Programme Specification

University of Cumbria

Programme Title and Name of Award	QTS Direct – Assessment Only Route		
Professional Qualifications / Accreditation	Qualified Teacher Status		
Academic Level	N/A	Total Credits	N/A
UCAS Code	N/A	JACS Code	X100 (Training Teachers)
Criteria for Admission to the Programme	To be eligible for this route candidates must: • be graduates holding a UK first degree or equivalent qualification; (A first degree comprises 300 HE credit points of which 60 must be at level 6 of the QCF) • have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics, and all those who teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject • have been subject to a Disclosure and Barring Service check and/or any other appropriate background checks; • have passed professional skills tests; • have the active support of a school/setting willing to provide an appropriate Assessed Practice environment and mentor support; • have considerable experience of teaching the English curriculum in two or more settings and across two or more consecutive age ranges (3-7yrs; 5-11yrs; 7-11yrs; 7-14yrs; 11-16yrs, 14-19yrs); • have substantial experience of whole-class planning, teaching, assessment and reporting to parents. Experiences must be sufficiently broad and sustained to have prepared candidates to meet the full QTS Teachers' Standards. Assessment Only guidance is available at:		

	https://www.gov.uk/government/publications/the-assessment-only-route-to-qts
	Detailed criteria for admission to this programme can be found on the programme webpage:
	http://www.cumbria.ac.uk/Courses/Subjects/Education/Postgraduate/DirectAssessmentOnlyRoute.aspx#entry-requirements
Teaching Institution	University of Cumbria
Owning Department	Institute of Education
Programme delivered in conjunction with	Candidates' own schools
Principal Mode of Delivery	Work-Based Learning
Pattern of Delivery	Full Time
Delivery Site(s)	Candidates' own schools
Programme Length	Minimum five weeks; maximum three calendar months
Higher Education Achievement Report (HEAR)	N/A
Exit Awards	None

Programme Features
The unique feature of the programme is its assessment only characteristic.
The University of Cumbria is able to assess suitably qualified and experienced candidates for Qualified Teacher Status without the need for any training and while continuing to teach in their own school. The route is available to unqualified teachers in maintained or independent schools which teach the English curriculum in primary, secondary, middle or Prep age ranges.
The University of Cumbria is the largest provider of initial teacher training in the UK. We have adapted our rigorous assessment strategies so that candidates can gain QTS in their current school by interview, portfolio and assessed practice. Use of technology will ensure that candidates can participate and be supported throughout from wherever they teach.
The start date is flexible - candidates can apply for this route at any point throughout the year with assessments being carried throughout Autumn, Spring and Summer Terms. The route is specifically designed to be straightforward and supportive for busy teachers to achieve QTS. The whole process can be completed in one term. There is a maximum time limit per assessment of three calendar months.

Aims of the Programme

The overall aims of the Programme are:

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1. to develop the unqualified teacher's ability to demonstrate the professional attributes, knowledge and understanding and skills, appropriate to the chosen age phases and subject/s necessary to meet the current Standards for the award of Qualified Teacher Status (QTS)

2. to ensure that candidates can evaluate their own professional practice sufficient to support successful transition to their induction period as NQT (Newly Qualified Teacher)

Level Descriptors

N/A

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

This is an Assessment Only route to QTS rather than a taught course. As such, the focus is on processes of gathering, presenting and reflecting on evidence of meeting QTS Teachers' Standards including:

- understanding relevant legal frameworks, including those for safeguarding, equality and diversity

- confidence in the subjects, skills, knowledge and concepts they teach and having a clear understanding of how all pupils make progress

- knowledge and understanding of the range of pedagogical choices appropriate for the pupils in the chosen key stages/age phases

- understanding of how teachers contribute to the well-being of pupils and of the variety of influences affecting them

- understanding of assessment, planning, monitoring, promoting good outcomes for pupils

- understanding of classroom/behaviour management - strategies that ensure a good and safe learning environment

- evaluation of their professional practice and evidence of acting upon advice and feedback which results in improved educational experiences for pupils

- reflection on their professional practice and identification of future professional development needs

Rigorous scrutiny of candidates' evidence and competences will be put in place to ensure they can demonstrate the requisite skills, knowledge and understanding.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

This is an Assessment Only route to QTS rather than a taught course. As such the focus is on processes of gathering, presenting and reflecting on evidence of meeting QTS Teachers' Standards including:

- demonstrating the ability to work independently and with others to ensure learners across the ability range make progress;
- demonstrating the ability to sustain the range of professional competences that engage pupils in learning in and beyond the classroom;
- planning, assessing, monitoring, giving feedback;
- demonstrating positive professional relationships, communicating with others, including parents, as appropriate;
- demonstrating team working and collaboration;
- engaging with professional development and using feedback, reflection and current descriptors to identify and secure progress towards the achievement of Qualified Teacher Status;
- demonstrating classroom/behaviour management, establishing clear expectations relating to the promotion of positive attitudes to learning and self-discipline and safe learning environments.

