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*Promoting Quality in Teacher Education*

**QTS assessment in the context of the Corona virus**

Institution 1

In their previous two placements, Faculty staff and school colleagues have assessed progress against the Teachers’ Standards using our Descriptors of Practice document. This document has evolved from UCET/NASBTT materials and allows us to determine trainees’ progress against the Teachers’ Standards over time. We will use this document, along with Summary Reports completed at the end of each placement, to assess whether or not students will be on a trajectory towards achieving QTS.

Institution 2

For our UG programme, all our Stage 3 and 4s had actually completed their final placements prior to schools closing so recommending QTS has been easy for these!

For our PG primary and secondary SD/Core PGCE routes we use completing standards, from the outset of our PGCE programmes and by their latest assessment point, mid-March, the vast majority of trainees had demonstrated they were achieving the minimum (Grade 3) requirements when teaching for 60-70% of the time.  We have about 5 trainees, overall, who were deemed to be failing when schools closed.  We will recommend these trainees stay on programme and will undertake the rest of their placement when schools reopen (they will be required to undertake an 8 week placement to ensure we give them enough time to show they can make the required progress) with the aim of qualifying by Christmas. Unless the more detailed DfE guidance suggests differently!

Institution 3

We have always had a 'potential' grading on the reports for all UG and PG students which will assist us in calculating 'trajectory'. At present, schools have submitted interim report for their students and have awarded them a current grade and a potential grade - we will use these to provide an indicative grade based on trajectory.

Institution 4

We have a placement report in which Professional Tutors have been asked to indicate if trainees have been making satisfactory progress. This informs our understanding of their trajectory. The report is due 27 March.

Institution 5

At the end of the spring term we have an assessment point where mentors grade each standard and provide formative feedback. We have asked our partnership schools to complete this as normal but have provided additional guidance to:

* emphasise that they are making a judgement based on progress to the point where the student's placement was suspended;
* acknowledge that the evidence they are drawing on may be limited due to a range of factors related to COVID-19 (for example, mentors may not be able to access documentation about progress)
* ask mentors not to spend a significant amount of time agonising about grades 1-3, the key is to identify any standards where they had already got concerns such that, given the normal time in school, they may not have expected the student to meet the standard.

Mentors have also been asked to identify any student whose progress they had significant concerns about such that they believed that they would not meet the Teachers' Standards at the end of their placement, unless they had a bespoke programme of support which they successfully engaged with.

Once we have collected this information we will consider, on a case by case basis, any student where any concern has been flagged, either related to a particular standard or overall. Drawing on the mentor's assessment, alongside all other evidence we have about student progress since September (for example documentation from other placements, tutor visit documentation, course work, etc) we will assess whether a student is on a trajectory to meet the standards.

Institution 6

Trainees will be awarded QTS at the end of the  programme as normal with a final quality assurance on line viva discussion in June where trainees can talk through their journey to QTS. We will not be awarding QTS early as it may affect their access to funding through either student England finance or bursary / apprenticeship funding stream. There will also be a knock on to provision next year in the event that trainees need more time in school next year and relaxation of compliance criteria for 2020-21.

All PG trainees (PGCE, SD  & apprentice) have had tutorial meetings this week via TEAMS  and the common message has been given to all.

1. They have been given reassurance around gaining QTS and the messages from DFE re 120 days, second school experiences and breadth over all KS
2. They have all been asked to complete the RAG rating which gives their current position against the Teacher Standards and their trajectory towards QTS.
3. Over the course of next term trainees will access on line learning linked to  the teachers standards to continue to develop depth of knowledge and understanding  and consolidate the time they have had in schools to practice. If some trainees are still working with schools they may be still planning content for on line learning or in a minority of situations face to face with key workers children (SD and apprentice mainly).
4. Trainees will continue to keep a weekly meeting record of the leaning activities linked to the teacher standards which supports their ongoing professional development
5. Over  next term they will have fortnightly  on line meetings with the University tutor helping them identify gaps in learning and signposting to  further  resources and support  through Marjon VLE . These might be collaborative working focused on sequences of leaning, sharing best practice or aspects linked to specifics teacher Standards.
6. Academic work continues  for those on PGCE and assignments will be used as evidence against the teacher standards , the VLE is being used for additional signposting to resources/ readings/ and workshops
7. Off the job training continues for apprentices, so they will be expected to attend virtually the challenging stereotypes conference and engage in on line learning during next term.

Undergraduate routes:

1. All of our final year undergraduates have completed enough training to gain QTS over the three year programme.
2. In the last term they have modules delivered on line that continue to build knowledge, understanding and criticality as per the normal design of the programmes and are completing a research project/dissertation
3. Many are developing sequences of learning and supporting activities for on line and remote learning linked to partnership schools
4. All will go through exam boards in the normal way and will be awarded academic credit and QTS in the July board.

