Graduate Teacher Programme leading to Qualified Teacher Status
for students entering in 2012

http://www.reading.ac.uk/education/gtp

Awarding Institution	General Teaching Council for England
Teaching Institution	University of Reading
	Arts, Humanities and Social Science Faculty
Programme length:	full-time, 11 months
Date of specification:	February 2011
Programme Director:	Jonathan Allen
Board of Studies:	Graduate Teacher Programme
Accreditation:	Training and Development Agency for Schools (TDA)

Summary of programme aims

The aim of the programme is to support graduates in the development of the professional attributes, knowledge, understanding and skills necessary to become committed, effective, reflective newly qualified teachers.

The programme offers two distinct pathways:

Primary: training to teach the full curriculum across two consecutive age-ranges from 3-5 years; 5-7 years; 7-9 years; 9-11 years.

Secondary: training to teach a subject specialism across the two consecutive key stages, KS3 and KS4 (11-16 years).

The programme will furnish participants with the capability to plan, deliver and evaluate lessons that meet National Curriculum, assessment and examination requirements, to monitor pupils' achievements and to understand how to help each individual child reach his or her potential.

Successful participants on the programme will meet the requirements of the Training and Development Agency for Schools (TDA) and will be recommended by the University to the General Teaching Council for England for receipt of the award of Qualified Teacher Status (QTS). No award is made by the University. However, those enrolled on the GTP have an option to complete two modules at level 7 for the award of 60 credits, so entitling them to the award of a Postgraduate Certificate.

Transferable skills

In following this postgraduate programme and achieving the Standards for QTS, trainees will have had the opportunity to develop their skills of analysis, oral and written communication, planning, self-management, time-management, management of other adults, research and exercising professional judgement. These will be demonstrated by trainees:

- Assimilating and critically analysing statutory requirements, policies and evidence of practice in a professional field;
- Critically evaluating their own work and using this reflection to set targets for their own professional development;
- Working independently in complex and unpredictable contexts, demanding selection and application from a wide range of innovative or standard techniques;
- Working cooperatively and collaboratively as a member of a professional team;
- Articulating their ideas in writing and making oral presentations to a range of different audiences, using visual aids and ICT to enhance the presentation;
- Using library, internet and other resources to support their professional development and their effectiveness in the classroom.

Programme content

The programme is employment-based and those enrolled hold posts in schools as unqualified teachers. Those undertaking the programme are provided with substantial practical experience relating to their knowledge and understanding of appropriate subjects and associated pedagogical considerations. The training takes place in schools – the place of work of all participants – and through central training provided by the Institute of Education, the latter including general professional training and input into the trainees' subject knowledge for teaching. Pedagogy is explicitly linked to relevant research and national initiatives.

Although practice provides the core of the programme, attention is given to grounding development in theoretical frameworks, particularly that of the reflective teacher.

There is an emphasis on the individual. The programme is predicated on the understanding that participants will bring with them varying amounts of relevant prior learning, and within the parameters of the specified outcomes the trainees may expect the programme to be tailored to their identified needs. Progress is monitored closely by tutors from the university and school-based mentors through lesson observation and monitoring of other training activities. Trainees set personal targets and reflect on their learning through the Professional Learning Plan.

Optional level 7 modules:			*Credits*	*Level*
	EDMIPC	Innovation and practice in the Subject Classroom	40	7
Primary	EDMGCS	Learning and Teaching in the Core Subjects	20	7
Secondary	EDMTWP	Teachers' Wider Professional Role	20	7

Part-time/Modular arrangements

As indicated above, there are two separate pathways through the GTP: Primary and Secondary. Though they have separate entry requirements, and the course content is characterised by work with the age ranges associated with these schooling phases, the outcomes are nevertheless measured against shared criteria.

Apart from the two optional modules assessed at Level 7, no credits are awarded on the GTP. While there are formative assessment points during the programme, its core is not formally arranged in transferable or portable components.

The Graduate Teacher programme is full-time only.

