Assessment Only route to QTS (Primary and Secondary)

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	19 July 2023
2	**Next Scheduled Review Date: [Month/Year]**	July 2028
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2023
4	**Version Number**	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Assessment Only Route to QTS (Primary and Secondary)	

1a	Programme Codes
AORQTS01F23 (Primary)	
AORQTS02F23 (Secondary)	

2	Brief Summary (for Marketing Purposes)
This is an assessment only route to Qualified Teacher Status (QTS), appropriate for very experienced graduates who have more than two years' successful teaching experience in two or more schools, colleges or settings. Candidates will be able to demonstrate that they are already meeting the Teachers' Standards, without further training, before the commencement of the Assessment Only process. The normal duration of the route will be three months, during which candidates will be required to demonstrate that they are meeting the Teachers' Standards in practice through evidence collected from direct lesson observation and a portfolio of evidence.	

3	Awarding institution	Bishop Grosseteste University	
3a	Programme Length	**Full-Time** n/a	**Part-Time** typically 3 months
3b	Mode(s) of Study	Assessment only	
4	Home Academic Programme Portfolio	Secondary, FE & Teacher Development / Primary ITE	
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2**	**ITT**	
6	Framework for HE Qualifications position of final award(s)	n/a	

7	**Alignment with University Credit Framework**	n/a
8	**Compliance with University Assessment Regulations**	PGCE
9	**Progression routes with Foundation Degree (FdA) or Top-up**	n/a

Awards

10	**Final Award title(s)**	Recommendation for QTS
10a	**Exit or Fall back Award title(s)**	n/a
10b	**Pathway**	n/a
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	Assessment Only

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
		n/a	
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
		n/a	

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	Currently Department for Education but should this change then it would be the PRSB created or appointed to take on the role of awarding qualified teacher status.
15	**Date and outcome of last PSRB approval/accreditation**	Ofsted Grade 2 'Good' (30 April 2024) ITT Provider Accreditation (updated from September 2024)
16	**Expiry Date of PSRB approval**	n/a

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
n/a	

18	Programme Aim
Successful completion of the Assessment Only Route will enable candidates to be recommended for QTS to the Department for Education and become a qualified teacher without requiring to undertake a full ITT programme. The assessment only route to Qualified Teacher Status (QTS) is designed for very experienced graduates who have more than two years' successful teaching experience in two or more schools, colleges or settings.	

19	Programme Specific Outcomes
Recommendation for Qualified Teacher Status	

20	Exit Award Learning Outcomes
n/a	

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Stage 1 - Assessment Only application screening [QTS70123]

Application screening, ensuring that eligibility criteria are met with Admissions, then initial interview and tasks for Fundamental English and maths. If the criteria for these are met candidates may proceed to the second stage of assessment against the Teachers' Standards.

- Observation and initial target setting meeting.
- Pass/Fail decision considered by Head of ITT Mentoring and Partnerships against whether candidate has met all requirements set out in the module specification and is therefore deemed likely to be ready for successful assessment against the Teachers' Standards, within three months of application.
- The Head of ITT Mentoring and Partnerships will then make recommendation to the Exam Board.

Stage 2 - End of Programme QTS Assessment [QTS70223]

Shell module for End of Programme QTS Assessment (adapted from that used for all other QTS ITE programmes).

Payment taken for the remaining balance – this triggers final assessment process.
Assessment will involve formal observation and scrutiny of portfolio of evidence undertaken in a one-day visit to the host school/college by two academics, including a subject specialist where applicable.

21b	Module Structure

Non-credit-bearing

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
QTS70123	Mandatory	Assessment Only application screening	4	0
QTS70223	Mandatory	End of Programme QTS Assessment	4	0

     Programme Specification

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The first module is designed to ensure rigour in relation to eligibility of candidates applying to be considered for the Assessment Only Route to QTS (Module QTS70123). Candidates will not be able to be assessed until the initial screening has been completed and passed at exam board.
The second module then provides rigour in relation to compliance with the DfE Assessment Only guidance when candidates are assessed against the Teachers' Standards (Module QTS70223).

23	Learning and Teaching Strategies

This is an assessment only process. Support is provided by the candidate's school or setting. As such, no Learning and Teaching is provided by BGU, other than in the form of formative assessment feedback.

24	Assessment Strategies

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
QTS70123	*Assessment Only application screening*	*0*	*1*			*100*
QTS70223	*End of Programme QTS Assessment*	*0*	*1*		*100*	

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Loading
QTS70123	*Assessment Only application screening*	*0*	*Written application and interview*	*Application form and interview*	*100%*
QTS70223	*End of Programme QTS Assessment*	*0*	*Portfolio and observation*	*Portfolio and lesson observation*	*100%*

Initial eligibility evidence pre-enrolment will be submitted to Admissions electronically via the SRS application system (Quercus).

