Programme Specification

School Direct Postgraduate Certificate in Education (Primary) with Qualified Teacher Status

Valid from: September 2017
Programme Code: MX1BL
SECTION ONE: General Information

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>School Direct Postgraduate Certificate in Education (Primary) with Qualified Teacher Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Specification</td>
<td>01/06/2017</td>
</tr>
</tbody>
</table>

**Award Title & Interim Awards**

- PGCE Primary (School Direct) with Qualified Teacher Status
- PGCE Primary 3-7 (School Direct) with Qualified Teacher Status
- PGCE SEND (School Direct) with Qualified Teacher Status

**The default Awards for this programme are:**

- PGCE Primary (School Direct) with Qualified Teacher Status
- PGCE Primary 3-7 (School Direct) with Qualified Teacher Status
- PGCE Special Educational Needs and Disability (School Direct) with Qualified Teacher Status

Each of the above awards are at **Level 7**.

Should students not meet the requirements of the programme at Postgraduate Level, each award is **mirrored at Level 6**.

- Professional Graduate Certificate in Education (L6): Primary (School Direct) with Qualified Teacher Status*  
- Professional Graduate Certificate in Education (L6): Primary 3-7 (School Direct) with Qualified Teacher Status*  
- Professional Graduate Certificate in Education (L6): Special Educational Needs and Disability (School Direct) with Qualified Teacher Status*  

*(Please see appendix 1 for Level 6 and level 7 descriptors)*

In the event that students are unsuccessful for the QTS element of the programme, students will then be awarded one of awards below as appropriate:

- PGCE Primary (School Direct) **without** Qualified Teacher Status  
- PGCE Primary 3-7 (School Direct) **without** Qualified Teacher Status  
- PGCE Special Educational Needs and Disability (School Direct) **without** Qualified Teacher Status  

It is not possible to attain QTS on our Programme without either PGCE or a ProfGCE.

*(Please see the diagram on page 4 for further calibration on the specific routes available)*

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Full-time: ☒</th>
<th>Part-time: ☐ E-learning: ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance:☐</td>
<td>Sandwich:☐</td>
<td></td>
</tr>
</tbody>
</table>

**Programme Start**

- Start Date: August 17
- Date of Last Update: Click here to enter a date.
<table>
<thead>
<tr>
<th>Date &amp; Period of Validation</th>
<th>5 Years: ☒ Indefinite: ☐ Other (Please state):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarding Institution</td>
<td>University of Derby: ☒ Other (Please State):</td>
</tr>
<tr>
<td>College Managing the Programme</td>
<td>College of Arts, Humanities and Education</td>
</tr>
<tr>
<td>Institutions Delivering the Programme</td>
<td>University of Derby: ☒ Other (Please State):</td>
</tr>
<tr>
<td>Relevant External Reference Points</td>
<td>The Quality Assurance Agency (QAA) issues descriptors for the content of a postgraduate certificate (more information can be found here: <a href="http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf">http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf</a>). Application of these descriptors in the design of our programme will ensure that you will meet the appropriate standards and expectations. These expectations permeate the aims and learning outcomes of the programme. In order for you to be recommended for Qualified Teacher Status (QTS) you need to demonstrate that you meet the Standards set out for Teachers (Teachers’ Standards, 2012) as laid out by the National College for Teaching and Leadership (NCTL). Please see the link below: <a href="https://www.gov.uk/government/publications/teachers-standards">https://www.gov.uk/government/publications/teachers-standards</a>. The Teachers’ Standards are divided into two main parts – Teaching [the knowledge, skills and understanding required of a teacher] and Professional Conduct [expectations of professional behaviours]. Our programme meets the standards required by the NCTL as confirmed by our 2016 Ofsted inspection. Inspections occur on a regular cycle to ensure high standards are maintained. Expectations set down by the Department of Education (DfE) and NCTL requires you to be suitable and fit to practice. Suitability is checked through the enhanced Disclosure and Barring Services (DBS) process and fitness to practice is regulated by the Occupational Health Team at the University of Derby. This suitability and fitness for practice needs to be maintained throughout your programme therefore you are asked to complete a declaration that there has not been any change to your status for each assessed placement. Changes throughout the year are to be communicated immediately to your Programme Leader.</td>
</tr>
<tr>
<td>External Accreditation/ Recognition</td>
<td>National College for Teaching and Leadership part of the Department for Education</td>
</tr>
<tr>
<td>JACS Code(s)</td>
<td>X120</td>
</tr>
</tbody>
</table>
### Background/Context:

School Direct PGCE Primary teacher training aims to enable students who have previously gained a degree qualification at Level 6 to transfer knowledge and skills into Primary settings in order to gain Qualified Teacher Status. The University of Derby works with a range of Teaching School Alliances across the Midlands to ensure both theoretical and practical teaching combine helpfully to improve learning. All students will pay fees to complete the School Direct PGCE Primary programme.

### Overview of the Programme:

Students may elect to train to teach Primary age pupils in either a mainstream Primary school or in a Special Educational Needs settings.

**In General:** The PGCE Primary programme aims to prepare students to meet the Teachers’ Standards irrespective of which route is chosen. Throughout the programme, successful applicants will be challenged to achieve these standards to the highest level and we aspire to enable all students to achieve outstanding levels of professional practice.

Of equal importance is the academic qualification awarded: Postgraduate Certificate (PGCE). The academic and professional dimensions to Initial Teacher Education are symbiotic. The abilities to address complex issues and develop critical thinking skills are important dimensions to the university-based taught modules. The teacher enquiry components are drawn from and informed by school-based placement experiences: they are not mutually exclusive. The school-based element of teacher education incorporates professional and academic opportunities. These are inextricably linked to the preparation for Qualified Teacher Status. We believe that Initial Teacher Education should go beyond skills and teaching routines to foster strong values and a strong commitment to the well-being of children in the widest sense. Social Justice is an important driving-force behind the programme irrespective of which route students take.

All students will gather an appreciation of the themes of learning and principles of practice which drive quality provision in effective Primary schools.

**Students will follow one of three Routes:** 3-7 years, covering Foundation Stage (FS) and KS1, Primary (5-11) covering KS1 and KS2 and SEND settings potentially covering 3-19. Students will develop an understanding of the teaching within the Early Years and Primary settings. There will also be opportunities to develop an understanding of teaching and learning in alternative Key Stages and SEND settings. Students will gather an appreciation of the themes of learning and principles of practice which drive quality provision in effective Primary schools. Driven by the requirements of the new National Curriculum (2014), students will gain an understanding of learning and teaching of core skills and the wider curriculum. National recommendations to support and enhance provision, delivery and structure of the curriculum will be embraced. Policy and practice in the Primary sector in line with the requirements for QTS will also be addressed.

**Students choosing to undertake the Primary SEND route:**

Students electing to undertake the primary School Direct programme will be placed in special educational needs settings covering a wide range of diverse needs across the Primary age phase in most cases. Students on this route will also teach in other Primary settings during the mainstream second school placement. The academic component of this route within the programme will enable students to focus upon a diverse range of topics including SEND policy and legislation, effective special
and inclusive pedagogy and practice, theories of inclusive practice in relation to teaching and learning and meeting the challenges of teaching in the SEND sector.

