

TDA self-evaluation document (SED) for initial teacher training (ITT) providers

Name of provider	University of Exeter
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For the year of the SED, please indicate here the type of course(s) or programme(s) for this SED, with a breakdown of trainee numbers and secondary subjects.

This should clearly indicate numbers on: undergraduate (specifying three or four years), postgraduate (specifying one or two years), flexible or assessment-based training.

Type of programmes:

PGCE 1 year – Primary (2008: 148 trainees)

PGCE 1 year – Secondary (2008: 425 trainees: Art 19; Citizenship 15; Dance 10; D&T 26; English 58; Geography 35; History 26; ICT 19; Maths 30; MFL 35; PE 64; RE 22; Science 66)

SED 2007-08 University of Exeter		
		Evidence
2. 1 Context	Experience as a provider	No evidence required for this section – description only
<p>Please summarise the context of the training you provide. You may wish to include reference to the following, as appropriate:</p> <ul style="list-style-type: none"> - your experience as a provider of ITT; - location and local or regional needs that affect your provision; - the nature and extent of your partnership; - a mission statement that helps to explain aspects of your provision; - other features that may make your provision distinctive 	<p>Teacher training courses have been provided at St Luke’s campus for over 150 years. The University of Exeter is recognised as one of the top initial teacher training providers, as evidenced by OFSTED and TDA grades and reflected in our position as third out of 73 HE providers in the Good Teacher Training Guide (2008). It is a large provider, with a quota of 149 primary trainees and 449 secondary trainees in 2007-08. Exeter is a research-intensive School of Education, one of the largest in the country, and embraces a considerable variety of research activity, from large-scale externally funded programmes to small-scale collaborations with local teachers. The understanding and insight gained through this research is an essential element of its teacher education courses.</p> <p>Range of courses provided</p> <p>The full-time PGCE Primary programme is studied over 38 weeks, of which 18 are based in school. The programme is delivered through five module blocks: the Core Curriculum Studies module, the Foundation Curriculum Studies module, the Professional Studies module, the School-based work module, and the Specialist modules. All students take Core Curriculum Studies, Foundation Curriculum Studies, Professional Studies, and School-based work modules, and select one module from the Specialist modules. Specialisms are offered in English, Humanities, Mathematics, Music, Science and Early Years. The primary specialisms, unique to Exeter, mean that a third of our primary PGCE quota is being trained in shortage subject areas.</p> <p>The full-time PGCE Secondary programme is studied over 36 weeks, of which 24 are based in school. The programme is delivered through three module blocks, the Professional Studies module, the School-Based Work module, and the Main Subject modules. All students take the Professional Studies and School-Based Work modules, and select one of the Main Subject modules: Art, Citizenship with Humanities, Dance, Design and Technology, English with Drama, English with Media, Geography, History, ICT, Mathematics, French, German, Spanish, Mandarin, MFL with Primary Specialism, Physical Education , PE with Primary Specialism, Religious Education, Biology, Chemistry, Physics.</p>	

Students undertake a limited period of school-based work during the Autumn term, and an extended period of school-based work during the Spring and Summer terms.

The Exeter Model of Teacher Education underpins our work in the university-school partnership and is designed to enable students to meet the Professional Standards for Teachers: Qualified Teacher Status (TDA, 2007). Students are encouraged to develop a critical understanding of the diversity of learners and the complexities of the education process, including different social and organisational structures of education. The Exeter Model is unique in having an explicit theoretical framework that underpins teacher education and training. It uses individual training tools (agendas) to develop skills of critical analysis and reflection about specific aspects of classroom practice. It also incorporates two levels of supervision for trainees in schools: a 'principal school/subject tutor', whose main role is to develop classroom teaching skills and who works alongside an experienced 'mentor' whose role is to develop trainees' reflective and critical skills.

Location and local and regional needs

As a large provider training close to 600 students in a predominantly rural region, we recruit schools across a wide geographical area. Thus our partnership extends across the South West, from East Dorset to West Cornwall. We take into account the needs of more distant partnership schools by, for example, running mentor training sessions in regional clusters. A particular challenge for providers in the South West is the low black and minority ethnic population. This makes recruitment of BME trainees difficult and provides limited experience for trainees in schools. There are also few children with English as an Additional Language, although this is changing with the arrival of more Eastern Europeans into the area.

Whilst we recruit nationally, and indeed internationally, we are a major provider of teacher education for those living in the South West. In 2006-07 (most recent data) 62% of our primary trainees and 65% of our secondary trainees came from the SW, with 57% of primary and 63% of secondary trainees taking up employment in the area.

The nature and extent of our partnership

Exeter works in partnership with 270 schools across the South West, ranging from two-teacher rural primary schools to large city secondary schools. The region includes 21 National Challenge schools and we work in partnership with 43% of these. Representatives from partner schools

are active in our Teacher Partnership Committee and Teacher Panels. School staff are supported by University Visiting Tutors (UVTs), all specialists in the wider context of education and with relevant subject or phase expertise. The UVT is responsible for monitoring trainee progress through their school placements.

Summary of features which make our provision distinctive:

- Research led university, where research informs teaching. Many tutors are national leaders in their field and contribute to national policy.
- Primary PGCE recruits to subject specialisms, including maths and science, training future subject leaders.
- Wide range of subjects offered at secondary level, including shortage subjects (maths, science, D&T, MFL, RE & ICT).
- Willingness to innovate, for example expanding secondary MFL courses to include Japanese, Mandarin and Arabic.
- Explicit theoretical framework underpins the Exeter Model of Initial teacher Education.
- Model of training provides extensive preparation for trainees before they start school-based work.

<p>3.1: Main Priorities for Improvement</p> <p>Indicate the main priorities for improvement which you have been addressing over the past year, arising from the previous SED, other internal or external evaluations of your ITT provision and/or ITT in general. Indicate how you identified the priority, if not through the SED, and show whether it is part of longer term development.</p> <p>3.2 These plans will be the key means for you to demonstrate how you are responding to the identified priorities for improvement between SEDs.</p>	<p>Every module leader provides an Annual Module Evaluation and Review based on the trainees' evaluations, school based work evaluations, the relevant external examiner's report and other data. Action points are set for the coming academic year. The two programme directors then prepare an Annual Programme Evaluation and Review with action plans, with evidence taken from trainee evaluations, school based work evaluations, external examiners' reports and other statistical data such as the NQT survey. These are reviewed and evaluated in the following year, when new targets will be set. These iterative management systems enable us to track action taken and monitor effectiveness.</p> <p>For the primary programme the main priorities identified at the end of 2006-07 for improvement in 2007-08 were to:</p> <ul style="list-style-type: none"> • continue to improve recruitment of BME trainees and work with BME co-ordinator to address diversity issues • improve completion and employment rates • increase percentage of trainees with 2i and above and percentage of men on both EY and primary courses • develop M level modules • extend provision for MFL • reinforce the purpose of and feedback for Directed Tasks • review the Core English courses to reflect current changes, including emphasis on phonics teaching • ensure shared understanding of Exeter Model including use of agendas in the Developing Independence Phase and enrichment opportunities • further integrate ECM by introducing integrated week to address the ECM agenda and SEAL through the core subjects. <p>For the secondary programme the main priorities identified at the end of 2006-07 for improvement in 2007-08 were to:</p> <ul style="list-style-type: none"> • strengthen professional and ethical understanding relating to the use of visual data (video/photographic) in the classroom • monitor and review the use of extended agendas in raising attainment in later stages of school-based work • review M Level issues related to assessment and share good practice • monitor the school based professional studies programme in the light of changing policy contexts <p>Our Comparative Data Report uses TDA data and our own internal data to compare our performance in recruitment, completion, retention</p>	
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	<p>and employment for 2004-08 against the sector average and against Cambridge (an aspirational benchmark choice) and Plymouth (a local provider).</p> <p>For both programmes the main priorities identified at the end of 2006-07 for improvement in 2007-08 were to:</p> <ul style="list-style-type: none"> • increase potential for recruiting BME trainees • further increase the recruitment of men to primary • increase proportion of trainees with a 2.1 and above in primary • monitor withdrawal rates across both programmes • review recruitment strategies for secondary shortage subjects 				
<p>4: Compliance Check Provide here the position of a senior manager who has responsibility for verifying that all courses have been checked against the Requirements for ITT and that all the Requirements are being met.</p>	<table border="1" data-bbox="344 655 645 746"> <tr> <td data-bbox="344 655 645 687">Position held</td> </tr> <tr> <td data-bbox="344 687 645 719">Head of Initial Teacher</td> </tr> <tr> <td data-bbox="344 719 645 746">Education</td> </tr> </table>	Position held	Head of Initial Teacher	Education	
Position held					
Head of Initial Teacher					
Education					