EYITT

1. Many employment based trainees are still working in their settings, most graduate entry are not.
2. As with PG ITT routes on line learning and regular tutorials will support their RAG rating they have carried out now to continue their learning and development over the summer term
3. EYITT status will be awarded with the on line viva discussion
4. Academic credit still being worked towards via assignments

Institution 7

School were due to submit a second report on 25 March so we have collated this data. Trainees with a passing or above trajectory have been RAG rated as green as they already have a passing profile. Some trainees are RAG rated as amber with 1-2 standards not assessed as 'passing' at the moment. All reports have been moderated by tutors (which is standard practice) and we are in discussions with school partners regarding the moderation of these outcomes. Should a trainee not have a passing profile for 1-2 standards we will work with the trainee to focus on these standards remotely in the summer term. A viva voce at the end of the course, for all trainees, will determine whether we recommend for QTS. Trainees who are not competent in more than 6 standards are RAG rated red. We will not be making the recommendation for QTS for these and will propose that they return in the autumn term for an additional short placement. These trainees were already on our cause for concern tracker and were already on support plans. In addition there are a few trainees who self- isolated early or who, for varying reasons, left their placements. Whilst not currently on a support plan they will be RAG rated red and will need to complete in the autumn.

Institution 8 (draft policy)

The Education Department will make this judgement of a students’ capacity to meet the Teachers’ Standards and successfully complete their course by drawing on a range of evidence which will be considered by a panel at the end of the students’ programme. For XXXXXXXX programme, this will occur by XXXXXXXXXXX. Students will be notified of this decision by XXXXXXX.

The **evidence** considered will include:

* School experience reports from link-tutors and teacher tutors.
* Weekly reviews from school placement
* Evidence mapped on the Standards Tracker
* Quality of teaching in observed lessons
* Feedback from self-directed placements
* Pre-course experience (where relevant)
* Academic assignments
* Attendance and engagement with the taught element of the programme
* Discussion with teacher tutor (for students on the School Direct pathway)

A **panel** of the following people will be convened to consider the evidence and the students’ trajectory towards successfully passing the programme. The panel will consist of:

* A Director of the Institute of Education
* Programme leader or leaders
* Partnership manager or representative
* School representative (for students on a School Direct pathway)

If necessary, the student may be asked to attend an online meeting to discuss their progress throughout their course.

As the ITE programmes continue to lead learning through online approaches, opportunities will be offered to students to enhance their knowledge and understanding of key areas relating to the teacher standards.

Students whom the programme leaders identify as being at risk of not making adequate progress will be contacted and offered further support to develop their knowledge and understanding prior to the end of the course.

**Right to appeal**

All students will have the right to appeal the decision of the panel. This will need to be done in writing, together with appropriate evidence, within 15 working days of the communication of the panel’s decision.

Institution 9

XXX is taking a holistic approach to considering whether a student is on a trajectory to meet the teachers standards by the end of their programme.  Students are still trainees until the point at which their programmes finish, which would have been the end of their final, assessed school based experience. After each assessed placement, student’s progress is evaluated and they are RAGed according to their progress in school to that point. Individuals who are not meeting the expected standard for that point in their programme are noted, along with the actions that are being taken or interventions planned for that student. This is the basis from which we will be working to look at any individual’s trajectory. We have developed a suite of professional CPD activities for students to engage in with the support of their University Partnership Tutor and personal tutor.  Students will use their most recent targets set in school and their interim grades to prioritise the focus for their CPD. This will be monitored regularly with Partnership Tutors and students will bring the evidence of their engagement and learning together in a portfolio of evidence. This will provide additional evidence of their progress towards the teachers standards including Part 2 of the Standards. All students will have an individual viva with their UPT and their personal tutor where they will be able to discuss their evidence and demonstrate how they are meeting their targets and the standards through their engagement with their CPD.

Institution 10

We have had two "official" review points - one in December, and one, amazingly, in the week that we suspended placements.  We therefore have pretty accurate records of students' progress so far against each of the Teachers' Standards.

We have identified four groups of students:

* Those who are doing really well in all areas and where there was pretty much no doubt they would pass and become outstanding teachers
* Those who would also pass without intervention, and who are aware of areas in which they need to develop further.
* Those who would only be likely to pass with significant intervention, such as a Work Support Plan and/or Action Plan, but who, in normal circumstances would have made it, potentially with short extensions to their placements.
* Those who were unlikely to have passed the course and who, in normal circumstances, would be likely to have been counselled off.  These students are aware of their situation and have been a Cause for Concern at both review points.