**On both routes:**
In order to support further the University’s aim of meeting individual learning needs, students will be offered Enhanced Placement Opportunities (EPOs), enabling them to address identified interests and needs relating both to QTS and broader professional and academic issues. These opportunities will also provide an authentic context for the development of specialist enhancement on the SEND route. This will focus on the wider notions of effective inclusive practice and pedagogy. The majority of students will complete the course in one year.

Both sets of students will have distinct groups at the university for both the Level 7 study as well as the Professional Pedagogy and Practice modules. There will also be seminar opportunities for cross age phase and sector working with each other and the Secondary mainstream and SEND students.

An overview of the 3 routes on this programme is provided below:

**Indicative Routes on the Primary Programme**

**P.G.C.E. with QTS Primary (5-11)**
- 3 assessed placements - one in KS1 and one in KS2
- Pupil as Learner (L7): will focus upon any aspect of inclusive teaching and learning or diverse learners’ needs pertinent to their chosen age phase
- Developing teacher enquiry (L7): nominated aspect of the school improvement plan as their focus e.g. curriculum areas, attainment of target groups, pedagogical approaches to address Attention Deficit and Hyperactivity Disorder (ADHD).

**P.G.C.E. with QTS (3-7)**
- 3 assessed placements - one in FS and one in KS1
- Pupil as Learner (L7): will focus upon any aspect of inclusive teaching and learning or diverse learners’ needs pertinent to their chosen age phase
- Developing teacher enquiry (L7): nominated aspect of the school improvement plan as their focus with specific emphasis upon age phase priorities/issues such as cognitive development, early mathematics, speech, language and communication.

**P.G.C.E. with QTS (SEND)**
- 3 assessed placements - 1 in SEND and 1 in mainstream
- Pupil as Learner (L7): will focus upon any aspect of inclusive teaching and learning or diverse learners’ needs pertinent to their setting
- Developing teacher enquiry (L7): nominated aspect of the school improvement plan as their focus with specific emphasis upon priority aspects of SEND e.g. inter-professional working, Profound and Multiple Learning Difficulties (PMLD) or visual impairment.

**Key Characteristics:**
Our Vision Statement:
We will develop first class professionals who will inspire and lead education in the twenty first century.

Our Core commitments:

1. A commitment to inspire, challenge and empower learners.
2. A commitment to excellence in professional and academic practice through teaching, research and inquiry.
3. A commitment to foster responsive and engaged lifelong learners.
4. A commitment to inter professional partnerships and the wider community.
5. A commitment to social justice, inclusive practice and education for all.

Key Characteristics of a School-Led and School-Based PGCE Programme include:

- Strong pedagogical input from the start, underpinned by strong theoretical knowledge and understanding
- Rooted in classroom practice and effective pedagogy
- Excellent professional and personal development
- A wealth of research expertise
- High quality teaching across a range of diverse settings
- Support for subject knowledge development
- Enhanced employability and career readiness
- Flexible in delivery to meet diverse student needs

Programme Aims:

The specific aims of the Postgraduate Certificate in Education are necessarily shared with the Professional Graduate Certificate in Education and to:

- Develop outstanding teachers within their specific educational setting and / or age phase who are resilient, critical and reflective practitioners who are confident to challenge policy, practice and pedagogy.
- Develop advanced pedagogical and academic skills to support professional and transformative practice that is inclusive and sensitive to the learning needs of pupils, ensuring at least good outcomes for all
- Foster an enquiry-based approach to the development of pedagogical awareness, subject knowledge and teaching skills.
- Develop an understanding of inspirational and innovative classroom practice to challenge, motivate and empower learners.
- Develop a personal and professional philosophy of education which underpins their practice.
- Foster a strong sense of professional identity within their respective educational settings
- Possess knowledge, skills and understanding to effectively lead, manage and work collaboratively with other professionals, agencies and the wider community to ensure the well-being and holistic development of all learners.
- Enable students to achieve Qualified Teacher Status or those not completing with QTS, to attain 60 credits at Masters’ level.
SECTION THREE: Programme Learning Outcomes

The Programme Learning Outcomes are designed to meet the QAA Postgraduate and Professional Graduate Benchmarks (2010) and to achieve the appropriate level 7 within the Framework for Higher Education Qualifications (FHEQ). Equally, they are designed to support students’ progress towards the recommendation for Qualified Teacher Status (QTS) and as such, are underpinned by governmental Initial Teacher Training criteria, currently the Teachers’ Standards (2012).

In addition to students demonstrating competence in each of the Teachers’ Standards (2012), Students’ studies on the PGCE and the ProfGCE respectively will be informed by and complement their time in school and progress towards the recommendation for QTS. Though not mutually exclusive, they are assessed separately to enable students to obtain an appropriate exit award (please see diagram below).

The expected route through the programme for students would be:

In the event that students are unsuccessful in their PPP modules, they may forego these modules and undertake the PGCE non-QTS.

In the event that students are unsuccessful in their L7 modules, they may transfer from these modules and undertake the ProfGCE at L6 instead.

It is not possible to undertake the PPP modules without either the PGCE or the ProfGCE.
For the award of Postgraduate Certificate in Education (Level 7) students will have demonstrated ability in each of these areas:

**Knowledge and Application**

1. Examine, analyse and critically evaluate a comprehensive and current range of appropriate knowledge, drawing links to their own values and justifying their own professional responses.
2. Consider the implications of a range of social, political, economic, global and legislative factorson education and evaluate the impact that these have on professional practice.
3. Appreciate theoretical perspectives, including seminal educational texts and adopt a critically analytical approach in applying these to practice experiences.

**Academic Skills**

4. Conduct academic research using credible sources, evaluating, synthesising and explaining concepts and thereby demonstrating a breadth and depth of appropriate knowledge through independent modes of learning.
5. Display Mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research.
6. Participate in, and evaluate, the processes and methodologies of educational enquiry and professional reflection.

**Professional and Subject Specific Skills**

7. Meet the professional standards identified by appropriate professional body which will form a basis of the programme.
8. Show application to achieving comprehensive subject knowledge and demonstrate the impact of this on effective teaching and learning scenarios.
9. Achieve a high level of professional skills, attitudes and qualities necessary to meet professional standards for employment within a range of contexts, including complex environments and using these skills to meet the diverse needs of children.
10. Appreciate the importance of continuing professional development and be proactive in its pursuit.

**Transferable Skills**

11. Communicate ideas to a range of audiences, both specialist and non-specialist within and beyond the school’s community.
12. Act autonomously in planning and implementing tasks and show an ability to act independently to ensure effective results.
13. Act in a professional manner and operate as part of a professional team.
14. Begin to take the lead, where appropriate, in developing teaching and learning opportunities above and beyond general classroom practice.

Students who are unable to complete the Level 7 modules of the PGCE for whatever reason can exit with a Professional Graduate Certificate in Education at level 6. This is an exit award only and will only be awarded if a trainee does not complete the Level 7 modules of the programme.
The Professional Graduate Certificate in Education is also a nationally recognised teaching qualification in the sector. The Programme Learning Outcomes for the Professional Graduate Certificate in Education (ProfGCE) are outlined below:

In addition to students demonstrating competence in each of the Teachers’ Standards (2012), for the award of **Professional Graduate Certificate in Education** (Level 6) students will have demonstrated ability in each of these areas:

**Knowledge and Application**

1. Examine, analyse and critically evaluate a comprehensive and current range of appropriate knowledge, drawing links to their own values and justifying their own professional responses.
2. Consider the implications of a range of social, political, economic, global and legislative factors on education and evaluate the impact that these have on professional practice.
3. Appreciate theoretical perspectives, including seminal educational texts and adopt a critically analytical approach in applying these to practice experiences.