5. Trainees' attainment against the standards	SEE ANNEX 1 5.1 <i>You should provide as an annex the proportion of trainees in each phase attaining each of grades 1, 2, 3, 4 over the previous three years. If an additional analysis of data, such as that relating to different routes or subjects, supports the evaluation in 5.3 below, you should include it.</i>				<u>Annex 5.1</u> See annex 5.3 for evidence of attainment
5.2 using the Ofsted four point scale and grade criteria, insert into the table the single overall attainment grade for primary/secondary for the last three years.		Year 1 2005-06 Primary 2 Secondary 1 (Ofsted inspection)	Year 2 2006-07 2 1 (Ofsted inspection)	Year 3 (year of the SED) 2007-08 1 (Ofsted review) 1 (self assessed)	
5.3 Evaluate trainees' achievements in relation to the above. You should include reference to: - Trends over time - any notable differences between phases, courses and subjects - the effectiveness of any action you have taken to address issues arising from the data .	<p>Trends over time</p> <p>In 2004-05 we used a pass/fail grading system, (except when required by Ofsted to grade trainees).</p> <p>In 2005-06 as a response to external examiners' feedback, we provided the opportunity for our more able trainees to progress beyond the Standards by introducing an enrichment option towards the end of the training year. This initiative has been highly praised by tutors, partner schools, external examiners and trainees. It allows trainees to build on their individual interests and strengths and ensures that able trainees continue to be challenged rather than 'coasting' through the final weeks of their placement. In 2006-07 we continued to use the enrichment option for our Secondary trainees. This was felt to be such a successful innovation that it was identified as an action point for Primary who introduced it in 2007-08 after discussion with the Primary Teacher Panel and SELL tutors.</p> <p>Mid way through 2007-08 we piloted a four point assessment scale (very good/good/pass/fail). Subsequent monitoring indicated inconsistencies between schools and within schools across subjects in the grading. We are in the process of refining and reviewing this in 2008-09 in consultation with our Teacher Panels in order to have a robust system in place by the end of the year.</p> <p>Evidence for trainees' continuing high attainment against the standards can be found in</p> <ul style="list-style-type: none"> • our external examiners' reports (Annex 5.3.1 & 5.3.2) • our annual Comparative Data Report (Annex 5.3.3) • the NQT Survey Report (Annex 5.3.4) • TDA Benchmarking Profiles (Annex 5.3.5) 				<u>Annex 5.3</u> 5.3.1 Primary PGCE Examiners reports 2007-08 5.3.2 Secondary PGCE Examiners reports 2007-08 5.3.3 PGCE Comparative Data & Report 2007-08 5.3.4 NQT Survey & Report 2008 5.3.5 TDA Benchmarking Profiles 5.3.6 Ofsted Inspection Reports 5.3.7 Annual Programme Evaluation & Review 2007-08

- OFSTED inspection reports (Annex 5.3.6)

Our **external examiner** system is very robust. Each subject in both Primary and Secondary has its own subject examiner who reads a selection of assessed coursework and observes trainees in their placement schools. A cross section of trainees is seen, including border line cases. There is a Chief External Examiner for both Primary and Secondary. External examiners' reports for 2007-08 confirm the assessment of trainees' attainment against the standards as made by the partnership. Summarising comments from the primary external examiners about the quality of training, the Primary Chief External notes that the Exeter Programme 'has a number of outstanding characteristics, such as the agenda process which promotes detailed self-review and analysis by the trainee' and that the programme is 'coherent, challenging and fit for purpose, operating within a strong and secure partnership with schools, where it is evidently held in high regard'. The Secondary Chief External Examiner, new to Exeter this year, notes that there are 'there are examples of very high achievement in assignments and in reports of classroom practice'. The previous Secondary Chief External, in his final report of 2006-07, noted that 'the Exeter programme is an outstanding one, with a superbly organised partnership scheme, despite the huge distances being travelled and the large number of schools, staff and students involved in it'.

Using the **Comparative Data Report**, we can compare trends over time with reference to the award of QTS. This allows us to see that in 2006-07 (the last year for which comparative data is available) 92% of our Primary trainees were awarded QTS, compared to 88% from Cambridge, 92% from Plymouth and a sector average of 87%. Our Comparative Data Report confirms our belief that standards are also consistently high on our Secondary programme. In both 2005-06 and 2006-07, a higher proportion of our trainees were awarded QTS than the sector average and in all three years we did better than Plymouth, our regional comparator, though not as well as Cambridge (who have fewer trainees on shortage subjects). The Comparative Data Report also includes a summary of findings from *The Good Teacher Training Guide* (formerly the Smithers Report) which shows Exeter's secondary programme in joint first place for Quality, with our overall position (for primary and secondary combined) as third out of 73 HE providers.

Our **OFSTED report on Primary Provision** (2007-08) confirmed the findings of the short inspection in 2006-07 and noted that the quality of

training was now outstanding. **OFSTED reports on Secondary Provision** in 2005-06 and 2006-07 confirm our position as a Grade A provider, and note our key strengths in 'sustaining improvement in provision which is already outstanding'.

Whilst the **NQT survey** indicates overall satisfaction with the quality of training rather than providing data specifically on attainment against the standards, the aggregated data from 2006-08 for Primary and Secondary enables us to notice trends over time when compared with the previous surveys based on 2003-05. This data indicates very stable patterns of trainee satisfaction, with our former trainees showing consistently higher levels of satisfaction than the sector average for all three global judgements and a general upward trajectory.

Notable differences between phases, courses and subjects

Our Comparative Data Report indicates that 92% of Primary trainees achieved QTS in 2006-07, compared to 86% in 2007-08. We have interrogated the data and discovered that of the 12 withdrawals, half had grade C GCSE Maths and of the six who failed, two had Grade C GCSE Maths and their failure was largely down to their inability to reach the QTS Standards in teaching Maths. Thus in 2008-09 we shall require all trainees for entry to the Primary programme in 2009-10 to have a 2.1 degree or above and minimum Grade B GCSE Maths. We are also instigating group support sessions and individual support sessions for any primary trainees this year who need extra help with Maths. This will be provided by our secondary Maths specialists under the guidance of the secondary Maths tutor.

The effectiveness of action taken to address issues arising from the data

Issues identified in the **Primary Annual Programme Evaluation and Review** (Annex 5.3.7) which relate to trainees' attainment in schools

- ensure shared understanding of Exeter Model including use of agendas in the Developing Independence Phase and enrichment opportunities

The Exeter Model was revised in 2006-07 with implementation in 2007-08. The revision included a holistic approach to individual development of trainees through 5 progressive phases of training related to the QTS Standards. This is supported by a rigorous system for tracking progress, with a Reflection on Achievement and Progress completed by each trainee at the end of each phase followed by a Formative Report based on evidence for the attainment of the standards in this phase. The revision also