Progression requirements

All the standards for QTS, including passing the skills tests, must be met satisfactorily before the recommendation for QTS can be made.

Interim assessments are made at the end of the Autumn and Spring terms. Those trainees identified as making insufficient progress, at any time during these two terms, are formally provided with extra, focused support. Should weaknesses still be evident by the beginning of the Summer term at trainee may be declared "at risk". Again, targeted support will be provided. Should additional support not achieve its objectives, withdrawal from the programme may be recommended. Any trainees not meeting the standards for QTS at final assessment by the end of the Summer term will not be recommended for QTS. Because of funding strictures related to their position as employees in a school it is unfortunately unlikely that trainees will be able to resit final assessment subsequently.

Classification and ~~Summary of teaching and~~ Assessment

Teaching involves a range of approaches, including:

- Lectures;
- Tutorials;
- Seminars;
- School-based mentoring;
- Distance learning via Blackboard.

Assessment is made against national Standards. The trainee will index a portfolio of evidence gathered during the year to demonstrate that the Standards have been met. Evidence may be drawn from:
- Assignments and tasks;
- School-based mentor observation and reports;
- University tutor observation and reports;
- The Professional Learning Plan (PLP) and self-evaluations;
- Written self-assessment (the "Claim") and final Viva.

One of the Standards requires passes in QTS skills tests which cover core skills in numeracy, literacy and information and communications technology (ICT). These tests are set by the TDA and administered externally.

As the outcome of the Graduate Teacher Programme is QTS only, trainees must provide evidence that they have met *all* the required Standards on a pass/fail basis. For quality assurance (Ofsted) purposes, a graded profile is prepared at the point of final assessment.

For PG Certificates
For those trainees opting to take the Postgraduate Certificate, assessment follows standard University practice:

Marks are interpreted as follows:

70-100%	Distinction
60-69%	Merit
50-59%	Good standard (Pass)

Failing categories:

40-49%	Work below threshold standard
0-39%	Unsatisfactory work

To pass the Postgraduate Certificate students must gain an average mark of 50 or more, with neither module marked below 40.

Admissions requirements

Entrants to this programme are required to have achieved all of the following:

- a standard equivalent to a grade C in the GCSE examination in mathematics;
- a standard equivalent to a grade C in the GCSE examination in English;
- a standard equivalent to a grade C in the GCSE examination in a science subject if applying to teach at Primary level;
- a degree, usually 2.2 or higher, from a UK higher education institution, or an equivalent qualification.

Other conditions for admission are that entrants are required to have:

- obtained the required CRB and ISA clearances and complete General Teaching Council (GTC) provisional registration requirements;
- met the requirements for 'health and physical capacity to teach', as described by the TDA in 'Able to Teach' (2007).
- legal permission to work full-time in the UK.
- experience in an independent, state-maintained, mainstream or special school in England or Wales within the year prior to application.

Support for students and their learning

University support for students and their learning falls into two categories.

Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.   Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

For trainees on the GTP, the main line of support is provided by the school-based mentors and by visiting University tutors.   Both roles carry a pastoral responsibility, and the expectation of some one-to-one contact is built into the programme. Active support and guidance is also provided by the GTP Management Group.

Documentary support is provided by the GTP Manual of Guidance, and by the Professional Learning Plan, which guides the trainee's development as the year progresses. Further documentation is provided in secondary subject tutors, and in individual sessions.

The Institute of Education has a range of specialist rooms and resources appropriate to the school curriculum. In particular these include access to the Library and Primary Base, from both of which trainees are able to borrow materials for use in school.

Career prospects

Trainees on the GTP are employed by their schools and many remain there when qualified. The overwhelming majority find teaching posts either before or immediately after qualification.

Opportunities for study abroad or for placements

There has been the opportunity in recent years for a small number of GTP trainees to be involved in an exchange organised through the Ministry of Education in Singapore. Continuation of this arrangement will depend on funds being available.