**Academic Skills**

4. Conduct academic research using a range of credible sources, evaluating, synthesising and explaining concepts and thereby demonstrating a breadth and depth of appropriate knowledge.
5. Critically review, consolidate and extend a systematic and coherent body of knowledge utilising specialised skills across and area of study;
6. Transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations.

**Professional and Subject Specific Skills**

7. Meet the professional standards identified by appropriate professional bodies which will form a basis of the programme.
8. Show application to achieving comprehensive subject knowledge and demonstrate the impact of this on effective teaching and learning scenarios.
9. Achieve a high level of professional skills, attitudes and qualities necessary to meet professional standards for employment within a range of contexts, including complex environments and using these skills to meet the diverse needs of children.
10. Appreciate the importance of continuing professional development and be proactive in its pursuit.

**Transferable Skills**

11. Communicate ideas to a range of audiences, both specialist and non-specialist within and beyond the school’s community.
12. Act autonomously in planning and implementing tasks and show an ability to act independently to ensure effective results.
13. Act in a professional manner and operate as part of a professional team.
14. Begin to take the lead, where appropriate, in developing teaching and learning opportunities above and beyond general classroom practice.
SECTION FOUR: Programme Structure & Curriculum

Structure and Curriculum

There are three Level 6 modules which have zero credits and relate to practice experiences in school. Each of these modules maps into each assessed placement. Each is pre-requisite for the next. Passing these modules in conjunction with the Level 7 academic modules allows you to obtain the professional qualification of QTS. Of the two Level 7 modules, the first has 20 credits and requires 200 hours of student effort; the second has 40 credits and requires 400 hours of student effort. Both modules are designated as ‘through’ modules to enable students to consider their research focus early on in the programme and to better support their workload overall. Combined they provide 60 credits which is the requirement for a PGCE. Detailed information regarding the recommended study requirements is located within individual module specifications.

The table below outlines the generic structure of the programme. Specific routes on the programme are differentiated and personalised by placement, group input on the Professional Practice & Pedagogy modules and by your negotiated area of study at Level 7. This enables you to follow a bespoke programme.

<table>
<thead>
<tr>
<th>Module 1: Theories of Learning &amp; Teaching: Pupil as Learner (20 credits)</th>
<th>Module 2: Developing Teacher Enquiry: Research Informed Practice (40 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>3-7, Primary (5-11) and SEND Level 7</td>
<td>3-7, Primary (5-11) and SEND Level 6</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Practice &amp; Pedagogy 1</td>
<td>Professional Practice &amp; Pedagogy 2</td>
</tr>
<tr>
<td>Professional Practice &amp; Pedagogy 2</td>
<td>Professional Practice &amp; Pedagogy 3</td>
</tr>
</tbody>
</table>

The programme operates within, and conforms to, the University of Derby Regulatory Framework for Undergraduate and Postgraduate Taught Programmes.

All modules are core. Learning outcomes for all modules will contribute directly to the aspirations and requirements of the programme outcomes. Each module will be supported by a module handbook containing the detailed programmes of study, assessment and other helpful guidance. All booklets share a common format. In order to gain a Postgraduate Certificate in Education non QTS, any student will still be required to achieve 60 credits at Level 7. However, this option cannot be initiated by the student alone and can only occur after due process and protocols have been observed in terms of both academic regulations and in full consultation with Alliance Leaders.
Placements
The School Direct PGCE programme is school-based and school-led. The university input and the hub training both complement and enhance one another and are designed, in a progressive manner, to enable you to meet the Teachers' Standards (2012).

The overall aims for the placements are to:

- Facilitate the development of your professional attributes, skills, knowledge and understanding;
- Provide specific experiences that enable you to build on professional strengths and address development needs;
- Develop understanding about ways in which the attainment, development and well-being of children and young people should be promoted;
- Provide opportunities that enable you to adopt a creative and constructively critical approach towards innovative practice.

Placements fall into two categories: assessed and non-assessed.

a) **Fully assessed block placements.**
There are three fully assessed placements during the PGCE programme taking place in two different schools and within at least two different Key Stages. For those on the 3-7 route this is normally FS and KS1 for those on the Primary (5-11) route this is normally KS1 and KS2. **For those enrolled on the SEND Specialist Route, however, these age phases should be seen as developmental.**
These fully assessed placements are housed within Professional Practice & Pedagogy modules. Schools offering these placements are selected by the respective Alliance Leaders on the basis of your individual professional development needs.
Students will be assessed formatively and also summatively in each module, to monitor their progression towards the recommendation for QTS.

b) **Non-assessed placements (Enhanced Placement Opportunities [EPO])**
The purpose of such placements is to enrich and enhance your preparedness for teaching in diverse contexts. They may comprise brief, focused placements in multicultural school contexts, special schools, schools where there is exemplary practice in key curriculum areas and alternative key stages. These placements are designed, organised and quality assured by Alliance Leaders. They do not involve summative assessment but are based on an audit of your professional development needs.
In both assessed and non-assessed placements, personalisation is central and choices about placement contexts. On-going targets set for and by students are based on insights about their individual needs and stage of development.

Please see the indicative Programme overview below for the academic year.
<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 4 11 18 25 2 9 16 23 30 6 13 20 27 4 11 18 25</td>
<td>1 8 15 22 29 5 12 19 26 5 12 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPP1</td>
<td>A A U A</td>
<td>U A U A</td>
<td>U A U A</td>
<td>A A U A</td>
<td>A U A U</td>
<td>A U A</td>
<td>P</td>
</tr>
<tr>
<td>PPP2</td>
<td>U PPP2</td>
<td>U PPP3</td>
<td>U PPP3</td>
<td>PPP3</td>
<td>PPP3</td>
<td>PPP4</td>
<td>P</td>
</tr>
<tr>
<td>PPP3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 9 16 23 30 7 14 21 28 4 11 18 25 2 9 16</td>
<td>1 8 15 22 29 5 12 19 26 5 12 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EASTER</td>
<td>U A U A</td>
<td>U A A U</td>
<td>A A U</td>
<td>A A U</td>
<td>A U A</td>
<td>A U A</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>U PPP3</td>
<td>U PPP3</td>
<td>U PPP3</td>
<td>PPP3</td>
<td>PPP3</td>
<td>PPP3</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 9 16 23 30 7 14 21 28 4 11 18 25 2 9 16</td>
<td>1 8 15 22 29 5 12 19 26 5 12 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Second School Placement
- University led provision

### Enhancement Placement Opportunities (EPO)*
- Alliance led provision

### Subject Knowledge Development Opportunities**
- University and Alliance Led provision (to be negotiated)

### Study Days
- Alliance Leaders decide when to offer these for trainees in line with L7 assessment deadlines.

---

* may include experience of SEND; EAL; alternative Key Stages

** may include opportunities for development of your subject knowledge in key priority areas: English - reading/SSP; Mathematics - Arithmetic Fluency.
The University of Derby’s School Direct PGCE programme ensures that students complete at least the minimum Teaching Agency (TA) placement requirements of 120 days (24 weeks) in school just like the provider-led programme. There is an on-going programme of meetings and training events to support our school based colleagues in their roles as Alliance Leaders, mentors and/or Link Tutors (LT). This team of support for trainee teachers are detailed below:

