

# **Assessment Only Programme Handbook**

School of Education  
Department of Teacher Education

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## 1. INTRODUCTION

Major, Joint or Minor	NA
School	School of Education
Department	Initial Teacher Education
Campus	School based
Final award	Recommendation for the award of Qualified Teacher Status (QTS)
Intermediate awards available	NA
UCAS code	NA
Details of professional body accreditation	Qualified Teacher Status (QTS)
Relevant QAA Benchmark statements	NA

### 1.1 Mission statement

To be an outstanding and distinctive provider that offers high-quality teacher education underpinned by effective teaching, leadership, scholarship and research.

### 1.2 Philosophy

The Teacher Education programme is underpinned by four key principles. We believe that these are central to the process of becoming an outstanding teacher. They are:

- *effective learning takes place when knowledge is shared and contested with a wide range of learning partners*
- *professional discourse in school and other settings is robust and challenging*
- *practice is developed and improved through drawing on research evidence and best practice as well as the investigation of and engagement with professional development.*
- *all aspects of developing practice are critiqued and evaluated*

### 1.3 Curriculum

This is a work-based pathway to Qualified Teacher Status (QTS). There is no compulsory face-to-face teaching element on this programme. The programme is solely an assessment of a range of evidence to support achievement of the Teachers' Standards (2012).

### 1.4 The Teacher's Standards

The Teachers' Standards (2012) will provide the assessment framework.

## 2. COURSE CONTENT

### 2.1 Programme structure

The Assessment Only (AO) route is for experienced teachers without QTS and is designed to meet the Assessment Only requirements as specified by the National College for Teaching and Leadership (NCTL). The programme will be inspected for compliance. The route is designated to assess the ability of AO teachers to teach across two or more consecutive age ranges and demonstrate that they have met the Teachers' Standards (2012). The assessment period does not typically exceed one term.

The programme requires candidates to have taught in two different school/settings (outside of the further and higher education sectors) prior to being assessed against the Teachers' Standards (2012).

The structure of the assessment period will be designed to meet the individual needs of the AO teacher. During the assessment period the AO teachers will be expected to question and challenge their current thinking and practice and to consider the aspects they want to develop. They will be given the opportunity to reflect on the different settings they have experienced to ensure a sufficiently deep understanding of the complexities of their work as a qualified teacher. They will work with teachers, learners, a range of professionals and additional adults.

During the assessment period, AO teachers will be expected, in their own professional practice to:

- set high expectations to inspire, motivate and challenge pupils and promote good progress and outcomes
- plan and teach well-structured lessons and adapt teaching to meet the needs of all pupils
- use appropriate formative and summative tools effectively to assess pupil learning in order to secure good progress
- demonstrate good subject and curriculum knowledge
- manage behaviour effectively to ensure an appropriate learning environment for all pupils
- support the ethos of the school/setting and demonstrate consistently high standards of personal and professional behaviour including personal attendance and punctuality
- engage fully with the wider life of the school/setting and build strong professional relationships, demonstrating that they can work collaboratively with colleagues responding positively to all advice and feedback
- show initiative by contributing to curriculum planning and develop effective and appropriate learning resources
- be proactive in seeking opportunities to develop their own professional practice and develop a rigorous and well organized evidence base of his/her professional learning and practice
- constantly evaluate and review their practice, setting targets for progress

### 2.2 Curriculum Outline and Content

There is no specified curriculum for this programme. The programme is an assessment against the Teachers' Standards (2012) only. The programme of the assessment period will reflect the needs of the individual AO teacher.

## 2.3 Personalised learning

The programmes provide opportunities for personalised provision in the following ways:

- an assessment period characterised by on-going development of professional learning and practice designed to fulfil the needs of the individual AO teacher in meeting the Teachers' Standards (2012).
- facilitation of the collection of evidence of the AO teacher's achievement against the Teachers' Standards, collated in a Professional Learning and Practice Portfolio (PLPP)
- formative tutorials providing a rigorous process of professional learning and practice that consider the AO teacher's progress towards meeting the aims of the programme and provide support in setting precise developmental targets
- Professional development input where identified

## 2.4 Partners in Learning

The AO teacher will have a Mentor who will mentor and supervise throughout the assessment period. This will be an experienced and appropriately qualified practitioner. The university Academic Tutor quality assures the provision. Throughout the programmes AO teachers may engage with a diverse range of school partners such as the voluntary sector, cultural centres and other professions.