We are currently planning online teaching for w/c 20 April up to the end of the programme.  This will be aimed at ensuring the student teachers are able to make further progress in developing their teaching skills whilst not being in school, as well as completing the two final academic assessments.

Institution 11

**QTS is recommended (at the July Exam board)**

Green   Trainee pretty much already meeting standards at either grade 1 or 2

Amber  Trainee probably just about passing the standards, but we’d predict with a normal trajectory to meet the standards if they were to continue into the summer term

All the above students will need a degree of additional support over their induction year, given that all these teachers will have had roughly 30 % less school experience/ school-based training

**QTS is not recommended (in July)**

Red        Trainees are a cause for concern currently, and their predicted trajectory by the end of the summer term would normally be that they would not meet the standards at the minimum level and they should return to complete a placement next year (probably in the Autumn).

We have a duty of care to schools and trainees to ensure that they have a reasonable chance of successfully carrying out the duties of a qualified teacher once they are qualified.

How do we recognize meeting the LOs of the Professional Practice module based on a professional assessment of potential/ trajectory for those in the amber group? This is where we need to have a solid process.

Institution 12

We have currently tried to categorise our students into 3 areas:

1. On a trajectory to pass

* But what are the expectations for providers in the NQT year?
* Is financial support available for students/placement providers/HEIs

1. Formal Cause for concern
2. Informal cause for concern

We are working on the “Areas/themes” that look likely to inform the decisions on the progress of individual students – however, it would be better if these were defined categories listed by the DFE.   This needs to be tight to ensure that students understand the rationale of any decisions made.

Institution 13

PGCE trainees have had their final placement cancelled, and we have drawn up criteria to enable us to evidence ‘trajectory’ which we will assess via a presentation delivered by each trainee later in the academic year.  This happens every year at ‘sign off’ – but there is a little more detail in there this year;  they continue to work on their studies and evidence preparation as we speak, and are being supported remotely to do this.  Luckily, our programme structure means that they had already submitted their three 20 credit Masters modules before social distancing etc kicked in, so we haven’t had to change anything there;

Our L6 BA (Hons) trainees completed all their placements prior to the lockdown, so they are not affected in terms of time/breadth in school (unless of course, they failed their last placement for any reason). We have moved their final month of study into an online format, where they are supported and taught via distance approaches.  We have tweaked assessments where necessary – so for instance a group presentation has now become a Powerpoint submission with audio – and the University as a whole have extended all current deadlines by four weeks, whilst retaining the right to submit to the original deadline if that suits the student in question.

We also have a Distance PGCE, which does not lead to QTS recommendation – and is undertaken by new teachers all over the country.  For the final module (which is an individual piece of pedagogical research) we relaxed the need for this to be action-research carried out in class, and allowed students to undertake a literature-based piece of research.

None of these academic changes required us to alter regulations, just to be a little more flexible within them!

Institution 14

P&S QTS Recommendations for Trainees due to complete in 2019/20

1. Has the trainee met Part 2 of the Teachers' Standards?

2. Is trainee working towards meeting Part 2? Are we confident about sending back into school (CfC, etc)

4. Refer to Partnership Handbook/Suitability to Teach

No

Yes

3. Has the student completed two assessed placements?

No

5. Resit assessed placement offered -awaiting further DfE guidance on whether 1 resit placement sufficient for 2020/21

Yes

Yes

Yes

Yes

7. Does their trajectory suggest they are already meeting/would have met the TSs by end of prog?

12. Recommend for QTS after exam board - student notified of intention to recommend

8. Discussion: given the evidence, would the trainee have met the TSs by the end of the programme in 2020?

9. Resit assessed placement offered -awaiting further DfE guidance on whether 1 resit placement sufficient for 2020/21

10. Discussion: given the evidence, are there identifiable reasons for downward /plateau trajectory? Are we confident that trajectory should from this point be upward?

11. Recommend for QTS after exam board - student notified of intention to recommend

6. Has the trainee gathered enough evidence to be able to assess a trajectory over time? E.g. A Review and further obs, meetings, on track?

No

Yes

No

No

No

No

Yes

13. Recommend for QTS after exam board - student notified of intention to recommend

Institution 15

1. We are doing some modelling on data from previous cohorts; not to displace the professional judgements about 'trajectory', but to to provide some statistical reinforcement
2. We are currently still thinking about an enhanced role for external examiners, particularly for the hopefully small number of individual cases where the evidence base for awarding QTS is not secure.