Students are supported during placement by the following personnel:

**Alliance Leaders (AL):**

School Alliance Leaders are usually senior teachers in the lead school within the alliance. They are required to fulfil the roles and responsibilities defined in the CONTRACT. Responsibilities of the School Alliance Leaders broadly include: the organisation of the marketing and admissions process for their respective alliance, responsibility for the design, delivery and evaluation of their hub training, meeting regularly with their assigned University Alliance Leader (UAL), the identification of mentors, monitoring the range of opportunities for students to teach and receive support. They also advise and offer feedback, providing a source of pastoral support for students and monitoring the work of school-based mentors. They ensure that students receive a valid and comparable experience in various classrooms throughout the school and across the alliance. Centripetal to this role is upholding Quality Assurance procedures for the whole provision.

- **University Alliance Leaders (UAL):**
  University Alliance Leaders are members of the academic teaching team at the university. Each Alliance has their own designated UAL who will work alongside and support the ALs in their work. They will moderate the interview process, liaise on issues of progress (both academic and professional) and operate as a moderating LT within their alliance. They will meet regularly with Programme leaders to ensure parity of experience across alliances, uphold quality assurance procedures and to monitor data, outcomes and programme delivery.

- **Mentors:**
  Students will be allocated a designated mentor who will be an experienced member of the school staff and a specialist in their chosen age phase or route. The mentor is responsible for students on a day to day basis by providing support, facilitating opportunities for the development of student subject knowledge and the appropriate pedagogy, plus formal and informal feedback and assessment of attainment. They are supported in this role by LTs and SLTs. All mentors are trained in the particular protocols and processes associated with the assessment of student attainment. Their skills in mentoring and coaching are also developed through training and the on-going support of LTs.

Expectations for the placements are described in detail within the module handbook related to the placement. This is held by students, mentors and LTs. The assessment criteria for each of the placements are housed within a School Direct assessment handbook which provides students, mentors and LTs with clear guidance about standards of attainment and how their levels can be judged. The content of the handbook also supports summative assessment and formative target setting.

The outcome of each assessed placement is determined on a pass/fail basis. University tutors and school mentors use the School Direct assessment handbook (relating to the Teachers’ Standards) to make judgements about student achievement. These judgements are based on observations of teaching as well as scrutiny of evidence contained within the systems of professional record keeping.

- **Link Tutors (LT):**
Tutors, who will visit students during placement in order to support assessment, moderation and progress. They are normally Primary and/or SEND specialists. They also have a quality assurance role and seek to manage issues arising to support student progress. They are the key line of communication for students should concerns or queries arise. LTs also have a role in order to support and further develop the skills of mentors.

**Professional Development Portfolio (PDP)**

The PDP is intended to help students:

- Articulate their goals, critically reflect upon and evaluate their progress.
- Become a more effective, independent and confident learner.
- Improve students' knowledge, skills and understanding for study and employment.
- Understand what and how they are learning, relates to a wider, professional context.
- Develop a positive attitude to learning and professional development through a ‘can do’ attitude.

The professional development of students on this programme will be supported by a series of seminars and tutorials throughout the programme. Personal and professional development will be tracked and linked directly to the *Teachers’ Standards*. The programme will be supported by both university and school-based colleagues.

Students will be expected to reflect on their personal, professional development and vocational practice through professional dialogue at appropriate junctures throughout their training. This is designed to prepare students fully for entry to the work place and to familiarise them with performance management conversations once QTS has been awarded.
The following table provides a synopsis of the approach we take to PDP:

<table>
<thead>
<tr>
<th>When?</th>
<th>Action</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Induction (July-September)</strong></td>
<td>Subject knowledge audits and needs analysis</td>
<td>To target individual needs and create a personalised approach to developmental mentoring</td>
</tr>
<tr>
<td></td>
<td>Development of professional training plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of particular needs: especially where this requires a specialist support plan.</td>
<td></td>
</tr>
<tr>
<td><strong>(Orientation &amp; Initial Needs Analysis Phase)</strong></td>
<td>Students begin <em>professional development portfolios</em> supported by group and Alliance Leaders. Elements may include examples of: planning, assessment, teaching resources, photographs of classroom displays created or pupils engaged in learning activities.</td>
<td>To begin a strong evidence base and to prepare Students for performance management discussions, future job applications and interviews.</td>
</tr>
<tr>
<td><strong>(Practice &amp; Review Phase)</strong></td>
<td>Students monitor own progress against <em>Teachers’ Standards</em> in conjunction with their mentor and Alliance Leader. Progression points throughout the placement serve as indicators of success towards the Teachers’ Standards. Students develop action plan for personal professional development to take into their second school placement.</td>
<td>To enable Students to achieve maximum professional progress against the <em>Teachers’ Standards</em> and Ofsted criteria.</td>
</tr>
<tr>
<td><strong>(Second School Placement &amp; Enhancement Phase)</strong></td>
<td>Enhanced placement opportunities: EAL, SEN and Key Stages as applicable. All Students (not on the SEND Route) will spend a week in a special school to develop their understanding and practice in relation to special education.</td>
<td>To enhance Students’ knowledge and understanding of wider educational issues and settings.</td>
</tr>
<tr>
<td><strong>(Qualifying Phase)</strong></td>
<td>Students track own progress against <em>Teachers’ Standards</em> in conjunction with their mentor and Alliance Leader. Progression points through the placement serve as indicators of success towards the Teachers' Standards.</td>
<td>To enable Students to achieve maximum professional progress against the <em>Teachers’ Standards</em> and Ofsted criteria.</td>
</tr>
<tr>
<td>Final fortnight of their placement</td>
<td>Students develop Transition to Teaching Document in readiness for their Newly Qualified Teacher year</td>
<td>To identify clear targets for development in their first year of teaching and beyond.</td>
</tr>
</tbody>
</table>
SECTION FIVE: Learning & Teaching

The University of Derby’s Learning and Teaching Strategy (2016-2020) identifies the key outcomes of the educational experience for University of Derby Students, with a particular focus on enabling every student to achieve the attributes, behaviours and skills contained in the Derby Graduate statement.

The Derby Graduate: The University has already identified the key outcomes, in the form of the attributes that it will develop in our students. The key attributes of the Derby Graduate are a graduate who:

- Is creative
- Works with intelligence
- Is a critical thinker
- Is socially responsible
- Works independently

The Strategy also promotes the delivery of flexible programmes to provide widening participation and access to HE for learners. Underpinning the rationale for the learning and teaching methods selected for the delivery of this programme is the premise that ours is an education which is:

- ‘Student focused’;
- ‘Challenging’;
- ‘An education for application’;
- ‘Engaged’.