Once the screening module is passed (QTS70123), evidence to be considered for final assessment will be submitted electronically via an appropriate secure online repository (e.g. OneDrive). Paper-based submissions will be ineligible for assessment.

At the end of each stage, clear feedback will be provided to the candidate in the form of a written report, including areas of strength and development.

According to the DfE criteria: 'Where a candidate fails to meet a provider's reasonable expectation of providing evidence for assessment within the 3-month period, or where assessment determines that the candidate does not fully meet the Teachers' Standards, the candidate should be deemed to have failed the route.'

An unsuccessful assessment will typically be due to lack of experience or lack of evidence and this will require time to strengthen before reassessment. In this case, the candidate will need to reapply for the whole process once sufficient evidence and experience has been gained.

Unsuccessful applicants will be provided with feedback on areas to strengthen prior to reapplication.

25	Inclusive Practice and Personal Development Planning
n/a	

26	Technology Enhanced Learning
n/a	

27	Work-related Learning and/or Placement
Applicants are assessed in their own workplace, supported by their employer.	

28	Employability
Completion of the Assessment Only route to QTS will strengthen employability through the candidate being recommended to the DfE as a qualified teacher, subject to an ECT induction period.	

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Applicants for the programme will, in order to comply with current national requirements for the award of QTS, have GCSE passes in maths, English (and science for primary) at Grade C/4 (or equivalent) or above.

https://www.gov.uk/government/publications/the-assessment-only-route-to-qts/assessment-only-route-to-qts-criteria-and-supporting-advice

As required by current legislation, all applicants are currently required to have a DBS enhanced disclosure check and must meet any other statutory safeguarding requirements. Should these national requirements change, the programme specific admission requirements will also change.

Interview processes and criteria are reviewed on an annual basis and remain in place for a complete interview cycle.

Applications will be considered from schools and settings who are part of the BGU Partnership with an active Partnership agreement in place and typically within a 50-mile radius of BGU main campus.

30	Programme Specific Management Arrangements

- General
  Head of ITT Mentoring and Partnerships – Main Lead with Strategic and Operational Oversight
  Head of ITE Programmes or equivalent – Strategic oversight and support
  Admissions Manager – Oversight of Admissions compliance and processes
  Phase-Specific Leads – operational delivery of service

- Professional, Regulatory & Statutory Bodies
  Department for Education and Ofsted

  Three enrolment points throughout the academic year will be typically aligned with school terms:
  - Autumn: September-December
  - Spring: January-March
  - Summer: April-July

31	Staff Responsibilities

- General
  - Head of ITT Mentoring and Partnerships will oversee the operation and compliance of the programme, working with Admissions and delegating assessment to:
  - Phase specific leads (AO) in secondary and primary, who will oversee applications, interviews and observation visits within their own phase, organising for relevant specialist academics to support in this process:
  - Subject specialist academic staff (where required) will jointly interview, observe and assess with phase leads.
  - Final assessment will be undertaken by Phase Leads, supported by specialist academics as appropriate. Assessment will be moderated by the Head of ITT Mentoring and Partnerships, who will make recommendation to Exam Board at each stage.
  - Any issues or further moderation required may be referred to the ITE Leadership Group and/or Placement Panel.

32	Programme Specific Academic Student Support

n/a

33	Programme Specific Student Evaluation

An end of assessment evaluation will be carried out relating to service quality. Candidates will be asked to provide feedback relating to their experiences and any suggested areas for improvement.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes																
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies															
Global Citizenship															
Information Literacy															
Digital Fluency															
Employability															
Being Enterprising															

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications
http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard: DfE (2011) Teachers' Standards available at: https://www.gov.uk/government/publications/teachers-standards								
	PSRB Requirement *1. Set high expectations which inspire, motivate and challenge pupils*	**PSRB Requirement** *2. Promote good progress and outcomes by pupils*	**PSRB Requirement** *3. Demonstrate good subject and curriculum knowledge*	**PSRB Requirement** *4. Plan and teach well structured lessons*	**PSRB Requirement** *5. Adapt teaching to respond to the strengths and needs of all pupils*	**PSRB Requirement** *6. Make accurate and productive use of assessment*	**PSRB Requirement** *7. Manage behaviour effectively to ensure a good and safe learning environment*	**PSRB Requirement** *8. Fulfil wider professional responsibilities*	**PSRB Requirement** *Part Two: Personal and professional Conduct*
Met?									
Modules Identified in:	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223	QTS70123 and QTS70223
Evidence of Requirement met	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio	Written application Interview Observation Portfolio