assessment Plan, must address the Teachers' standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Assessment Only teachers are expected to gather evidence of their performance as the assessment only period progresses. The AO teacher is responsible for the Assessment Plan and supporting evidence. The mentor's role is to verify and comment on the evidence collected and the teaching observed in order to give constructive feedback throughout the assessment period and to write a final report at the end of the assessment. Weekly targets should be set by the AO teacher and mentor using the Standards to identify strengths and address weaknesses.

Evidence should include reference to:

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

Assessment Only teacher and mentors must refer to the Standards regularly. Observation sheets completed by mentors should refer to the standards and be included in the portfolio.

The portfolio should be regarded as an evaluation document that demonstrates the AO teacher's ability to reflect on their practice and use the advice offered by mentors to move their practice forward.

The Lead Mentor will assess the Assessment Only teachers' practice and this will be quality assured by a university tutor. The External Examiner will see a range of AO teachers during their assessment period.

It is expected that Assessment Only teachers will show a 'passing' or better level of practice set out in the Standards for the Award of QTS. A key role for the External Examiner is to monitor and moderate the assessment in order to ensure that the Standards for the Award of QTS are being met. The final portfolio is used summatively and informs action planning at the end of the assessment period and discussions about the induction period.

Assessment Only teachers will be informed of these procedures through the diagnostic interview, the initial visit and details are set out in the Assessment Only Route (AOR) handbook.

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

1. Satisfy the assessors in the final assessment;
2. Fulfil all published programme requirements;
3. Demonstrate that they have met the current requirements for QTS.

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 assessment only route into teaching for experienced but unqualified teachers. The assessment only route lasts for 12 weeks and AO teachers should be teaching at least a 50% timetable. Attendance is in accordance with individual AO teacher's employment contracts as employees of an educational setting. The Assessment Only Route is wholly work-based and there is no attendance requirement at UW. The school contribute fully to the monitoring and assessment of AO candidates. UW tutors act as guides, conduct the final assessment and provide quality assurance for the route. The assessment period can begin at any point in the year so long as a good (or better) quality teaching and assessment period can be guaranteed in the partnership school.

An Assessment Only teacher will have their subject knowledge monitored and they will be expected to engage in private study to remedy any identified gaps in their knowledge.

The University recommends Assessment Only teachers for QTS based on evidence of their meeting the Teachers' Standards (DfE, 2012). AO candidates must pass the final portfolio commentary with relevant supporting evidence, the skills tests and teaching whilst conducting their 12 week assessment period in order to be recommended to the General Teaching Council for England (GTCE) for QTS at exam board. The outcomes of the assessment period may be used as evidence towards induction.

16. QAA and Professional Academic Standards and Quality

QAA Academic Infrastructure

The University of Worcester does not award for Assessment Only, however the [Assessment Only Requirements and Guidance](#) (NCTL, 2013) 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 the [QAA UK Quality Code for Higher Education, section B3 Learning and Teaching, section 2: Work-based and placement learning](#), (2007/11) and QAA UK Quality Code for Higher Education, chapter B10: Management of Collaborative Arrangements (12/2011)

University tutors carry out a setting quality assurance visit before the start of the assessment period. They quality assure the quality of mentoring. Detailed guidance is provided to schools (School Guidance document) before the start of the assessment period.

17. Support for students

All AO candidates are allocated a UW tutor who is available via email from the point at which the applicant is accepted onto the AOR. Tutors offer guidance and advice on the candidates Assessment Action Plan associated with the Teachers' Standards (DfE, 2012) prior to commencing the 12 week assessment period. Preceding the assessment period a UW tutor conducts an initial assessment visit to the school which forms part of the interview process. Tutors offer support to the Assessment Only candidates and the mentor at this stage. If the candidate is successful, tutors continue to support remotely via email. The designated mentor supports the AO candidates on a daily basis within school through lesson observations and feedback. Additionally there is a course handbook.

18. Admissions

Admissions policy

The course seeks to recruit experienced but unqualified teachers who have been teaching whole classes for at least two to three years. Candidates will have teaching experience in at least two schools and have worked with the English National Curriculum subjects with two consecutive age ranges.

The Assessment Only Route 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 University wishes to recruit students who have a strong commitment to teaching as a career. It is expected that candidates invited for interview will have a wealth of experience in teaching in schools.

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 AOR, applicants need to apply directly to the University of Worcester

Entry requirements

Candidates usually hold a 2:2 degree or above from a British university or an award recognised as equivalent by the Qualifications Branch of the DfE. Candidates who have a third class degree (Primary and Secondary) and who do not have a degree in their specialist subject (Secondary) may apply but they will be asked to meet the additional entry requirements. Candidates who do not have a degree in my specialist subject (Secondary) or who have a 3rd class degree (Primary and Secondary) can apply. We usually expect candidates to have at least grade B in their specialist subject at A-Level. Candidates will also be asked to complete a subject knowledge audit and to complete up to three focused subject knowledge tasks. This incurs a fee.

Phase	Additional requirements for candidates who have a 3 rd class degree.	Additional requirements for candidates who do have a degree in their specialist subject.
Primary	Up to 3 focused tasks set at interview stage 1, bespoke to applicants' needs.	N/A
Secondary	Up to 3 focused tasks set at interview stage 1, bespoke to applicants' needs. Evidence that candidates have experience of teaching high ability KS4 pupils (planning, resources, feedback from lesson observations, pupils' work and data).	Usually A-Level grade B or above on their specialist subject. Up to 3 focused tasks set at interview stage 1, bespoke to applicants' needs. Evidence that candidates have experience of teaching high ability KS4 pupils (planning, resources, feedback from lesson observations, pupils' work and data).