In accordance with the philosophy of our programme and the University's Learning and Teaching Strategy (2016-2020) the delivery of the programme offers variety and ensures the learning and assessment activities are relevant and of value to future professional practice. The programme uses experiential learning through professional practice and pedagogy models, and critical thinking through level 7 study, recognising the importance of integrating practice experience and formal theory; the programme embraces fully the research typology defined below:

- e.g. seminars, webinars, tutorials
- e.g. emphasis on inquiry-based learning
- e.g. nature of teaching approaches employed
- e.g. teaching the principles and processes of research

---

Sensitivity: Internal
Students’ research skills will be developed and honed so that classroom practice is both research informed and research led.

The development of skills in critical reflection and evaluation are essential to academic and professional competence, developing questioning teachers who are able to engage in autonomous practice within students’ respective sphere of expertise. The strategy also recognises the importance of supporting learning communities, and of being alert to innovations in teaching practice which may add value to learning. This is fundamental to the effectiveness of the programme.

In addition to traditional methods of pedagogy (lecture, seminar etc.) students will engage in work-based learning and will be provided with opportunities to apply concepts to real-life situations, thus engaging in ‘situated learning’ within ‘communities of practice’ (Wenger and Lave 2007). Experiential, individualised and self-directed learning and teaching strategies will be used to enable students to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, will be evident in the studies undertaken.

In the future, professionals in the children’s and young people’s sector will be expected to work collaboratively across professional boundaries. Developing skills in inter-professional learning is an integral part of the programme and elements of inter-professional learning will be evident in many of the modules undertaken during the academic year.

School-based learning underpinned by academic knowledge and understanding is embedded throughout the programme’s teaching and learning strategy enabling students to be career ready.

The programme is delivered through a blended teaching and learning approach utilising a diverse and innovative range of learning and teaching modes including the use of e-learning, on-line resources and audio-visual resources. This programme is designed to develop your digital skills to meet the demands of a 21st Century classrooms and its learners.

All students are subject to the academic regulations as outlined on the university’s website and also on each module on Blackboard.

Typical strategies include:

**Seminars**
Small groups of students will meet at key points in the course with a supervising tutor to present and discuss key ideas relating to their negotiated area of study or a current area of focus.

**Tutorials**
- Tutorials with a supervising tutor will be scheduled at key points in the programme. Their function will be to offer formative assessment and to enable students to progress work on your assignments effectively.
- These will be obligatory and effective preparation will be essential.
- Tutorials and seminars will form a key element of the strategy and should enable you to exploit the fertile links between university and school-based training.

**E-learning**
The PGCE programme is fully committed to the ideals of technology enhanced learning. All modules seek to utilise the genuine potential of technology to enhance learning and typical strategies would include the use of:
- Blackboard: University of Derby’s Virtual Learning Environment
- Discussion boards
- Feedback on the basis of prepared materials uploaded to a wiki
- Film and DVD materials related to practice
- Skype to enable discussion during classroom based observation
At all times, the PGCE’s experienced team of qualified teachers seeks to explore the boundaries of appropriate use of IT in both university and school-based learning.

**Reflection**
For each session students will be expected to:
- evidence impact of critical self-reflection on practice;
- carry out any reading/ preparatory activities as indicated;
- consider professional and academic needs/ development both prior to and after any session;
- identify how it has supported progress towards the Teachers’ Standards;
- justify and explain what further (independent) academic and professional reading has been required.

**Lectures**
Plenary lectures will be used as appropriate. There will be opportunities to learn alongside Secondary students in lead lectures, where sessions are identified.

**Independent Learning**
Students will be expected to engage with Directed Tasks between sessions. These will involve reading of set texts, internet searches, work towards individual targets and preparatory work for future sessions. Students are expected to manage independent work with a significant degree of autonomy.

**Ethics and Research Guidelines**
All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people. Information on these principles can be found on the University web site at [www.derby.ac.uk/research/ethics](http://www.derby.ac.uk/research/ethics).

**Professional Conduct and Suitability**
The professional nature of this programme means that academic regulations need to be complemented by the professional conduct requirements highlighted in the Teachers’ Standards (2012). All students will be asked to sign a formal statement of professionalism which include misuse of social media sites and their fitness to teach at the start of the programme which confirms their commitment to the conduct required at all times. Failure to comply with suitable behaviours may lead to removal from the programme.

Part of professional conduct is the expectation of full attendance. Procedures must be carefully followed if students are ill or cannot attend university of school placement. Please note that even though students may be able to access notes/slides from Blackboard and may undertake a ‘catch-up’ task they are not a substitute for attendance as they will be missing out on explanations, discussion and activities designed to support learning.

**SECTION SIX: Assessment**
This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment.”

Assessment throughout the programme is a combination of school practice against the Teachers’ Standards and written assessments at Level 7.

Assessment in placement will be made formatively and also summatively in each module, to monitor student progression towards the recommendation for QTS. Criteria for these assessments follow the sector recommendations for QTS according to UCET and OFSTED.

Students will be assessed at six key points throughout the year. The points are followed by an Action plan to help students move to the highest possible grade of achievement by the end of the the course. Support from Alliances and the University (as mentioned in section 4) will help you to meet the criteria. A final and summative assessment point occurs at the end of the training where students will be required to evidence how you have met all the Teachers’ Standards.

The assessment methods for this programme aim to allow students to produce assignments that are current, professionally reflective and innovative. They have therefore been designed to be broad, wide ranging and flexible, facilitating inter-professional learning and allowing students to produce work relevant to their own areas of interest within the field of Primary education and SEND settings. The assessment strategies are diverse, allowing students to demonstrate attainment in a broad range of ways. All practical elements are related to placement and are also cognisant of Government and National policy. Students must successfully complete each modules assessment points in order to progress, irrespective of which route you undertake.

The programme operates derogations to the PG regulations on assessment (in line with stipulations by the National College for Teaching & Learning). The method of assessment for each module is designed to test the learning outcomes of the module. Each module descriptor outlines the assessment the student will undertake. Each module also includes provision for formative assessment to support progress with all assignments.

Our approach to assessment assures:

- There is a developmental nature to each of the progression points to scaffold students towards the recommendation for the award of QTS. Please see specific details for the Teacher Standards via this link: https://www.gov.uk/government/publications/teachers-standards
- Each assessment has value and relevance to professional practice
- Academic rigour to test and achieve the module/programme learning outcomes and develop the skills of a teacher enquirer
- The programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment. Please see specific details for post-graduate requirements via this link: http://www.derby.ac.uk/media/derbyacuk/contentassets/documents/academicregulations/201617/Part-G-PG-assessment-regs-2016-v1.pdf

Assessment methods used may include:

<table>
<thead>
<tr>
<th>Approaches to assessment</th>
<th>Details and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td>On line subject knowledge audits</td>
</tr>
<tr>
<td></td>
<td>Concept maps of pre and post module learning</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>Feedback on subject knowledge peer tutoring</td>
</tr>
<tr>
<td>Viva Voce</td>
<td>Oral assessment</td>
</tr>
<tr>
<td>Portfolio</td>
<td>School-based activities</td>
</tr>
<tr>
<td></td>
<td>Subject knowledge portfolios</td>
</tr>
</tbody>
</table>
**Assessment will confirm to University regulations relating to e-submission.**

It will be the responsibility of the marking tutors, internal and cross moderators, the External Examiner and the Assessment Board, the function of which will be to consider the performance of PGCE students and to determine awards to be ratified by Academic Board. The Board will normally meet twice a year (usually March and July) in order to consider the academic performance of Students.