Programme outcomes

Knowledge and understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
- The professional role of a teacher - Standards required for achievement of QTS; - Key considerations affecting pupils' learning; - Key issues in educational theory; - Current challenges and new insights into professional practice; - The relationship of research and enquiry to the practice of teaching and learning; - A specialist area: age-related (primary) or a subject (secondary).	- The knowledge and understanding required is set out in the trainee Professional Learning Plan (PLP) and linked to assessment requirements. - Current challenges and insights are addressed through central training in professional studies and through professional practice in schools. - Central training input, particularly, is underpinned by research. - Feedback is initially given through formative assessed work. In the later parts of the programme and for the optional modules, trainees are expected to work independently. *Assessment* - Continuous formative assessment – through the PLP, mentor and tutor observations and reports - Written self-evaluations and reflections - Subject knowledge audit - Written assignments and tasks - Final assessment claim and viva.

Skills and other attributes

B. Intellectual skills – able to:	Teaching/learning methods and strategies
- Assimilate, evaluate and analyse information on teaching and learning. - Critically reflect upon observations and first hand experience of the learning environment. - Critically evaluate the requirements of government and, where appropriate, examination boards. - Critically evaluate and reflect upon their own classroom practice. - Identify key issues for their teaching, and priorities. - Deal with complex issues both systematically and creatively. - Make informed judgements. - Successfully manage the complex factors that affect the process of teaching and learning.	- Trainees develop skills progressively during the programme, a process that demands experience and guidance, much of which is informal. - Trainees assimilate, evaluate and analyse observations and practice in school based tasks, contribution to seminars, presentations, written reflections, reports and assignments. - Trainees are required to provide reflective evaluations of taught lessons and school based activities, to discuss with teachers, mentors and University tutors. - Trainees contribute to and lead seminars. - Trainees are required to make informed judgements about their planning, teaching and assessments in school. *Assessment* - Continuous formative assessment – through the PLP, mentor and tutor observations and reports - Written self-evaluations and reflections - Written assignments and tasks - Final assessment claim and viva.

C. Practical skills – able to:	**Teaching/learning methods and strategies**
o Observe teachers at work and reflect upon personal experience. o Act autonomously in planning and implementing teaching at a professional level. o Operate as a reflective practitioner, critically evaluating present practice. o Work as a member of a professional team. o Apply techniques applicable to own research or advanced scholarship. o Demonstrate self direction and originality in tackling and solving problems. o Interpret and present data. o Absorb new skills and respond to change. o Contribute to the pastoral welfare of pupils.	o Practical skills are developed through two school placements. Trainees are required to plan, teach and assess their work in school, at increasing levels of independence. o Trainees visit a number of settings for observation and practice. They are required to observe a variety of staff in each setting, constructively analysing factors affecting teaching and learning. o The optional modules (PGC) require trainees to work independently on an area of interest and apply their research to practice in school. *Assessment* o Continuous formative assessment – through the PLP, mentor and tutor observations and reports o Written self-evaluations and reflections o Written assignments and tasks o Final assessment claim and viva.

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
o Exercise initiative and personal responsibility. o Make decisions in complex and unpredictable situations. o Learn independently with an appreciation of the need for continuing professional development. o Communicate ideas and arguments effectively, in writing, verbally and using appropriate presentation aids. o Make effective use of the time and resources available. o Work collaboratively as a part of a professional team. o Predict and manage behaviour. o Use ICT for a range of personal and professional purposes	o Teaching constantly requires decision making; no classroom is predictable. o Continuing professional development is a focus of the teaching profession and a requirement of the Standards for QTS. o Oral presentations, team work and career planning are part of Professional Studies and other elements of the programme. o Communication skills are fundamental to the training are evidenced in school experiences, group presentations and individual reviews. o Time management features particularly in lesson planning. o Library and Blackboard resources are made available to all trainees. o The use of ICT is embedded throughout the programme. *Assessment* o Continuous formative assessment – through the PLP, mentor and tutor observations and reports o Written self-evaluations and reflections o Written assignments and tasks o Final assessment claim and viva.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods the programme can be found in the programme's Manual of Guidance. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.