	<p>included a more sophisticated use of agendas as individual development tools in the Developing Independence phase, whereby trainees choose a specific focus from the standards and use this to select their demonstrations, agendas, readings and teaching. The Chief External's report specifically commends this approach. The enrichment phase, used in the Secondary programme for the last three years, was introduced into the Primary programme in 2007-08. This has been very successful, as evidenced by the high percentage of trainees moving into enrichment and the positive comments from both Partner schools and specialist subject External Examiners.</p> <p>Issues identified in the Secondary Annual Programme Evaluation and Review (Annex 5.3.7) which relate to trainees' attainment in schools</p> <ul style="list-style-type: none"> • monitor and review the use of extended agendas in raising attainment in later stages of school-based work • monitor the school based professional studies programme in the light of changing policy contexts <p>During 2006-07 an extensive review of the Exeter Model was completed, including a revision of the use of agendas in the Developing Independence phase, which was introduced in 2007-08. This was specifically praised by the Chief External who also notes how much the Model is appreciated by Partnership schools. The Professional Studies programme has been the subject of a major review by the Partnership Development Schools Project which is to report by Easter 2009.</p> <p>Issues identified in the Comparative Data Report in relation to trainees' attainment in schools</p> <ul style="list-style-type: none"> • monitor withdrawal rates across both programmes <p>As a result of this, the effect of our action to support primary trainees struggling with maths this year should be seen in our 2009 completion data, where we would hope for fewer trainees withdrawing or failing due to problems with maths. The anticipated effect of recruiting primary applicants with Grade B or above in GCSE Maths will not be verifiable until the end of 2009-10.</p>					
5.4 Senior manager (s) responsible for the assessment systems and procedures which underpin the integrity of the data presented	<table border="1" data-bbox="689 1233 1478 1297"> <thead> <tr> <th data-bbox="689 1233 958 1265">Name</th> <th data-bbox="958 1233 1478 1265">Position Held</th> </tr> </thead> <tbody> <tr> <td data-bbox="689 1265 958 1297">Cathie Holden</td> <td data-bbox="958 1265 1478 1297">Head of Initial Teacher Education</td> </tr> </tbody> </table>	Name	Position Held	Cathie Holden	Head of Initial Teacher Education	
Name	Position Held					
Cathie Holden	Head of Initial Teacher Education					

above		
6: Recruitment/ selection	In this section you are asked to evaluate the quality of your recruitment and selection procedures, focusing on the cohort of trainees in 2007-08.	
6.1 ANNEX	6.1: you should provide as an annex the general criteria you used for recruitment and selection of trainees, indicating where criteria are specifically for different routes. For example, you may have assessed relevant subject knowledge of previous experience with children in the appropriate age phase.	<u>Annex 6.1</u> 6.1.1 General criteria for recruitment & selection 6.1.2 Interviewing processes & examples
6.2. include a summary of the judgements made to assess the suitability and potential of the trainees recruited.	<p>Recruitment to the programme is rigorous. Selection procedures are tailored to meet the needs of individual courses and each subject tutor provides the Central Admissions Team with specific criteria for inviting candidates for interview (Annex 6.1.1). Applicants not meeting these criteria are referred to admissions tutors and may still be invited for interview if their personal statement, reference or work experience is particularly strong.</p> <p>In Primary, the high number of applicants allows us to be selective, recruiting students with good qualifications, relevant knowledge, understanding and prior experience. Recruitment to primary is via the specialisms, rather than to a generic primary course. Thus we create internal quotas to ensure that groups of equal size are recruited to each specialism, and the specialist tutor oversees the selection and interview procedure. Applicants to the Primary Mathematics course should, for example, have a 2.1 or above in a degree with some mathematics content (BSc Psychology/Business Studies/Statistics) and have evidence of at least a week spent observing or helping out in English primary schools. Applicants with an A or AS level in mathematics and a 2.1 degree or above in any subject and who have evidence of some time spent observing or helping out in English primary schools are also considered. (Annex 6.1.1)</p> <p>In Secondary, selection criteria are tailored to the subject specialism requirements. All non-shortage subjects aim to recruit candidates with 2i degrees or above and with some experience in school. Shortage subject tutors will consider those with 2iis or above and will look</p>	

at other relevant qualifications and experience. For example, candidates for Secondary RE must have a 2.1 degree or above in Religious Studies, Theology or Islamic Studies or a 2.1 combined honours degree which includes either of these, together with a related subject such as Philosophy or Education Studies. Applicants with a 2.1 degree in Classics, Philosophy or Sociology, with a clear interest in RE (e.g. A level or GCSE Grade B or above in Religious Education) and commitment to undertaking further study in the field of world religions are considered on a case by case basis. Applicants with insufficient knowledge of world religions but showing an aptitude for teaching are required to attend a subject knowledge extension course prior to starting the RE course. (Annex 6.1.1)

Trainees are given specific tasks at **interview** related to their specialist subject and designed to help interviewers (university tutor with teacher from partner school) identify those applicants most suitable for training (Annex 6.1.2). In 2007-08, in order to meet the revised requirements for Initial Teacher Training (2007) a written task was introduced to ensure that applicants could read about educational matters with understanding. Tutors are sensitive to specific individual needs relating to disability or culture. Teachers from partnership schools who share the interview process with us are required to be familiar with our thorough **Guidance for Admissions Tutors** which is easily accessible from our Partnership website (<http://education.exeter.ac.uk/pages.php?id=82> or Annex 6.1.1). Applicants are asked to identify any particular needs prior to interview so that provision can be made to ensure that they receive a fair interview.

We do not grade trainees on their potential at interview, but prefer to treat each trainee as an individual and ensure that they have a comprehensive training package in place from the point of acceptance on the course. Our monitoring systems ensure that we grade trainees at five points during the year, starting with a first grade during the autumn term. Once a trainee has been selected their specialist subject knowledge (and knowledge of the core subjects for Primary) is **audited** prior to starting the course. For example in Secondary Citizenship with humanities, trainees are required to do an Initial Needs Analysis against the Programme of Study for Citizenship in July, identifying which subject areas they will work on prior to starting the course in October. In Secondary English, tutors require applicants to complete an Initial Needs Analysis online before interview, to help ascertain subject knowledge and individual needs. This information then feeds into training, via the pre-course tasks and initial Action Plan.

All trainees are provided with **pre-course tasks**. There is one generic set for Primary, supplemented by subject specific tasks according

	<p>to their specialist route. Likewise there is a generic set for Secondary, supplemented by tasks in their specialist subject. These tasks are to be done over the summer holidays and on the one week (primary) or two weeks (secondary) preliminary experiences. (Annex 6.1.2)</p> <p>On arrival at the university in the autumn term, both the information gained at interview and the pre-course audit (primary) or Initial Needs Analysis (secondary) is fed into the trainee's first Action Plan. This is the first stage in a rigorous system of monitoring and assessment as detailed in 6.5 below.</p> <p>Once applicants have been selected, systems for managing and monitoring CRB disclosures are robust and the School of Education has led the University in developing these systems. The CRB procedures have been revised, both to take account of the changed policy for 2006-7 regarding visual identity checks, and to address issues which have arisen. In particular, a CRB Panel Decision Pro Forma was created in order to make decisions regarding applicants with criminal records both fair and robust.</p>	
6.3 ANNEX	<p>ANNEX 6.3 <i>You should provide, as an annex, other data on selection and course completion over the past three years which support the evaluation below. Where appropriate the data should be broken into phases and courses and secondary subjects. You might wish to include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>your target allocation from the TDA; (Annex 6.3.1)</i> <input type="checkbox"/> <i>numbers applying and recruited, indicating gender, ethnicity and disability; (Annex 6.3.1 & 6.3.2)</i> <input type="checkbox"/> <i>numbers successfully achieving QTS; (Annex 6.3.1)</i> <input type="checkbox"/> <i>numbers withdrawing/referring/failing (Annex 6.3.1)</i> <input type="checkbox"/> <i>The proportion, each year, of trainees gaining employment; (Annex 6.3.1 & 6.3.3)</i> <input type="checkbox"/> <i>Where data is available, the proportion still in teaching three years after completing the course.</i> 	<p><u>Annex 6.3</u></p> <p>6.3.1 Annual Data</p> <p>6.3.2 Applications Data</p> <p>6.3.3 Recruitment & Destination by Region</p>
6.4 Evaluate the effectiveness of your selection and recruitment procedures, commenting on trends in trainees' outcomes over time. You may wish to	<p>Our systems of recruitment and especially the monitoring of recruitment patterns during the admissions period (Annex 6.4.1) are highly effective in ensuring both meeting quota and the recruitment of high calibre applicants, as noted by our external examiners (eg Citizenship). The quick response rates of our Marketing Officer and subject tutors to potential low recruitment has been a significant factor in achieving high recruitment levels, even with a large quota in shortage subjects. In addition, the broadening of within-subject options in Secondary (MFL with primary, D and T textiles and food; English with Drama or Media) has been a very successful recruitment strategy.</p>	<p><u>Annex 6.4</u></p> <p>6.4.1 Recruitment monitoring</p>