**This programme operates within the University's Regulatory Framework and conforms with its regulations on assessment.**

**SECTION SEVEN: Admissions**

Entry requirements for programmes leading to QTS are determined by the ITT Accreditation criteria available through the National College for Teaching and Leadership (NCTL). This comprises of 6 standards, numbered C1.1 to C1.4 and these are referred to below. These are available at [http://www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching).

For entry on to any Initial Teacher Education (ITE) programme, there is a minimum requirement nationally of a Grade C or above in English Language, science and mathematics at GCSE). In addition, a first degree is required. At Derby, a 2:1 Honours degree is strongly preferred, although if a 2:2 Honours degree has been awarded candidates would be considered if strengths are demonstrated in other areas. Candidates are also required to demonstrate suitability to teach through an interview which assesses personal and academic qualities, use of Standard English, and health and physical capacity to teach. The University of Derby, as part of its suitability considerations, also requires candidates to demonstrate evidence of recent mainstream (and SEND, as applicable) classroom experience as part of the application process. Candidates are required to provide a Potential to Teach letter from a supporting school at the point of application.

For applicants for whom English is not a first Language, the minimum English Language qualification acceptable is IELTS Level 8. However, the candidates will need to demonstrate ability to communicate clearly and accurately in Standard English and fulfil aforementioned criteria.

From the point of application, if a disability has been disclosed, Specialist Support Services are involved to identify whether reasonable adjustments can be made to enable success on the PGCE course. Following a successful interview, the ‘Fitness to Teach’ procedure is carried out in association with the university’s doctors and Student Wellbeing service.

Before the start of the PGCE course all students are required to complete an enhanced DBS disclosure form. Providing there are no changes to a student’s circumstance this is valid for the full length of their
Recent experience of working with children in a mainstream UK Primary School is compulsory and this is discussed at interview.

Prior to embarking on the programme and in negotiation with the Alliance Leader and the Programme Leader, all successful applicants develop an Individual Training Plan as part of your PDP. This process enables all applicants to discuss previous and relevant experience and to explore the possibility of Accredited Prior Learning (APL). Individual needs and strengths are also identified at this stage, allowing reasonable and bespoke adjustments to be made to programme and elected routes. We are fully committed to the Widening Participation agenda and have a history of successfully supporting students with a variety of additional needs.

In the event that a student may be unable to complete the programme in one academic year, we may be able to accommodate completion over an extended period of time. Whilst this provision considerably enhances the programme’s ability to meet individual needs, this is entirely dependent upon the Alliance’s ability to secure an assessed placement for that individual. Supported subsequently by a Professional Development Portfolio (PDP), all completing Students develop a Transition to Teaching document which identifies and tracks progress towards professional targets for improvement during a Newly Qualified Teacher’s first year (or equivalent) of teaching.

Information on admissions criteria can be found in the School Direct Admissions Booklet (see webpage) and by following the link below:

http://www.derby.ac.uk/pgce-Primary

SECTION EIGHT: Student Support & Guidance

Support Network
Successful academic achievement requires students to be provided with robust guidance so that they are able to focus on your respective learning needs. To address these needs the Programme Leader and professional tutors will support students with academic counselling providing the direction and guidance needed to ensure a personalised support system throughout the programme. There is strong liaison with Alliance Leaders throughout the programme.

The programme complies with the university expectations for personal tutoring (see appendix 2) but essentially, the role of personal and professional tutor is adopted by both the Alliances and University in harmony to ensure that students can access and receive appropriate support throughout the training. Given that the majority of your training is undertaken off campus, and in schools, it is likely that the Alliance Leader will adopt the role of personal tutor and the University will support this process through the University Alliance Leaders (UAL) and respective Programme Leaders. The Personal & Professional tutoring systems available through the University of Derby are role that are necessarily shared between academic tutors and Alliance Leaders. High levels of communication facilitate effective partnership working and strong support networks for all students. This system also supports students should you require reasonable adjustment as stipulated in a support plan.

All School Direct trainees receive a designated academic tutor from the University for their Level 7 study throughout the course of their time on the programme. The student’s progress is shared with the Alliance Leaders and UALs at designated progress meetings throughout the year, to ensure an holistic approach to personalised support. This is in addition to the support available via specific module leaders at the University and the day to day support of the classroom mentors in school.

Tutorial support is provided by individual module tutors as part of the module and through dialogue with other members of the academic team, as appropriate. Tutorials may be undertaken through organised appointments with the lecturers at the main University site (all staff contact details are found on Blackboard), and via electronic methods.
School-based mentors will be provided with the appropriate training, documentation and support during practice in schools.

There are many ways in which to access support; either for tutorial support or general programme related matters. The programme has a clearly identified management structure which includes:

- **Programme Leader**: overall responsibility for the programmes
- **Assistant Programme Leader**: supporting the Programme Leader to deliver the programme
- **Level 7 Tutors**: providing academic support for students working at Level 7
- **Module Leaders**: responsibility for individual school-based modules

All students will also have access to the appropriate module tutor for tutorial support on individual module-related matters. Methods of contact will be advised on the commencement of each module and the details are available at all times on Blackboard.

In support of school based practice, students will be allocated a school-based mentor. The provision of this support will be quality assured by the Alliance Leader and moderated by a Link Tutor (LT). This is normally an experienced teacher.

**The Student Voice**

The PGCE Primary School Direct programme is constantly under review and evaluation. Students play an integral part in these processes. In the first semester students nominate a representative to create a representative group. Those nominated represent the cohort at a variety of meetings including programme and school quality committees. Representatives are required to gather student comment and provide feedback on the outcomes from each meeting. The students’ voice provides an opportunity for the student group to comment on the delivery and learning within the programme and to contribute to the quality and professional standards of their studies. Though we will seek formal feedback on the delivery of each module, the programme team also values informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently students’ views are important to us and essential to the success of the programme. Student representatives meet with the Programme Leader and respective Alliance Leaders each semester to feedback on current experiences and issues. The result of this dialogue is fed back to both the university-based team and the school-based teams. Subsequent development meetings operate as an appropriate forum for addressing any issues raised ahead of the regulatory Programme Committee Meetings which are held throughout the academic year. Students receive feedback from these meetings.

Students are also asked to complete module evaluation forms that provide feedback after completion of each module. These are reviewed by the Programme Leader and feedback reported to module leaders and to the programme committee. Students may also be asked to complete other on-line surveys from relevant external bodies.

For details of Programme Committees please see: [http://www.derby.ac.uk/qed/3Rs](http://www.derby.ac.uk/qed/3Rs)

**SECTION NINE: Employability**

Historically the University has had an excellent record for the employment of both mainstream PGCE Students. Students are given the necessary support to obtain employment through strong links with local schools and links with employment agencies. Most obtain employment within their Teaching School Alliance (TSA).
A PGCE qualification remains a highly respected qualification and is a recognised passport into Primary teaching. The majority of students completing our programme are successfully appointed to teaching posts, attributable in large measure to the high national profile of our course. Many students move on quickly to become subject coordinators or mentors for future students as well as KS leaders. The University has strong links with local schools which provide a wide portfolio of opportunities for both newly qualified and more experienced teachers. Additionally, there is a thriving MA Education Continuing Professional Development programme which attracts many PGCE Students. A Postgraduate Certificate in Education will contribute directly to a Master’s diploma or degree at Derby and may be used to apply for APL on master’s programmes at other institutions.