All partners are committed to the process of learning and to developing professional practice. The quality of the programmes is based on high expectations, high quality professional relationships and a commitment to supporting each AO teacher to achieve his/her aspirations to become an outstanding teacher.

## 3. COURSE AIMS – WHAT WILL YOU LEARN?

All Teacher Education programmes aim to incorporate the strategic objectives identified in the Self Evaluation Document and Improvement Plan. These establish the currency, relevance and high quality of the programmes and engage in the following processes and resources to enable achievement of the Teachers' Standards (2012). The programme aims to:

- promote the highest standards of teaching, learning, professionalism and scholarship, to ensure the best outcomes for AO teachers
- promote understanding of how children and young people develop and how they progress in their learning
- promote inclusive practice and value diversity
- promote critical engagement with the challenges of learning and teaching through constant reflection and evaluation
- work in partnership with schools, other settings and agencies to support understanding of the complex role of the teacher
- attain the highest standards in subject knowledge, practical skills and competence
- engage with new technologies in learning and explore their potential for learning
- ensure that AO teachers comply with legal frameworks which impact on the teaching profession

### Learning Outcomes

The learning outcomes of the Assessment Only route are embodied in the Teachers' Standards (2012), Appendix 1.

## 4. LEARNING ENVIRONMENT

### 4.1 Learning and Teaching

Learning and teaching in the Assessment Only route takes place through a combination of the following methods:

- developing professional learning and practice in schools and settings
- tutorial support for developing modes of reflection
- review meetings to include systematic target setting and review at key points across the programme
- development of subject knowledge in a range of contexts
- independent learning
- blended learning employing electronic resources
- observation of the practice of teachers and other professionals as required
- professional development activities undertaken in school or other settings

### 4.2 Resources

The Assessment Only route is supported and assessed by experienced and expert teachers both in schools or other settings and the University.

University resources include

- the Minerva Virtual Learning Environment providing remote access to a wide range of resources
- Information services, providing open access learning technology and a wide collection of teaching and learning resources including appropriate academic texts
- Student services including financial advice and disability support

## 5. ASSESSMENT

### 5.1 The Award

The candidate cannot start the Assessment period until s/he has passed both of the QTS Skills Tests in numeracy and literacy. Qualified Teacher Status (QTS) is awarded by the DfE, upon successful assessment against the Teachers' Standards.

In order to be recommended for the award of Qualified Teacher Status, the AO teacher must:

- provide evidence to show that all of the Teachers' Standards have been met
- pass QTS Skills Tests in numeracy and literacy in line with the Assessment Only requirements (this will be necessary before the Assessment period begins).

### 5.2 Assessment

Assessment of this route is through the provision of evidence to support progress and achievement against the Teachers' Standards. Assessment is on a pass/fail basis against the Teachers' Standards, all of which must have been met by the end of the programme.

The Assessment Only route is formatively assessed in school or other settings. The evidence base will develop to reflect progress and will include well maintained, systematic records of progress through

professional learning and practice. The evidence will be stored in a Professional Learning and Practice Portfolio.

Evidence might include:

- Written lesson observations
- Professional dialogue in reviews of progress and targets
- 'Witness statements' – accounts of specific events and conversations which are particularly pertinent to attainment of the Teachers' Standards (2012).
- Assessment reports including a final written report summarising progress and attainment
- Records of professional development activities
- Subject knowledge audits
- A final claim supported by the collection of evidence submitted in the PLPP

There will be formative review points to monitor progress during the training period. These review points, led by school colleagues, will consider progress in professional learning and facilitate developmental target setting. Towards the end of the assessment period, school and university based professionals will meet with the AO teacher to discuss progress in professional practice and scrutinise evidence before agreeing the recommendation for the final pass/fail decision.

### 5.3 Assessment criteria

Assessment is against the Teachers' Standards (2012).

### 5.4 Assessment Regulations

#### 5.4.1 Examination Boards

The recommendation of the award for QTS will be ratified by a Bath Spa University Examination Board. The Examination Board's decision is final.

The Partnership Office at the university **MUST** be in possession of ALL formal assessment documentation before a pass can be formally recorded by an Examination Board.

#### 5.4.2 Deferring or Extending the Assessment period

If illness or other serious circumstances necessitate absence during the training period the AO teacher **must** inform the school/setting and the University (Academic Tutor and the Partnership Office). Any absence from school/setting will be recorded and the training period may need to be extended to make up any deficit.