<p>refer to:</p> <ul style="list-style-type: none"> - the appropriateness of your criteria and procedures for recruiting trainees with the qualities and attributes required to complete the course successfully and attain QTS - how well you apply your selection criteria to assess the suitability and potential of trainees at the point of selection; the degree to which recruitment targets are met - the extent to which you meet local and regional needs: - the extent to which you are successful in promoting equality of opportunity - the extent to which you are successful in recruiting underrepresented groups 	<p>Our data sets indicate that our criteria and selection procedures for recruiting high quality trainees are robust, although there are some areas for improvement, for example ensuring that we recruit to quota in primary and looking at ways to attract more BME applicants.</p> <p>Recruitment to quota</p> <p>For the past three years primary recruitment has stood at 92%, 96% and 95%. Recruitment should be 100% as we are oversubscribed but each year a significant number interrupt or withdraw at the last minute. We shall recruit to 15% over quota in future rather than the current 10% to avoid this. [Evidence from recruitment in 2008-09 vindicates this decision as we have recruited to quota.]</p> <p>For the past three years secondary recruitment has stood at 93%, 94% and 94% against a sector average of 90%, 92% and 90% respectively. Our recruitment to quota is better than both Cambridge and Plymouth, despite the number of shortage subjects we offer. It is relevant to note that Cambridge does not offer ICT and of the shortage subjects it does offer, it has smaller quotas (e.g. 20 for MFL and 20 for D&T, compared to Exeter's 58 and 31 respectively).</p> <p>Recruitment to shortage subjects</p> <p>Recruitment to secondary Maths and Science stands at 84%, 81% and 83% for Maths and 90%, 99% and 97% for Science. Recruitment to Maths is below the sector average but recruitment to Science compares well with the sector average. We are well aware of the difficulties of recruiting to shortage subjects and in 2007-08 successfully bid for a TDA Recruitment and Retention Challenge Grant. We used this money to appoint Exeter Advocates, ex-trainees from our shortage subject courses, who have attended recruitment fairs and visited UG courses to attract applicants to our courses. Our marketing officer has produced recruitment materials specifically targeting the shortage subjects to support these advocates in their work. We have already noticed improved recruitment to some areas for 2008-09, for example D&T has recruited to quota.</p> <p>In 2006-07, Secondary Science responded to the difficulties in recruiting to Science by ensuring that two of their Science tutors became closely involved with the Student Associate Scheme (SAS) in 2007-08 to encourage students from our Undergraduate programme to choose Science teaching as a career. [Note: in 2008-09 one third of our Physics students have come through this route] Whilst recruitment to secondary Science was a healthy 97% in 2007-08, we would wish to reach quota and also to ensure that our Scientists</p>	
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are of a consistently high calibre. Along with the Exeter advocates scheme and SAS, and after consultation with local schools, we also intend to introduce a fourth Science option in 2009-10: Science with Psychology.

Trainees selected for shortage subjects may come with lower quality or less directly relevant degrees. Thus we look for opportunities to support these students from the point of selection and carefully monitor the effectiveness of this action. For example, two candidates who applied for Secondary Science PGCE for 2007 entry were judged to have insufficient subject knowledge to meet the demands of the course and were given places conditional on completing a subject enhancement course. As a result both started their training much better prepared and at the end of the year one of the students was deemed 'outstanding', went on to gain employment and is already doing her MEd, while the other was judged to be 'very good' and is also in employment

Trainees in RE, Maths and MFL are also required to take enhancement courses if tutors deem this to be necessary. In addition we offered individualised extra German tuition to an MFL trainee in 2007-08, a decision vindicated by her success. Having seen clear evidence of the results of sending selected applicants to enhancement courses in the SW, we have now decided to run our own. In 2008.09 we ran the first of these in D&T and will run booster courses in Maths and Science next year.

Gender

Our data shows that we recruited more **men in primary** than the sector average in 2004-05 (25% cf 16%) and again in 2006-07. We also recruited more than Cambridge in the last three years for which we have data, though less than Plymouth in two of the three years.

We believe that our recruitment to specialisms is one of the reasons we do relatively well at recruiting men into primary.

We are more successful at recruiting **men in secondary** than the sector average and our benchmark comparators. In 2006-07, 41% of our secondary trainees were men, compared with 30% at Cambridge, 25% at Plymouth and a sector average of 37%. Nonetheless we would wish to increase this percentage as some subjects have a better gender balance than others (notably Citizenship, History and PE) and we would wish all subjects to have a reasonable share of men and women.

Ethnicity

Our recruitment of minority ethnic trainees is low and below the sector average. It is the same as Plymouth, our regional comparator, and suggests that this reflects the demographic profile of the South West. This, however, is not cause for complacency. We attend recruitment fairs across the UK, using our Exeter Advocates in an effort to reach potential applicants in more ethnically diverse areas. We also provide a nationally recognized support service for BME trainees who do select Exeter. The quality of this support is evidenced in our high **retention** rate for BME trainees. In 2007-08 our Race Equality Resource Officer contacted all BME undergraduates at the university to offer the opportunity to discuss teaching as a career choice and had an input to Exeter University PGCE Advocates training to ensure that our advocates are aware of diversity issues as they promote the Exeter PGCE.

Entry qualifications

We recruit high calibre trainees, as evidenced by our position in *The Good Teacher Training Guide* (2008). We are in the Top Ten University Providers for Entry Qualifications: Primary is positioned 3rd (after Oxford and Cambridge), with our Secondary provision in 6th place. Primary continues to recruit a high proportion of students with a 2i or above, well above the sector average and increasing year on year. This almost certainly represents a greater achievement than it appears, as our primary PGCE recruits to Science, Maths and Music specialisms where it is harder to recruit high-calibre trainees.

The proportion of secondary trainees with a 2i or above is also steadily increasing. This recruitment is substantially better than the sector average, and is particularly merit-worthy as our secondary programme has a high proportion of trainees on Maths, Science, Design and Technology, ICT and MFL courses, which are more challenging recruitment subjects. In 2006-07, 64% of Exeter's secondary quota was in shortage subjects or PE (nationally low entry recruiters) compared with 45% for Cambridge. Dance and English recruited the greatest proportion of trainees with a 2i or above in 2007-08.

Meeting local and regional needs

Whilst we recruit nationally, and indeed internationally, we are a major provider of teacher education for those living in the South West. In 2006-07 62% of our primary trainees and 65% of our secondary trainees came from the SW, with 57% of primary and 63% of secondary trainees taking up employment in the area.

We are also responsive to particular local and regional needs. For example

- We are regularly contacted by local head teachers with vacancies they want to fill with our trainees. Last year a local deputy head and head teacher met with Maths and Citizenship trainees at the university to inform them of posts at their schools.
- We provide a significant number of NQTs to fill posts in shortage subjects. For example, Westlands School and Technology College has employed five Exeter-trained NQTs in their ICT department alone in the last five years.
- We have responded to requests from local schools to offer more languages (adding Mandarin, Arabic and Japanese to our Secondary European languages and introducing a primary ML specialism in 09-10)
- We respond to specific requests, for example sending a citizenship Japanese trainee to a school fostering links with Japan
- In 2008-09 we have included D&T Diploma training to meet potential local needs. Diploma training will be added to the ICT course in 2009-10.

Award of QTS

In 2007-08, 86% of primary trainees achieved QTS. 4% of trainees failed whilst 4% interrupted and 8% withdrew. We are at or above the sector average and very similar to our comparator institutions. The 6% drop in 2007-08 from the previous year indicates a need to examine and improve completion rates. As discussed in 5.3 above, this has resulted in the provision of additional maths support, where needed, for trainees in 2007-08, and a raising of the entry requirements for 2008-09 to a minimum of Grade B in GCSE Maths for all primary applicants.

In 2007-08, 88% of secondary trainees achieved QTS, with a further 1% having achieved everything other than the QTS tests. 1% of trainees failed whilst 2% interrupted and 8% withdrew. The highest withdrawal numbers were in Science and ICT. Data from 2006-07 shows us to be in line with the sector average, but consistently below Cambridge, who have fewer trainees doing shortage subjects (and do not offer ICT). We realise that trainees in the shortage subjects who start with less good entry qualifications may require extra support, and we use premium funding to provide such trainees with additional school visits.