Institution 16

**Primary PGCE** students were due to complete their first School A placement when placements were withdrawn. The final assessment process for that practice had already commenced. At this point in the year, the trainees have completed three Master’s level assignments, two written and one oral presentation. They have completed 57 days in their School A placement and 24 days in their School B placement. School Direct students are in a similar position. The School A placement concludes with a summative assessment, demonstrating how they have met the Teachers’ Standards within the context of the placement (age range related) at this point in time. This, alongside a formative assessment completed at February half-term (at the end of the 24 days in the complementary School B placement) can be used indicatively to identify a likely trajectory by the end of the year.

Since the suspension of placements Primary PGCE students have been engaged in a range of professional development (PD) activities related to different curriculum areas and areas of relative strength and for development, as appropriate. They are summarising the impact of their PD activity and progress is being monitored by PGCE staff. Fortnightly tutorials provide opportunities for personalised reviews and reflective discussion. In the final stages of the course, consideration will be given to ways in which students can be supported in preparing for transition to the NQT year, by engaging with PD activities, which support preparation for their first teaching posts, when secured.

Opportunities for contributing to online educational activities schools are organising are under review.

We have actively engaged our partnership management committee in developments and are communicating with our external examiners.

The exam board will take place as usual.

**Secondary PGCE** students had completed their first placement of 48 days and had been on their second placement for 20 days before the placement was suspended. Trainees have completed two written assignments, which contribute to both the Master’s element of the course and QTS. They are in the process of completing their third and final assignment (due on 22nd April). The School A Placement concludes with a final Placement Report to track the progress of trainees towards meeting the Teachers’ Standards, in the context of that placement. Trainees also receive a formative Placement Review for both Placement A (completed w/b 2nd December 2019) and Placement B (completed 30th March 2020). These have been used to identify the likely trajectory of each trainee by the end of the course (19th June). The third Master’s level assignment (Reflective Project in Education) is being undertaken at present. Students who were not able to gather secondary data from school, can undertake a literature-based project and present as a poster (as they would have done). The deadline for the assignment remains the same.

Since the suspension of placements trainees are spending three days on subject-specific activity and two days on professional development related activity. Tutors are guiding trainees to focus developmental activity on building on those areas for development related to the Teachers’ Standards initially, then building on areas of strength. Additional resources have been posted on to Blackboard to support ongoing professional development. Trainees have some ownership of choices of activities provided, with tutor guidance via regular fortnightly tutorials. Trainees will be supported in relating their professional development activity to preparing for their first teaching posts, on an individual basis, to support transition to the NQT year.

Trainees are producing daily log of activity and reflection on the impact of training on progress towards the Teachers’ Standards and preparation for the NQT year. Logs are uploaded weekly on to Blackboard, in the place of their placement Mentor Meeting logs. Tutors monitor these logs and will focus support as appropriate in moving forward.

Taught university curriculum sessions have been undertaken remotely (eg via Blackboard Collaborate) and all PGCE tutors have led trainee training in using this platform.

Opportunities for contributing to online educational activities schools are organising, are under review.

We have actively engaged our partnership management committee in developments and have communicated with our external examiners.

The exam board will take place as usual.

Institution 17

For Primary, a RAG assessment and overall Teacher Standard’s grade assessment was made at the end of the last student placement (SE1c) and will be used to inform the trajectory decision. At the start of the Summer term, students begin *learning loop 3,* with support from their tutors to continue to develop evidence of the Teachers’ Standards and complete the Masters modules.

For Secondary, assessments will proceed as normal to arrive at a holistic judgement at the end of the programme factoring in the suite of evidence derived from Professional Practice, MA-level modules and other programme tasks and sessions, which student teachers will continue to engage with where possible.  Documentation from the affected (and second) school placement has been amended to enable schools to indicate student teachers' overall progress and achievements in a concise way, and such evidence will be factored into decision-making in a proportionate and appropriate way.

EYITT and Post Compulsory PGCE will follow a similar approach.

All QTS recommendations will be made at the end of the programme.

Institution 18

This position statement has been informed by DfE policy guidance published on 24.03.20 in relation to the potential impact of COVID‐19 on Initial Teacher Training courses. It relates to programmes of ITT leading to Qualified Teacher Status (QTS) in England which are due to conclude at the end of the 2019/20 academic year.

As a consequence of the disruption to ITT courses, due to the closure of schools from 20.03.20, the University of Northampton will make judgements on trainees based on assessments already completed and each trainee’s current trajectory of progress towards meeting the Teachers' Standards.

PGCE trainees on all routes have, to date, completed two periods of assessed school‐based training placements in two different schools and key stages. This amounts to 90 days. The University of Northampton quality assurance processes were applied rigorously to these assessments.