All candidates must have gained a grade C/4 or better at GCSE (or recognised equivalents) in English Language, Mathematics and in the case of Primary applicants, Science. Applicants will have the support of their existing employer in order to undertake the AOR. Candidates will have at least two to three years planning and teaching experience of whole classes and groups and be responsible for the assessments of those they teach. From 2013 applicants will need to hold the skills test in English and Mathematics prior to being accepted on to an AOR. The requirement for passing the skills test is before the 2nd interview is conducted.

Admissions procedures

Applications are available online and from the AO administrator. Candidates submit their completed applications to admissions in Registry. Registry checks qualifications and then passes the applications to the AO administrator who subsequently hands them to the appropriate AO coordinator; Primary or Secondary. The coordinator scrutinises the application

to ensure that all other entry criteria has been satisfied. If the entry criterion has been met, admissions are informed and send out an invitation to interview to the candidate.

Admissions procedures: Following short-listing, candidates are invited to a diagnostic interview held at the University so as to ascertain whether the individual is suitable for the route, meets all UW entry criteria and exhibits the qualities and attributes desirable in a teacher. If successful at this stage, the AO applicant moves to the second stage interview which is conducted in school. A lesson is observed with members from the partnership i.e. UW assessor and member of school staff. Some candidates may be asked to meet conditions before they can proceed to the second stage of the interview or the assessment period.

Admissions/selection criteria

At interview the candidate will be expected to:

1. provide a portfolio of evidence of planning, teaching and assessing whole classes and groups of pupils against all the teachers' standards (2012);
2. demonstrate a suitable level of subject knowledge in discussion with UW tutors and AO mentors involved in selection;
3. exhibit criticality and reflection when questioned about their teaching experience and in their initial commentary;
4. demonstrate their wider professional knowledge and responsibilities;
5. show an understanding and knowledge of key Government priorities as appropriate to the context and age range of pupils in their charge;
6. show the quality of mentoring through developmental lesson observation feedback;
7. demonstrate how the Teachers' Standards (DfE, 2012) are being met;
8. exhibit the attributes and qualities desirable in a teacher;
9. meet any conditions placed upon them prior to commencing the second stage interview e.g. pass skills test;
10. plan, teach and deliver a lesson that demonstrates they meet all of the standards; and
11. meet any conditions placed upon them prior to commencing the assessment period.

Candidates need to demonstrate that the Teachers' Standards (DfE, 2012) are met before they can be made an offer of a place on the AO programme.

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

Lead mentors on the Partnership Advisory Group (PAG) and Partnership Management Group (PMG) and university tutors act as internal moderators and they will conduct final assessment visits with the UW supervisory tutor.

The external examiner's role is to provide confirmation that the academic standards of the AOR are similar to those on comparable courses at other Universities, and to give an external perspective on the quality of the AOR at the University of Worcester.

Evaluations from AO teachers, AO mentors, AO tutors, the External Examiners' report, outcomes from tutor meetings and course committee meetings feed into the AER.

Modifications made to the AOR are scrutinised by IQC.

20. Regulation of assessment

Requirements to pass

There are no modules associated with the Assessment Only Route.

Skills tests in English and Maths must be passed prior to commencing the assessment period. AO candidates must satisfy all of the Teachers' Standards (DfE, 2012). A final commentary and supporting portfolio of evidence is required to be submitted at the final assessment point. Full details of the assessment requirements for the AOR are published in the handbook.

Submission of assessment items

AO teachers must pass their skills test before the beginning of the assessment period.

Requirements for Awards

Recommendation for the award of QTS cannot be deferred therefore AO candidates must have passed all the professional skills tests before the end of their assessment.

Requirements for Awards

Award	Requirement
QTS	All the teachers' standards (2012 DfE) are met.

21. Indicators of quality and standards

The quality and standard of the route is in line with all other ITT provision at UW.

All the AO teachers registered on the route in 2014/15 have passed and gained QTS.

The external examiner said of the route in 2014:

- "The now established AO route is clearly working well and is 'fit for purpose'. This provision clearly addresses the requirements of QTS.
- Assessment via the final visit is appropriate and continues to in line with other AO providers and is also in accord with other routes that offer QTS.
- Guidance is clear and expectations explicit. Improvements to the key documentation and to the selection process have added further to the clarity and expectations of the AO route.
- Trainees' capability seen as part of this external examination visit are good and comparable to other ITT routes
- Tracking of trainees is effective and appropriate
- The AO action is clear, precise and has appropriately set targets
- "All staff involved and in particular the course leader is striving to make sure that high standards are being developed and attained. The rigorous selection process allied to effective support/guidance is key to these good quality outcomes being attained
- Assessment arrangements via the AO are effective and fit for purpose. Trainees comment positively upon the excellent guidance offered in preparation for this and the professional manner it is undertaken."

Ofsted assessed that ITE provision at University of Worcester was 'Good' in 2014.

22. Graduate destinations, employability and links with employers

Graduate destinations

AO teachers will either continue in their employing school as a qualified teacher or look for employment in another school. The employing school will invariably be appropriate to the age phase that the AO teachers have gained their QTS.

Student employability

The AOR directly relates to the employment of candidates as the route is totally work-based with individuals often employed in the setting in which they undertake their assessment period. This provides the candidates with directly transferable skills and understanding of the contexts in which they will be employed in future.

Links with employers

Employers are involved in the interviewing process, mentoring in school and have an active involvement on the Partnership Advisory Group (PAG). The PAG is instrumental to the further development of the quality and standards of the AOR.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.