SECTION ELEVEN: External Links

The PGCE programme operates within a partnership of the University of Derby and an increasing number of Primary schools both within and beyond the East Midlands. Employers needs and opinions have driven the design of our programme, content and delivery. This is monitored through regular development meetings. Committee structures, on-going mentor training as well as wide-ranging CPD opportunities allow the programme to flourish and respond to the ever-changing face of ITT. Partnership head teachers and classroom teachers are consulted regularly on the content and structure of the programme. Our admissions process is supported extensively by school-based colleagues and many contribute directly to university-based training. The partnership remains very strong and provides fertile ground for the future employment of our students graduating from this programme.
### APPENDIX 1

#### All Learning Outcomes have been fully met and the work is an appropriate response to the assessment task

<table>
<thead>
<tr>
<th>LEVEL 7</th>
<th>Satisfactory in Most Respects (40-49%)</th>
<th>Good in Most Respects (50-59%)</th>
<th>Very Good in Most Respects (60-69%)</th>
<th>Excellent in Most Respects (70-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>There is satisfactory evidence of mastery of a complex and specialised area of knowledge and skills recognising the uncertain, provisional nature of education as a discipline. Understanding is communicated with clarity, coherence, accuracy and authority. Communication is of an appropriate professional standard.</td>
<td>There is good evidence of mastery of a complex and specialised area of knowledge and skills recognising the uncertain, provisional nature of education as a discipline. Understanding is well-communicated with clarity, coherence, accuracy and authority. Communication is of a high professional standard.</td>
<td>There is very good evidence of mastery of a complex and specialised area of knowledge and skills recognising the uncertain, provisional nature of education as a discipline. Understanding is very well-communicated with clarity, coherence, accuracy and authority. Communication is of a very high professional standard.</td>
<td>There is excellent evidence of mastery of a complex and specialised area of knowledge and skills recognising the uncertain, provisional nature of education as a discipline. Understanding is exceptionally well-communicated with clarity, coherence, accuracy and authority. Communication is of an excellent professional standard.</td>
</tr>
<tr>
<td></td>
<td>The work adopts a systematic, well-sustained, advanced critical approach.</td>
<td>The work adopts a systematic, well-sustained, advanced critical approach.</td>
<td>The work adopts a systematic, well-sustained, advanced critical approach.</td>
<td>The work adopts a systematic, well-sustained, advanced critical approach.</td>
</tr>
<tr>
<td></td>
<td>There is some breadth and depth of high quality evidence from credible sources showing judicious selection. A fair level of reasoning and reflection is shown through convincing arguments around professional and academic issues.</td>
<td>There is good breadth and depth of high quality evidence from credible sources showing judicious selection. A good level of reasoning and reflection is shown through convincing arguments around professional and academic issues.</td>
<td>There is very good breadth and depth of high quality evidence from credible sources showing judicious selection. Very high quality reasoning and reflection is shown through convincing arguments around professional and academic issues.</td>
<td>There is an excellent breadth and depth of high quality evidence from credible sources showing judicious selection. Excellent reasoning and reflection is shown through convincing arguments around professional and academic issues.</td>
</tr>
<tr>
<td>Professional and Academic Issues</td>
<td>Professional and Academic Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work shows adequate ability to conduct research through the use of diagnostic and creative skills, exercising significant judgment in reasonably well-defined educational contexts.</td>
<td>Work shows good ability to conduct research through the use of diagnostic and creative skills, exercising significant judgment in well-defined educational contexts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work shows very good ability to conduct research through the use of diagnostic and creative skills, exercising significant judgment in very well-defined educational contexts.</td>
<td>Work shows excellent ability to conduct research through the use of diagnostic and creative skills, exercising significant judgment in exceptionally well-defined educational contexts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes are achieved with a fairly professional and mature sense of accountability. Satisfactory commitment to learning through independent modes is shown through fair use of supervision opportunities.</td>
<td>Outcomes are achieved with a professional and mature sense of accountability. Good commitment to learning through independent modes is shown through good use of supervision opportunities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes are achieved with a very highly professional and mature sense of accountability. Very strong commitment to learning through independent modes is shown through very good use of supervision opportunities.</td>
<td>Outcomes are achieved with an exceptionally professional and mature sense of accountability. Outstanding commitment to learning through independent modes is shown through excellent use of supervision opportunities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1-39% Very Poor But Some Relevant Information

**FAIL**

1. All Learning Outcomes have not been fully met
2. It does not address the assessment task appropriately
3. It does not meet the minimum standard for Level 7 as described above
### University of Derby: Initial Teacher Education Assessment Criteria

#### APPENDIX 1

<table>
<thead>
<tr>
<th>LEVEL 6</th>
<th>Satisfactory in Most Respects 40-49%</th>
<th>Good in Most Respects 50-59%</th>
<th>Very Good in Most Respects 60-69%</th>
<th>Excellent in Most Respects 70-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td>All Learning Outcomes have been fully met and the work is an appropriate response to the assessment task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SATISFACTORY IN MOST RESPECTS 40-49%</strong></td>
<td>There is satisfactory evidence of critical, comprehensive and systematic understanding of a body of knowledge, recognising the uncertain, provisional nature of educational theory and practice. Understanding is mostly well-communicated with clarity, coherence, accuracy and authority.</td>
<td>There is good evidence of critical, comprehensive and systematic understanding of a body of knowledge, recognising the uncertain, provisional nature of educational theory and practice. Understanding is well-communicated with clarity, coherence, accuracy and authority.</td>
<td>There is very good evidence of critical, comprehensive and systematic understanding of a body of knowledge, recognising the uncertain, provisional nature of educational theory and practice. Understanding is very well-communicated with clarity, coherence, accuracy and authority.</td>
<td>There is excellent evidence of critical, comprehensive and systematic understanding of a body of knowledge, recognising the uncertain, provisional nature of educational theory and practice. Understanding is exceptionally well-communicated with clarity, coherence, accuracy and authority.</td>
</tr>
<tr>
<td><strong>GOOD IN MOST RESPECTS 50-59%</strong></td>
<td>The work adopts an evaluative approach</td>
<td>The work adopts a fairly well-sustained, evaluative approach</td>
<td>The work adopts a well-sustained, evaluative approach</td>
<td>The work adopts a very well-sustained, evaluative approach</td>
</tr>
<tr>
<td><strong>VERY GOOD IN MOST RESPECTS 60-69%</strong></td>
<td>An acceptable level of breadth and depth of high quality evidence from credible sources support high quality reasoning and satisfactory reflection on professional and academic issues.</td>
<td>A good level of breadth and depth of high quality evidence from credible sources supports high quality reasoning and high levels of reflection on professional and academic issues.</td>
<td>A high level of breadth and depth of high quality evidence from credible sources supports high quality reasoning and very high levels of reflection on professional and academic issues.</td>
<td>A very high level of breadth and depth of high quality evidence from credible sources supports convincing, high quality reasoning and exceptional reflection on professional and academic issues.</td>
</tr>
<tr>
<td><strong>EXCELLENT IN MOST RESPECTS 70-100%</strong></td>
<td>Work shows satisfactory ability to transfer and apply diagnostic</td>
<td>Work shows good ability to transfer and apply diagnostic</td>
<td>Work shows very good ability to transfer and apply diagnostic</td>
<td>Work shows excellent ability to transfer and apply diagnostic</td>
</tr>
<tr>
<td>And creative skills and exercise incisive judgment in a range of educational contexts.</td>
<td>And creative skills and exercise incisive judgment in a range of educational contexts.</td>
<td>And creative skills and exercise incisive judgment in a range of educational contexts.</td>
<td>And creative skills and exercise incisive judgment in a range of educational contexts.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Personal and group outcomes are achieved with a fairly well-developed professional and mature sense of accountability. This demonstrates an appropriate commitment to autonomous, imaginative and innovative approaches to learning.</td>
<td>Personal and group outcomes are achieved with a well-developed professional and mature sense of accountability. This demonstrates a strong commitment to autonomous, imaginative and innovative approaches to learning.</td>
<td>Personal and group outcomes are achieved with a very well-developed professional and mature sense of accountability. This demonstrates a very strong commitment to autonomous, imaginative and innovative approaches to learning.</td>
<td>Personal and group outcomes are achieved with an exceptionally well-developed professional and mature sense of accountability. This demonstrates an outstanding commitment to autonomous, imaginative and innovative approaches to learning.</td>
<td></td>
</tr>
</tbody>
</table>