Overall monitoring procedures (Annex 6.4.1)

There is careful and systematic monitoring of the pattern of recruitment through the year; there is a monthly report of the current status

	<p>of recruitment circulated to all tutors; an Interim Admissions Report written by the Head of ITE; and the Marketing Officer analyses and compares recruitment patterns with previous years. The Head of ITE is interventionist in addressing potential recruitment shortfalls mid-year – for example the Exeter Advocates were asked to make more visits to recruitment fairs, including the London Postgraduate Fair which resulted in recruitment to the ICT course. Other courses are advised to re-open should their numbers fall, right up until the end of the summer.</p>	
<p>6.5 Evaluate - how well the information gained at the selection stage is used to inform training, expectations at key review/assessment points and leads to high quality achievement - how well you use the information gained at key review points to evaluate the effectiveness of your selection process and selection criteria</p>	<p>High quality selection procedures enable trainees' individual needs to be accurately identified to enable trainees to make rapid progress from the start of the course. Trainees are audited prior to starting the course, with pre-course tasks set, leading into an Action Plan at the beginning of the autumn term. This is the first stage in a rigorous system of monitoring and assessment which is tracked in the following documents:</p> <ul style="list-style-type: none"> • Action Plans: these take place at specified key points and are part of the written output from term 1 tutorials and school-based work Supervisory Conferences. They link prior learning with areas for development and set monthly development targets. • Profile Descriptors: these describe the phases of training, with reference to the standards. Thus in the Anticipating Practice phase, trainees meet requirements relevant to the first phase of their training when they are preparing to go into school. Beginning Practice outlines the standards the trainee must meet in the first phase of their placement, followed by Consolidating Practice and Developing Independence. A final phase, Extension and Enrichment, is available for those trainees deemed to have met the QTS standards early. At the end of each phase, trainees receive a Formative Report as below. • Formative Reports: these are explicitly formative, designed to identify areas of achievement and areas for further development and are key assessment tools. Trainees receive Formative Report One during their first term which allows university tutors to comment on their progress. They then receive three further Formative Reports on their placements, followed by a Final Summative Report. Each Formative Report allows the trainee to be assessed against the phase in which they are working (eg Consolidating Practice Phase) and will identify the trainee as working beyond the standard expected, having met the standards for this phase or having specific standards yet to be covered which may trigger a Cause for Concern. These reports are thus key review and assessment points. • Reflections on Achievement and Progress: each Formative Report is preceded by a Reflection on Achievement and Progress where trainees assess their own progress in relation to the standards and support this with firm evidence which is interrogated 	<p>Annex 6.5 6.5.1 PGCE secondary English trainee case study 2007-08</p>

and verified by the mentor.

- **Weekly Development Meetings** are held between the trainee and the Principal School Tutor (PST) during both school placements. They focus specifically on evidence for progress towards the standards in the past week and target setting for the week ahead. At each meeting the trainee, with the advice of the PST, must identify and record:
 1. the focus which they will work on in the forthcoming week (eg behaviour management; effective questioning)
 2. the two lessons (demonstrations) they have chosen to observe on this focus
 3. the two agendas they will write using this focus
 4. the lesson on which they will be formally observed against the standards
- **Supervisory conferences** are held at regular intervals between the trainee and the mentor during both placements. This allows for development of the trainee's reflective ability, an in-depth assessment of progress and leads to either an action plan or formative report.

Case studies: in order to illustrate the effectiveness of the above system of monitoring and assessment from selection right through to the award of QTS, a case study of a Secondary English trainee from 2007-08 is attached (Annex 6.5.1). It demonstrates how information gained at selection is fed into the training process and the rigour with which the trainee is monitored and supported throughout the programme, both in university and on placement. It also shows a completed version of each of the above documents.

Evaluation of Selection Procedures

There is a rigorous system of course and programme evaluation, with all subjects being required to comment on their recruitment for the previous year. Thus if a subject had failed to recruit to target, or the quality of applicants had fallen, tutors are required to comment on how they will address this. For example, primary tutors were asked to recruit 15% above target for entry in 2008-09 to avoid the under recruitment of previous years. A review of our higher than usual level of withdrawals and failures in Primary in 2007-08 (88% achieving QTS c.f 92% the year before) has led to a revision of our entry criteria with the result that we will now ask for a minimum grade B in GCSE Maths, in addition to our other entry criteria, for 2009 entry.

	<p>All tutors are asked, at a point in the summer term, to review their selection and interview procedures, based on the success of the current intake. Revised entry criteria are recorded on the University website; revised interview procedures are communicated to the PGCE Admissions team with individual subject specific letters being updated, so that candidates know what is expected of them. Examples of subjects reviewing the success of their selection criteria and making changes to interview procedures include:</p> <ol style="list-style-type: none"> 1) Secondary English: interview procedures have been revised several times to reflect perceived weaknesses in applicants, with the Initial Needs Analysis section on grammar being altered as it was felt that applicants' self-report was inaccurate. In addition a presentation has been added to the interview procedure because whilst students could respond well to interview questions, they might lack the required 'presence' 2) Secondary History: applicants are now asked to give their presentations to the other applicants as well as interviewers, a change from previous practice, in order to better ascertain candidates' ability to interact and present to a group of people. This was done in response to a perceived weakness in some trainees, who had high academic qualifications but lacked communication skills 3) Secondary Dance now requires applicants to perform a short solo dance which they have choreographed, and to bring choreographic notes on the process of choreography and an evaluation of the final piece. This is an addition to selection procedures already in place as the tutor felt that she needed further evidence of applicants' ability in their chosen field. 4) Primary Humanities have altered the interview task so that in addition to bringing an artefact and explaining how this might be used to teach history or geography, applicants are also asked to bring a lesson plan relating their ideas to the National Curriculum and a specific year group. This change has been made to allow interviewers to better select those applicants with knowledge of the National Curriculum and an understanding of how children learn. <p>In addition the Guidelines to Tutors for Interviewing are revised annually by the Head of Initial Teacher Education to include new requirements and to maintain the effectiveness noted in previous inspections. This includes an annual check on all the accompanying documentation. The quality of recruitment and selection procedures is evaluated annually in the Comparative Data Report. The most recent report suggests the quality of our selection procedures remains high. This is corroborated by the <i>Good Teacher Training Guide</i></p>	
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	2008 where we are in the Top Ten Providers for both quality on entry and the overall quality of our courses.	
6.6 Using the information provided above in this section, identify your key strengths and any areas for improvement in the recruitment/selection of trainees	<p>Key strengths</p> <ul style="list-style-type: none"> • Highly efficient system for admissions, run by Central Admissions Team • Clear guidelines for all involved in selection and interviewing • Ambitious targets set to recruit high quality applicants • Selection and interview procedures tailored to the needs of different subjects and age phases • Process of training begun at interview, with pre-course audit and tasks • Trainees tracked and progress monitored from interview to completion • Effective support for BME trainees • Effective recruitment monitoring processes to maximise successful recruitment <p>Areas for improvement</p> <ul style="list-style-type: none"> • Continue to devise strategies to recruit more BME applicants and more men in primary • Continue to devise additional strategies for recruiting to shortage subjects • Review reports of all trainees at the end of placement one who achieve grade 3 or 4, with a view to establishing where their weaknesses lie and the implications of this for recruitment, selection and training for the following year. 	