For periods of absence the AO teacher may need to **defer** or extend the assessment period. This decision will be taken in negotiation with the school or setting.

#### 5.4.3 Action Contracts

If an AO teacher is in danger of failing the Assessment period, an Action Contract may be issued. An Action Contract is a signed agreement detailing a series of personalised targets which are required for the AO teacher to make further progress. These developmental targets will be mapped to the Teachers' Standards and will be time limited. The Action Contract will be developed between the school and the university. A copy of the Action Contract will be given to the AO teacher and copies will be held by the school and the university.

#### **5.4.4 Failing an Assessment Period**

If you fail to meet the QTS standards by the end of the assessment period, following discussions and agreement with the school, your registration will be terminated by the Examination Board.

#### **5.4.5 Appeals procedure**

Appeals against decisions made by the Examination Boards are dealt with in accordance with Bath Spa University Academic Regulations.

<http://www.bathspa.ac.uk/regulations/appeals-procedure>

### **5.5 Intercalation or Withdrawal from the programme**

If an AO teacher wishes to suspend studies or withdraw from the assessment period, they should first discuss the decision with the Mentor and/or Academic Tutor who will advise an appropriate course of action.

Any final request to intercalate or withdraw from the assessment period should be made, in writing to the Registrar. It is important that this is discussed with your Head teacher in the first instance

## **6. CAREERS**

The Assessment Only route culminates in Qualified Teacher Status (QTS). This enables the AO teacher to apply for a range of teaching posts and other education based employment.

## **7. ADDED VALUE**

- A personalised learning programme
- Extensive personal support from experienced school and university professionals
- A series of review points to monitor and plan personal progress of AO teachers on an individual basis through the assessment period
- The opportunity to follow a Master's programme leading to further educational scholarship and research qualifications

## **8. TEACHING QUALITY INFORMATION**

Although face to face teaching is not a compulsory element of the Assessment Only route the quality of the university teacher education provision is relevant. During its latest Ofsted inspection in May 2011 all phases of Initial Teacher Education provision at Bath Spa University were graded 'Outstanding'. Ofsted noted the following:

*The following are particular features of the provider and its initial teacher training programmes:*

- *the excellent progress that trainees make from their relative starting points*
- *the quality of trainees' self-reflection and their strong commitment to their own professional development*
- *the quality of the leadership and management in driving the development of well-designed and cohesive training programmes*

- *the outstanding personal and professional support given to individual trainees. (Ofsted, May 2011)*

## **9. HOW WE SUPPORT YOU**

This is a school led programme. AO teachers will be allocated a Mentor based in the school/setting, and an Academic Tutor. AO teachers will also have an Academic tutor and will be able to access university services.

The Mentor should be the first person that the AO teacher approaches with any issues or concerns about the programme. If the issues cannot be resolved by the mentor and/or the school, the Academic Tutor will be informed.

More information regarding University student support services can be found at:  
[www.bathspa.ac.uk/services/student-support](http://www.bathspa.ac.uk/services/student-support)

## **10. HOW WE ASSURE THE QUALITY OF THE COURSE**

In consultation with academic and industry subject experts a process of programme approval has taken place to ensure the following:

- Appropriate school and academic professionals to support the AO teacher on the course
- Adequate resources to support the AO teacher
- Appropriate overall aims and objectives
- The assessment period meets the requirements of the Ofsted Inspection Framework and the DfE Criteria for Assessment Only
- The course meets any professional/statutory body requirements
- Internal quality criteria, such as admissions policy, assessment strategy and student support mechanisms

## **11. HOW WE MONITOR THE QUALITY OF THE COURSE**

The quality of the course is monitored annually through evaluating:

- External examiner or independent verifier reports (considering quality and standards)
- University surveys
- Statistical information, considering issues such as retention and employment
- AO teacher feedback

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents, meets with current/former students and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

## **12. THE ROLE OF LEARNING PARTNERS**

Learning Partners are the core of any Teacher Education programme. Further details of the role of various Learning Partners on the Assessment Only route are available in the 'Heads of Terms' agreement.

### **12.1 Partnership network with schools or settings and teachers**

The University enjoys strong learning partnerships with a range of schools and settings who offer school placements and training programme. Mentors in schools will be monitored to ensure they support AO teachers appropriately. The University also engages in a range of research and development activities with partner schools.