FAIL

1-39% VERY POOR BUT SOME RELEVANT INFORMATION

All or some of the following apply to the work:

- All Learning Outcomes have not been fully met
- It does not address the assessment task appropriately
- It does not meet the minimum standard for Level 6 as described above
The principles of personal tutoring at the University of Derby - Application on School Direct P.G.C.E. Programmes

All taught students of the University of Derby receive personal tutor support, and all personal tutoring at the University of Derby (including partner organisations) operates to the principles outlined below. Interpreted and implemented according to context, the principles are designed to provide scope for flexibility of interpretation to meet the subtle, but distinctive needs of individual learners, disciplines and learning contexts.

The following principles represent the University definition of good practice and are designed to inform the development of personal tutoring in a flexible way across all School Direct Alliances and age phase pathways at the University:

<table>
<thead>
<tr>
<th></th>
<th>Overarching</th>
<th>Student facing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Every student will have a named personal tutor who makes themselves known and accessible, ensuring opportunities to meet and discuss at mutually convenient times</td>
<td>You will have a named personal tutor who will make themselves known and available to support your studies at mutually convenient times</td>
</tr>
<tr>
<td>2</td>
<td>Personal tutors will support a student’s general academic, personal and professional development and take an active and supporting role through the entire student journey</td>
<td>You will work with your personal tutor in developing your personal, professional and academic potential and receive active support throughout your studies</td>
</tr>
<tr>
<td>3</td>
<td>Personal tutors will act as a consistent and reliable source of information, and provide advice, guidance, support and referral to other services</td>
<td>Your personal tutor will provide a consistent and reliable source of information, advice and guidance, and refer you to other University services as appropriate</td>
</tr>
<tr>
<td>4</td>
<td>Personal tutors will effectively utilise available student performance and attendance data and take an active role in promoting engagement to enable students to maximise their potential</td>
<td>You will be supported by your personal tutor in developing your engagement with your studies and personal and professional development opportunities to maximise your potential</td>
</tr>
<tr>
<td>5</td>
<td>Personal tutors will provide opportunities for review of academic progress and support personal development planning (PDP) including promotion of reflective learning and career planning to maximise student achievement</td>
<td>You will work with your personal tutor in reviewing the general progress of your studies and the development of plans to support your continued progress to maximise your achievement</td>
</tr>
<tr>
<td>6</td>
<td>Personal tutors will be proactive in arranging regular opportunities for dialogue and discussion</td>
<td>Your personal tutor will provide regular opportunities for dialogue and discussion appropriate to your context of study</td>
</tr>
<tr>
<td>7</td>
<td>Personal tutors will securely maintain suitable records and encourage the student to do the same</td>
<td>Your personal tutor will work with you to maintain suitable records related to your studies</td>
</tr>
</tbody>
</table>
Defining the role of personal tutor

The designated personal tutor takes an active interest in the personal and professional development of an individual student and proactively and effectively intervenes to encourage engagement, personal development, attainment, and the realisation of potential.

Working in partnership with tutees, personal tutors encourage and support students in reflecting upon and monitoring progress, action planning, and in the development and maintenance of motivation and confidence.

Familiar with or closely connected to a student's programme of studies, personal tutors provide a consistent source of guidance and advice about University systems and processes including supportive referral to other services when appropriate.

Whilst personal tutors do provide an important and responsive role in supporting students in difficulty, the personal tutoring process is by no means a purely demand-led or support-based process. Personal tutors introduce challenge, and focus on enabling strategies designed to support effective personal and academic development.

Recognising the diversity of practice across University disciplines and subject areas, defined flexibility in the interpretation and adaptation of underlying principles of personal tutoring is key to effective practice.

Specifically for School Direct P.G.C.E. trainees (both Secondary & Primary age phases)

The role of personal and professional tutor is adopted by both the Alliances and University in harmony to ensure that the trainees can access and receive appropriate support throughout their training. Given that the majority of their training is undertaken off campus, and in schools, it is likely that the Alliance Leader will adopt the role of personal tutor and the University will support this process through the University Alliance Leaders (UAL) and respective Programme Leaders.

All School Direct trainees receive a designated academic tutor from the University for their Level 7 study throughout the course of their time on the programme. The trainees’ progress is shared with the Alliance Leaders and UALS at designated progress meetings throughout the year, to ensure an holistic approach to personalised support.
This is in addition to the support available via specific module leaders at the University and the day to day support of the classroom mentors in school.

### Knowledge and skill-set for personal tutoring

<table>
<thead>
<tr>
<th>Skill-set</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context appreciation</strong></td>
<td>In addition to clear understanding of the principles framework, personal tutors also need to be fully informed about the institutional knowledge relating to the student learning experience, transition into HE and first-year-experience.</td>
</tr>
<tr>
<td><strong>Active listening and rapport building</strong></td>
<td>Personal tutors need to understand effective approaches to the development of constructive working relationships and how best to personalise interaction to meet individual needs. Personal tutoring is about personal and academic support.</td>
</tr>
<tr>
<td><strong>Engaged, questioning, challenging and mentoring</strong></td>
<td>Personal tutors need to be engaged and proactive. Personal tutors also need to be familiar with the principles of mentoring and how the right structure of questions rather than answers can best frame effective tutorial support.</td>
</tr>
<tr>
<td><strong>Regulatory knowledge</strong></td>
<td>Personal tutors need to have a good working understanding of University regulations and processes in order to be able to provide accurate advice and guidance. This should include some understanding of student finance, fees and accommodation processes.</td>
</tr>
<tr>
<td>Systems knowledge</td>
<td>Personal tutors need to have a good working knowledge and understanding of University systems including key points of contact.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication</td>
<td>Personal tutors need have well developed communication skills and knowledge and understanding of a range of communication tools (face-to-face, online, asynchronous)</td>
</tr>
</tbody>
</table>