7. Training and assessment		
7.1 ANNEX	<p>Provide as an annex a summary of the evaluations you have undertaken of training and assessment for the past three years. You may wish to include:</p> <ul style="list-style-type: none"> • trainees' summative evaluations of their courses (Annex 7.1.1, 7.1.2, 7.1.3 & 7.1.4) • school-based trainers' evaluations of the courses to which they contribute (Annex 7.1.4) • other internal and external evaluations you may have carried out of the quality of training and assessment • where the data is available, an analysis of the views of former trainees (Annex 7.1.6) • where the data is available, an analysis of the views of employers (Annex 7.1.5) 	<p><u>Annex 7.1</u></p> <p>7.1.1 Primary Module Evaluations 2007-08</p> <p>7.1.2 Secondary Module Evaluations 2007/08</p> <p>7.1.3 Programme Evaluations 2007-08</p> <p>7.1.4 School-based work Evaluations 2007-08</p> <p>7.1.5 Survey of Employers 2005</p> <p>7.1.6 NQT Survey 2008</p>

<p>7.2 Referring to the data in 7.1, and data in sections 5 and 6, evaluate the extent to which your training and assessment help all trainees to progress and fulfil their potential as NQTs, given their ability and starting points. You should take into account how well the provision</p> <ul style="list-style-type: none"> - sets consistently high and realistic expectations of all trainees and groups of trainees - enables all trainees to demonstrate that they have met the QTS standards - ensures all trainees receive sufficient specialist training - is consistently effective in monitoring and tracking progress across assessment points to support trainees to achieve their potential as NQTs 	<p>Rigorous training and assessment procedures help all trainees to progress and fulfil their potential as NQTs, given their abilities and starting points by:</p> <p>Setting consistently high and realistic expectations of all trainees and groups of trainees</p> <ul style="list-style-type: none"> • A common monitoring and assessment framework ensures that expectations are consistent for all trainees, across age phases and subjects. Expectations are consistently high as both programmes are at M level, with trainees expected to reach this standard in their assignments. Expectations of attainment in school are similarly high, with the majority of students expected to enter the enrichment phase. • The use of an enrichment phase ensures that the majority of trainees have the opportunity to build on their individual interests and strengths and ensures that able trainees continue to be challenged in the final weeks of their placement • The use of Directed Tasks in the Primary Programme allows tutors to respond to trainees at an individual level, offering advice and support where needed and recommending extended reading or tasks for more able trainees • The Cause for Concern system is effective in supporting trainees who are struggling to meet the Standards, whether through illness, or through a competence problem. This includes a specific Action Plan, identifying clearly what the trainee needs to achieve and what support is required, enabling progress to be tracked against the required standards. <p>Enabling all trainees to demonstrate that they have met the QTS standards</p> <ul style="list-style-type: none"> • PGCE programmes have been fully mapped against the ITT Requirements for QTS (DfES 2000, 2007) and revised in 2007-08 as part of a full review in 2006-7 of the Exeter Model to ensure that both university and school elements combine to secure trainees' progress towards meeting the revised Standards for QTS. For example, in the Primary programme, the School Experience in the Spring term was extended by a week to enable trainees to meet the specific standards of the Consolidating Practice Phase. • Course-mapping is standard practice across both Exeter PGCE programmes. (Annex 7.2) The PGCE handbooks and all course subject handbooks are referenced to the Standards, indicating how both teaching sessions, directed tasks, assignments and school based work to support trainees' progress. 	<p><u>Annex 7.2</u></p> <p>7.2 Mapping against the standards</p>
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<p>- enables trainees in all groups to complete their course successfully and progress to employment</p>	<ul style="list-style-type: none"> • The revised Exeter Model identifies five stages of development: Approaching Practice, Beginning Practice, Consolidating Practice, Developing Independence, and Enrichment. Each stage is underpinned by a set of 'Profile Descriptors' indicating what the trainee should have achieved in the designated period. These descriptors are directly linked to the new Standards. At four fixed assessment points during the year, progress towards achievement of the standards is monitored. Each trainee completes a Reflection on Achievement and Progress report that references specific examples of evidence of achievement against the Standards and indicates clearly where the supporting evidence of achievement can be identified. This feeds into a Formative Report completed by the tutor/mentor based on the evidence available and agreed with the trainee. Thus, each Formative Report is a result of a dialogue between trainees, tutors and mentors, supported by evidence and underpinned by understanding of and reference to the Standards for QTS. A Final Summative Report is completed at the end of the course that indicates whether (or not) the trainee has achieved the NQT Standards. • The use of a Framework for Dialogue about Teaching in the revised Exeter Model ensures links between theory and practice, and between training at the university and in school. [http://education.exeter.ac.uk/pages.php?id=342] Evaluations of the use of the Framework for Dialogue about Teaching indicate that Mentors, Principal Subject Tutors and trainees find this an invaluable tool. <p>Ensuring all trainees receive sufficient specialist training</p> <ul style="list-style-type: none"> • The NQT survey for 2006-07 shows Exeter trainees consistently rating the quality of our training significantly more positively than the national average. In each of the three global quality judgements, overall quality of training, overall quality of assessment and feedback and overall quality of support and guidance, the percentage of former Exeter trainees rating their training as 'very good' or 'good' was higher than the sector average (90% c.f 86%; 87% c.f 78% and 85% c.f 79% respectively). This is borne out by the consistently higher levels of satisfaction for the individual areas in the survey. Of particular noteworthiness is the 46% of former Exeter trainees rating the overall quality of their training as very good, compared with a sector average of 33%. • Our subject staff have a high level of expertise, many with research, national and international reputations in their field. For example Karen Alyward (RE) is an elected member of Devon SACRE (Standing Advisory Council for RE) and was involved in the 	
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recent revision of the Devon Agreed Syllabus for RE. Sue Chedzoy (PE) received the Ling Award in 2001 in recognition of her outstanding contribution to the profession and represents HEI on the UK Association for Physical Education's Policy Advisory Group. Sarah Hennessy (Primary music) is editor of the international journal 'Music Education Research' and was Chair of the National Association of Music Educators (2005-06). Cathie Holden (Secondary Citizenship) worked closely with QCA on the revised citizenship curriculum and new assessment framework. Fran Martin (Primary Geography) won a Teacher Fellowship Award in 2006 for her excellence in teaching and is editor of Primary Geographer. Debra Myhill (Secondary English) was the author of an OFSTED review of evidence for English teaching, a keynote speaker at QCA's English 21 final event, and expert participant in three seminars in 2007 and 2008 with Barry Sheerman MP, Chair of the Education Select Committee. Anthony Wilson (Primary English) worked with the Book Trust and QCA on the Writing Together initiative. Elizabeth Wood (Early Years) was consultant to the NUT on their Play Policy (NUT 2007) which spans birth to eighteen. Linda Rolfe (Dance) edits the international journal 'Research in Dance Education'.

- Course design provides clearly for dedicated subject time on both primary and secondary programmes
- All visits to secondary trainees are by a specialist in their field and all principal subject tutors in school are subject specialists.

Specialist training in the Primary programme:

- Trainees are recruited to one of two pathways at interview: Early Years (3-7) or Primary (5-11). The Early Years pathway has fully integrated the new Early Years Foundation Stage. These pathways ensure that taught course content and school experiences allow trainees to demonstrate the standards in at least two consecutive age phases or in KS1/KS2. Within each pathway, trainees receive extensive training in both core and foundation subjects. In addition there are two cross curricular weeks, an arts week and a specialist week.
- Key elements of the programme combine right from the initial week's placement which trainees do prior to starting the taught element of the PGCE programme. The tasks which trainees are asked to do in this placement ensure that they are introduced to key aspects of primary education, in particular the core subjects, ICT in school, E.C.M. and their specialist subject. Tasks are brought to the university and monitored by the personal tutor.
- The content of the training is constantly updated to reflect new requirements and initiatives. For example **the English Core**

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| <ul style="list-style-type: none">• In response to the Williams Review, the Mathematics Core Curriculum Studies course continues to address negative attitudes to the subject by presenting it in challenging, enjoyable and relevant ways, making links to cross-curricular and historical/cultural perspectives. The EY mathematics course continues to be based on play-based learning with an emphasis on early mark making. There has been an increased emphasis on the identification of skills in Using and Applying within the mathematics curriculum.• In addition the Primary PGCE (5-11) trainees are recruited to a specialism in one of five curriculum subject areas (English, Maths, Science, Music and Humanities) based on their qualifications. The subject specialist courses are above and beyond the core primary 5-11 programme and provide a unique opportunity for trainees to prepare for curriculum leadership responsibilities. Thus, for example, primary English specialists follow the core English programme but in addition take a 55 hour module for English specialists building on their academic qualifications, challenging and extending their thinking, and preparing them for subject leadership. These subject specialisms are a particular strength of the PGCE Programme at Exeter. External Examiners' reports for these specialisms indicate continued high quality of provision. Specialist leaders are able to take advantage of specific DCSF initiatives, such as the specialist music schools programme where our music specialist trainees | |
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Science specialists spend the week in non-school settings, working for example, at the Eden Project or the Science museum in London.