A trainee will be recommended for QTS if **all** of the following have been met:

1. They have successfully completed the two periods of school‐based training to date (ITT3051p PG1 and ITT3052p PG2) and demonstrated competence that exceeded the minimum Teachers’ Standards;

1. Assessment shows that the trainee’s current trajectory of progress indicates that they will meet the Teachers' Standards by the end of training, and will complete their ITT course successfully. This includes My Progress Confidence Audits;

1. They successfully pass the alternative pass/fail assessment for ITT3053p (seeArrangements for the assessments of the PGCE and PgCE academic awards below). This will take the form of a viva (oral examination), details of which will be communicated to trainees by 24th April 2020.

1. They meet the requirements of either 3.26.2, or 3.26.3 supplementary regulations:

3.26.2 To gain the award of Professional Graduate Certificate in Education (‘p’) denoting Qualified Teacher Status students must pass all Level 6 modules and have demonstrated engagement with Level 7 modules as specified on their Award Map.

3.26.3 To gain the award of Postgraduate Certificate in Education (‘P’) denoting Qualified Teacher Status students must pass all Level 6 and Level 7 modules as specified on their Award Map.

The DfE indicated on 24/03/20 that further guidance will be provided as soon as possible for those trainees not judged to be making adequate progress and who were unlikely to have met the Teachers’

Standards by the end of their ITT course. We have not yet received this information.

**Arrangements for the assessments of the PGCE and PgCE academic awards**

**PGCE**

The academic award of PGCE(QTS) is based on the successful completion of 5 modules amounting to 120 credits. Two at level 7, ITTM003 and ITTM004 and three at level 6, comprising the placement modules ITT3051p, ITT3052p and ITT3053p.

Trainees have submitted assessment for ITTM004 and ITT3051p and ITT3052p have been completed. The ITTM003 assignment is due for submission on 22/04/20. To offer the opportunity to successfully complete the required 120 credits for the PGCE award, an alternative pass/fail assessment will be implemented to assess the learning outcomes of ITT3053p, pending approval from the University’s Academic Registrar.

**PgCE**

As per supplementary regulations, if trainees engage with, but do not pass the modules ITTM003 and ITTM004, but meet the requirements for the recommendation of QTS, as stipulated above, they will be awarded a PgCE(QTS) (see Note 1.)

Gill Chambers Acting Subject Leader for ITT

Jo Barter‐Boulton Programme Leader PGCE

06/04/20

Note 1: 3.26.2 To gain the award of Professional Graduate Certificate in Education (‘p’) denoting Qualified Teacher Status students must pass all Level 6 modules and have demonstrated engagement with Level 7 modules as specified on their Award Map.

Institution 19

Prior to the Easter period, we asked the students to complete a detailed survey about their areas of strength and their areas for development with regards to their teaching practice. This helped shape our ongoing provision and enabled us to fulfil the DfE requirement that the students complete a teacher training programme, even though they are not completing their second assessed placement. Prior to the Easter break, the ITT staff accessed training on the BigBlueButton and Padlet and our lectures took place online with students completing activities that they could upload onto module discussion boards and their online Pebblepad Professional Development Portfolio (a requirement of the course in order to gain QTS). Based on the information that the students gave us in their survey as regards their areas for development, we put them into four smaller groups in order to more effectively address these areas and put students together who had similar needs so that they might act as a sounding board for each other. Each group will access four online seminars each week with a different member of staff depending on the staff member’s area of expertise. The seminars are structured in the following way:

* An opportunity for students to share their questions about the topic on Padlet and discuss what aspects of the topic they would like to learn more about.
* There is then a short piece of reading or a media clip for the students to read or watch and this then acts as a discussion point with the lecturer.

Following the reflection and discussion, the students are given an activity that enables them to meet the Teachers’ Standards.

For the first set of seminars, the students have been sent the appropriate reading.

For the Teacher Apprentices, online lectures continue through the BigBlueButton on Thursdays with some sessions on Fridays as normal.

In addition to this, all apprentices that are completing this academic year require a Mock EPA and an EPA (conducted with the University of XXX). Each one takes approximately two hours and the Government has agreed that these can be done remotely so they are also taking place through the BigBlueButton as are tutorials and Mentor meetings for this group of learners. In addition to this, weekly team meetings, mentor training and individual meetings are taking place via Goto and the University account of which I am an administrator. The school direct student is accessing the apprenticeship provision.

Training regarding the use of Pebblepad has been conducted online one student on the AOR route and their mentor.

All Professional Development Journals are now online on Pebblepad and are monitored regularly. The students have received training on how to use Pebblepad.