Rigorous scrutiny of candidates' evidence and competences will be put in place to ensure they can demonstrate the requisite skills, knowledge and understanding.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

DFE (2011) *Teachers' Standards*, crown copyright : DFE

NCTL (2015) *Assessment Only Criteria,* crown copyright : NCTL

NCTL (2016) *Assessment Only Criteria Supporting Advice,* crown copyright : NCTL

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

There are three phases to the Assessment Only QTS Direct route; Preparation, Initial Assessment Interview and Assessed Practice. The whole process is outlined below:

Phase 1: Preparation for Initial Assessment

To support your registration you will be invited to a workshop at university. This will give you

a head start with your clearances, portfolio of evidence, using the VLE and e-portfolio and enable you to meet other candidates. For those who cannot attend the workshop, online materials will be available, so that you can fully participate from anywhere.

You will then complete your portfolio of evidence drawing on your current and previous teaching experience in preparation for your Initial Assessment Interview. The portfolio will provide evidence of meeting all aspects of the Teachers' Standards and will draw on evidence from your age ranges.

Phase 2: Initial Assessment Interview

Your university tutor will visit you in school to carry out the interview, together with your school mentor. The process will include a lesson observation, review of your portfolio of evidence and subject knowledge audit, a brief presentation, literacy audit and professional discussion. The Initial Assessment Interview will normally lead to a recommendation that you are ready to progress to the 4-week Assessed Practice, either immediately, or after a period of preparation within a three month timescale. The recommendation will include any appropriate professional development targets for you to address during the Assessed Practice.

Phase 3: Assessed Practice

A 4-week assessed teaching practice will be undertaken in your own school. You will continue to create an e-portfolio and will maintain detailed evidence of planning, assessment and evaluation. A weekly lesson observation with written feedback will be required from your mentor. Towards the end of the Assessed Practice, your university tutor will join your mentor again to observe you teach, scrutinise the Assessed Practice documentation and complete your assessment in the tripartite QTS Review Meeting with your mentor and yourself. If you are distant, the second observed lesson may be assessed and the meeting take place using technology.

Upon successful completion of the route your award of QTS will be presented at the university's Assessment Board, which will formally record your QTS and notify the NCTL to complete your registration on the national database of qualified teachers.

Student Support

Tutor and Mentor

You will be allocated a university tutor and school mentor. Your tutor will have contact with you throughout your assessment. Your school mentor will help you to prepare for and complete your assessment, eg e-portfolio and assessed practice. The school mentor and university tutor will provide lesson observation and feedback to support your learning and professional development.

Induction and support

A Handbook with separate proformas will guide you through the process. The university also provides support through the programme's VLE (PebblePad) which contains guidance, useful documents and some self-study materials. New candidates are invited to a university workshop. Lines of communication are kept open throughout the assessment process via technology, email, telephone and the e-portfolio.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site.

You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library's subject resources webpages.

Programme Curriculum Map[1]					
Academic Level	**Module Code**	**Module Title[2]**	**Credits**	**Module Status[3]**	**Map to Programme Outcomes[4]**
N/A	PLCC9029	QTS Direct - Extending Professional Practice [towards QTS]	N/A	Core/ Qualificatory	All
Notes					

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Year		
PLCC9029	QTS Direct - Extending Professional Practice [towards QTS]	Individual roll-on roll-off assessments take place throughout the school year	Interview, assessed practice and e-portfolio	Assessments take place throughout the school year

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Evaluation • Programme validation and revalidation • Annual Evaluatory Reports • Peer Review • External Examiner reports
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: **Students, graduates, employers, WBL venues, other stakeholders, etc.**	• Evaluation candidate • Evaluation mentor • Stakeholder Group • Discussion with candidates and mentors • Meetings with External Examiners

Date of Programme Specification Production:	September 2016
Date Programme Specification was last updated:	N/A
For further information about this programme, refer to the programme page on the University website	