Humanities specialists undertake a self funded fieldtrip to Rome. This includes two peer teaching days, researched in advance, by the respective historians and geographers. As part of their assignment, trainees create resource packs on Rome for use in school.

Music specialist students spend two days in the Netherlands as guests of the Royal Conservatoire at the Hague. They meet and work with trainee Music teachers and visit a range of primary schools to learn about how the music curriculum is taught. On return to Exeter they spend two days in the 6 specialist music primary schools leading a composing project.

English specialists visit schools in London and receive input from lead teachers on issues for EAL, refugee and traveller education. They also visit Tate Modern and Shakespeare's Globe for workshops on Visual Literacy and teaching Shakespeare respectively. The week culminates with a one-day project in a local school to develop children's speaking and listening

Mathematics specialists visit the Eden project to look at mathematics in the environment. They have also visited the Marix Academy in Utrecht and schools in the Netherlands to review the Realistic Mathematics Education and the development of number through use of the Empty Number line.

- Trainees use their subject expertise to act as peer tutors to other trainees. We also take advantage of our excellent PGCE secondary programme. Humanities specialists, for example, have two sessions with their secondary counterparts where they work together to explore issues of transition at KS2/3. Evidence from past trainees indicates that many become leaders in their specialist subject within a short time of finishing their training. A recent survey (2008) indicated that 91% of current trainees chose the Exeter PGCE because of its specialist approach. Furthermore, 93% aspire to being a subject co-ordinator and/or Advanced Skills Teacher in their early teaching career.
- The Professional Studies module is at the heart of the Primary course. The use of Directed Tasks connects Professional Studies topics, such as child development, with subject modules and school based experiences. In particular this has supported

	<ul style="list-style-type: none">• Clear procedures for assessment, examining and moderation are in place for the Primary PGCE. Assignments (one relating to the core subjects and one to the trainee's specialism) are assessed using university M level criteria and a sample is double marked and cross-moderated. A team of External Examiners, one for each subject, plus a Chief External Examiner for the whole programme visit in July to observe students in school, to moderate the consistency of judgements made across the programme, and to ensure that academic assignments are marked appropriately.• All elements of the programme are evaluated annually to ensure that trainees' needs are met and that the courses combine effectively to secure their progress. Module evaluations confirm the high quality of the courses and continued student satisfaction. Trainees particularly value the Professional Studies module's research-led lectures, practical workshops which focus on children's learning and development, ECM and PSHCE, and the workshops with educational psychologists. Modules are revised and amended annually in the light of trainee, subject leader and External Examiner evaluations. For example the core assignment has been revised in response to trainee feedback and External Examiner comments.• The quality of training was identified by Ofsted (2006-07) as 'very good'. Ofsted noted that 'training takes account of individual needs in an outstanding way'. This is endorsed by our external examiners' reports from 2007 who comment on our consistently high quality provision and by the results of the NQT national survey. In their 2006-07 report, Ofsted noted that a key factor influencing our success was 'the team of tutors whose knowledge, enthusiasm, commitment and conscientiousness inspire the trainees'. We continue to add to this already impressive team, with the many primary staff who are active researchers ensuring	
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Specialist training in the Secondary Programme

- Secondary PGCE recruits 49% of its programme in shortage subjects, where recruitment of high calibre students is known to be more difficult, but nonetheless achieves high OFSTED grades and is in the Top Ten for Quality of provision.
- The programme is delivered through three module blocks, the Professional Studies module, the School-Based Work module, and the Main Subject modules. All students take the Professional Studies and School-Based Work modules, and select one module from the Main Subject modules. These are offered in Science, Mathematics, English (with drama or media option), MFL (specialising in French, German, Spanish or Mandarin and with a primary option), PE (with primary option), RE, ICT, D&T (including food, textiles, resistant materials and electronics), Citizenship with humanities, Geography, History, Art and Dance.
- Subject leaders are research active and include national leaders in their field. For example the ICT and Citizenship teachers work closely with the national subject associations and have been influential at policy level.
- Each main subject module addresses subject specific issues, pedagogy and requirements for teaching. Course leaders have the autonomy to teach the subject modules in the way that is most appropriate for both the subject and the trainee group, within an agreed programme structure. Standards are high, with all tutors expected to deliver a course which is innovative and distinctive. For example:

MFL have a Culture Day for each language which is devoted to talks, films, activities and food related to the culture of the country in question. Germanists take part in a German Day for PGCE trainees around the SW (and Cardiff), organised by the Goethe Institut in conjunction with Bristol University or University of West of England. They have an opportunity to participate in 3 workshops of a practical nature which enhances their training eg using drama techniques creatively.

Spanish trainees have an *asesora* (adviser) as guest speaker from the Spanish Embassy education service - *the Consejería de Educación*. MFL trainees are offered a language enhancement courses for their 'second' foreign languages. Many took Spanish GCSE or AS in 07-08 as a result of this. In 08-09 students will take both Spanish and Italian GCSEs.

Geography trainees are involved in two practical teaching activities where they work on fieldwork locations with school aged children. In one of these, they learn about the curriculum beyond the classroom and deliver a unit of work as part of a GCSE field course on coastal processes at Dawlish Warren. They observe experienced teachers working in this setting with 75 pupils and work themselves with groups of 4/5 KS4 pupils. In addition a number of trainees chose, in 07-08, to undertake extension work in sustainability and enquiry with Gifted and Talented pupils in Y7s, Y8/9s and KS2 children.

History trainees attend a battlefields residential field trip, now in its fourth year, and make visits to Exeter Mosque and Exeter Synagogue. In addition they have local field trips to Totnes castle, The Guildhall and the Royal Albert Memorial Museum.

Art trainees benefit from the contribution of two ASTs to the course. One led an interdisciplinary project with the trainees based on his work in school and the other drew on his specialist ICT knowledge to lead a project which related science and photography to an exploration of optics and perception. It has been videoed and will be appearing on the NC website. Art trainees produce an interview portfolio that explicitly models how to meet the requirements of key stage 3, GCES, and A level. In doing so, trainees also identify which strands of the national strategy and key skills the given work deals with. This is linked back to research into thinking skills and assessment for learning. The art course is based on research and policy that have been introduced through drawing on research.

English trainees are offered Media or Drama as an option, which is unique in the UK. It allows for personalised development as some select it in order to respond to a perceived weakness, while others come with expertise in the Media Industry or theatre. Drama Option trainees run weekly drama workshops in local schools, in their own time on a Tuesday afternoon. Many trainees act as 'language buddies' for foreign students on the Masters in Creative Arts. This helps develop our own students' skills in teaching English as a Foreign or Additional language. All trainees visit the Eden project where students learn about an out-of-school activity and how to use community spaces as a resource on which to build English and Media learning experiences. On return students review their documentaries made on site in Eden.

Dance trainees attended an In depth learning day at South Dartmoor Community College. Trainees planned and taught a specific part of the A level dance syllabus with guidance from the AST dance teacher at the school

Science trainees benefit from the use of Interloc as a means of promoting critical discussion of the nature of science, the purpose of science education and the relationship between these ideas and the National Curriculum. Tutors also use

WebCT to promote discussion about topics raised in lectures, requiring students to read one or two related papers and then to discuss the ideas. They also use Senteo voting hardware during teaching sessions to gain insight into students' thinking about a particular piece of science.

PE trainees attend an annual PE research conference where trainees contribute papers based on their UG dissertations, thus linking research to practice. Keynotes in 07-08 were provided by Prof Neil Armstrong and Prof Andy Sparkes.

- Each subject leader is responsive to new frameworks, initiatives and findings from research. In some cases this affects all trainees on the programme. For example all secondary trainees will receive level 1 training on diplomas in 2008-09, including input from a national expert in the field and will work together in cross subject groups on the Cross Curricular Dimensions. Other responses are at subject level. For example:

Mathematics tutors have considered the implications of the Williams Review and implemented change where appropriate

Geography sessions will be adapted in 2008-09 to include changes to level descriptors and revised input on assessment to include the demands of the new A and AS levels. A revised session on post 14 will unpack the different ways in which GCSE courses are moving to deliver geography, including decision making and enquiry.