Senior school staff from the school partnership work with the University on their Teacher Education provision. This sustains the shared thinking between the University and schools and settings.

### **12.2 Independent verifiers**

Independent verifiers are educational professionals who, at intervals, corroborate a range of evidence relating to programme assessment and AO teacher attainment.

### **12.3 External Examiners**

External Examiners are selected from Teacher Education providers and local authority advisory staff. The function of the External Examiners is to oversee professional standards on the course in order to ensure their compatibility with national standards for Teacher Education programmes and with those of courses in institutions validated by other bodies.

## **13. LISTENING TO THE VIEWS OF STUDENTS**

AO teachers can approach their mentor or Academic tutor to give feedback on specific aspects of the programme at any time. This will always be an item on the agenda of any review meeting. In addition, there are formal mechanisms, including surveys, to gather feedback and to respond to it. These opportunities will be outlined to you after successful application to the programme. The data provided forms the basis of programme reports and informs the development of the programme. AO teachers are required to participate in evaluation activities and any action taken in response to feedback will be disseminated to them.

## **14. LISTENING TO THE VIEWS OF OTHERS**

The views of other interested parties are obtained through a formal committee structure of internal and external partnership meetings. The development of the Assessment Only programme will be fully discussed at Teacher Education Network meetings which involve school and university colleagues. The meeting will be chaired by the Heads of TE.

## **15. STAFF PROFILES**

Staff profiles are available on the School of Education website at: <https://applications.bathspa.ac.uk/staff-profiles/>

## **16. EQUAL OPPORTUNITIES STATEMENT**

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences. Our aim is that all staff and students, both existing and potential, should receive equal and fair treatment in all aspects of University life. The University seeks to ensure that a suitable working and studying environment is provided which is free from discrimination and where all members of the University community are treated with dignity and respect and are valued as individuals.

## APPENDIX 1: Teachers' Standards (2012)

### PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2 Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3 Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- 4 Plan and teach well structured lessons**
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
  
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
  - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
  
- 6 Make accurate and productive use of assessment**
  - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - make use of formative and summative assessment to secure pupils' progress
  - use relevant data to monitor progress, set targets, and plan subsequent lessons
  - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
  
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
  - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
  
- 8 Fulfil wider professional responsibilities**
  - make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## APPENDIX 2 – Library and Information Services

### Users Rights and Responsibilities

Once you have registered and been issued with a card, you may use the libraries at Newton Park and Sion Hill, the Slide Library and the open access computing facilities.

As a member of the library, you may borrow and reserve books and other items providing you do not have any outstanding fines or other debts to the library.

You are entitled to spend reasonable time with library staff concerning your information and service needs and to be dealt with seriously and courteously.

Your comments and suggestions about library and information services will be welcomed and considered then responded to promptly if required.

You are entitled to expect that information about library services, library developments, changes in policy and new policies will be publicly available.

### *Responsibilities*

You are responsible for making yourself aware of and abiding by current library regulations, including the loans and fines policies.

Your card is for your own use only. You are responsible for informing the library if you lose your card.

You are responsible for all items issued to your card until they are returned and your record cleared of them. If you lose, deface or otherwise damage any library materials, you will be liable to pay the replacement cost.

You are responsible for returning all items you borrow on or before the date due. Non-payment of fines or debts may ultimately result in your award being withheld.

Whilst in the libraries or open access computer rooms, you should behave appropriately and with respect for other users and library staff. You should not smoke, use mobile phones in amber or red zones or make excessive noise at any time.

TAKING THESE RESPONSIBILITIES SERIOUSLY WILL HELP PRESERVE YOUR RIGHTS

### **APPENDIX 3 - QTS SKILLS TESTS**

Before you are able to start the Assessment period you will be required to pass two QTS skills tests. This requirement is in line with expectations for all QTS qualifications from September 2013.

The tests are:

- Literacy
- Numeracy

You are responsible for booking your tests which are taken on dedicated computers in several centres around the country. All details relating to these tests, including the booking system can be accessed from the NCTL website. You are advised to check this website regularly to ensure that you are aware of the most recent requirements.

Updated regulations relating to QTS skills tests registration and guidance are available on the NCTL web site at:

<http://www.education.gov.uk/schools/careers/traininganddevelopment/professional/b00211200/registration>