MFL has introduced Mandarin following Charles Clarke's call for diversification into Oriental languages. This is being followed by the introduction of Japanese and Arabic in 2009-10. In preparation for teaching for 14-19 Diplomas trainees will be introduced to Languages for Business, with French speakers assisting in a Year 8 Business French Day at St. James's High School, Exeter. In line with developments in primary MFL, trainees have a joint session with primary trainees and specialist input on teaching MFL in primary.

D&T tutors have introduced Food Technology in response to 'entitlement to cook' and in 2008-09 will offer trainees level 2 diploma experience in engineering. D&T has introduced a textiles booster course (September 08 for 08-09 entry) in response to need.

History tutors have reviewed their provision to include more on the links Devon has with slavery to meet the new National Curriculum requirements and are specifically addressing the teaching of emotional and controversial history. Assignments

have been adapted to reflect a more cross curricular approach.

English tutors have revised curriculum materials to take account of the Rose Review, the new Secondary English Framework, with a particular emphasis on assessment.

Science tutors will adapt provision for 08-09 to allow trainees to work in cross-subject science groups on themed weeks to cover 'Energy and Climate Change', 'Practical and Investigative Science' and 'Citizenship, Environment, Earth and Universe' with specialist input from an AST, presenters from the Earth Science Education Unit and a Planetarium presentation. In response to the 'learning outside the classroom manifesto', science trainees in 07-08 took part in a residential weekend field trip at a Field Studies Council centre in Somerset and visited the seashore and an organic farm.

- The quality of teaching by Exeter tutors is monitored at a whole school level through a system of peer review of teaching. Identified needs are supported through professional development provision on an individual basis. All tutors are given a personal budget to support professional development activities, such as attendance at subject/research conferences, subject training courses and subject related resources.
- Individual development and personalised learning of trainees is facilitated and encouraged within the subject specialisms. For example, in English, the Media-Drama Option allows individuals to build on expertise or address gaps in subject and pedagogic knowledge. In Citizenship, trainees are offered additional sessions in either history, geography or RE to prepare them for the Key Stage 3 curriculum where Citizenship is often taught within humanities. In Modern Foreign Languages and Physical Education it is possible to select Key Stage 2 primary training as a specialism instead of the post-16 training. In ICT, as noted by the external examiner, a carefully structured and monitored system of peer teaching allows trainees to develop both subject knowledge and classroom pedagogy. Regardless of specialism, all trainees use Needs Analyses and Action planning to develop subject and pedagogic knowledge appropriate to individual needs.
- The Professional Studies lecture programme covers key areas of general professional studies including how children learn; motivation and learning theories; special educational needs, the curriculum, 14- 19 provision; equality and diversity, Every Child Matters; behaviour and classroom management; effective assessment and other generic topics. These are then followed up by subject tutors and related to issues and approaches in subject teaching. During school based work, topics are revisited in the school context and an in depth activity is completed in which trainees support the learning of an individual pupil with

- Clear procedures for assessment, examining and moderation are in place for the Secondary PGCE. Subject related academic assignments are assessed using university M level criteria and a sample is double marked and cross-moderated across subjects. A team of External Examiners, one for each subject, plus a Chief External Examiner for the whole programme visit in July to observe students in school, to moderate the consistency of judgements made across the programme, and to ensure that academic assignments are marked appropriately.
- The quality of training was confirmed by Ofsted in 2005-06 and again 2006-07 as outstanding. In 2006-07 Ofsted notes our ability to sustain '*improvement in provision that is already outstanding*' and our '*coherent, high quality training, which is well matched to individual trainees' needs*'. This is endorsed by our external examiners' reports over the past three years who comment on our consistently high quality provision and by the results of the NQT national survey where Exeter NQTs have rated the overall quality of their training as above the sector average since 2003.

Being consistently effective in monitoring and tracking progress across assessment points to support trainees to achieve their potential as NQTs.

- The Individual Development Portfolio is specifically designed as a means to monitor and address individual training needs in relation to the standards. It includes all documentary evidence required to meet the standards, such as formative reports, critical reflections, records of Weekly Development meetings, action plans, agendas, lesson observations and evaluations. The information in this leads directly to the completion of the CEDP.
- To ensure effective training and support beyond the PGCE year, the completion of the CEDP is integrated into the course design. A discussion of the content of the CEDP takes place during the Final Supervisory Conference and is linked with completion of the final report. We have developed an exemplar in order to improve the quality of these. This has had a direct impact on the purposeful and accurate completion of the CEDP. The 2008 NQT Survey endorses the high quality of our preparation for employment as 66% of Exeter NQTs say their preparation for their statutory induction period was good or very good (sector average 59%) and 56% say they were well prepared to use the CEDP (sector average 44%).

	<ul style="list-style-type: none"> We revised our Masters in Education programme in 07-08 to include a new Teaching and Learning module. We recruited 272 trainees from our 07-08 cohort on to this programme, thus helping ensure that nearly half of our trainees enter the profession already committed to a Masters qualification. <p>Enabling trainees in all groups to complete their course successfully and progress to employment</p> <ul style="list-style-type: none"> Our Comparative Data Report indicates that for the last three years for which there is data, we have consistently surpassed the sector average for both primary and secondary in terms of the percentage of Exeter NQTs in employment. We assist trainees in the process of gaining employment by vetting their letters and applications on request, writing comprehensive references, ensuring that partner schools address job applications as part of the Professional Studies programme and conduct job interviews. In addition primary trainees have a Professional Studies lecture from a head teacher on successful job applications and Secondary English and Art prepare their trainees for interview by the development of an interview portfolio. We support specific under-represented groups to complete the course and progress to employment by offering the support of our BME Officer to any BME trainees, and providing a workshop by a senior male academic who has researched gender issues in schools to all of our primary male trainees. We provide specific guidance on job applications for trainees with disabilities. Trainees who are not successful in completing the course are considered at the Exam Boards and then at Consequences Board. Those who are offered a re-sit are given comprehensive advice and support and the majority go on to achieve QTS. 	
<p>7.3 Using the information provided in this section, identify your key strengths and any areas for improvement in the training and assessment of trainees.</p>	<p>Key strengths:</p> <ul style="list-style-type: none"> the Exeter Model which identifies five stages of development, linked to the standards, indicating what the trainee should achieve in the designated period the use of the Exeter Framework for Dialogue about Teaching which links theory and practice common and consistent monitoring and assessment framework across all phases and subjects high standards achieved in assignments, assessed at M level recruitment to specialisms on the primary programme, preparing future subject leaders high level of subject expertise, including research and policy involvement, in both secondary and primary 	

	<ul style="list-style-type: none">• wide range of subjects on offer in secondary programme, adapted in response to local and national needs• both programmes supported by research-led Professional Studies Programmes• specific support provided for BME trainees• very good preparation for employment <p>Areas for improvement</p> <ul style="list-style-type: none">• expand primary specialisms to meet the need for future modern languages course leaders• expand secondary training to include preparation for teaching the diplomas• continue to strengthen research led teaching on both programmes• ensure consistency across the partnership in monitoring and assessment, including the use of a robust four point scale• appoint SEN coordinator to support tutors across the partnership, with particular reference to the school based SEN case study.	
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<p>8: the effective and efficient use of resources</p>		
<p>Evaluate the extent to which resources for ITT are deployed effectively to secure high quality outcomes for trainees. Your evaluation should demonstrate:</p> <ul style="list-style-type: none"> - how you monitor the impact of resource allocation on trainees' outcomes - where decisions have to be made between conflicting demands for resources, how you make and justify decisions in terms of outcomes for trainees 	<p>Resources are deployed effectively to secure high quality outcomes for our trainees by</p> <ul style="list-style-type: none"> • creating optimum sized teaching groups where possible. Thus within the primary programme, each specialist group recruits 24 trainees with additional spaces being offered to International students. In secondary, we moved 5 of the English and drama quota to Dance to increase this teaching group from 10 to 15, which is both more economically viable and a better sized teaching group in terms of interaction and group dynamics • running regionally based induction and training sessions for partner schools (Dorset, Devon, Cornwall, Somerset) rather than requiring schools to come to us (for which we would need to pay travel) • running induction for schools new to the partnership on school premises, thus saving funds and ensuring better outcomes for our trainees in that there is opportunity for additional staff in the school to be trained • providing materials for experienced ITE coordinators to update their own colleagues as appropriate • front-loading the secondary programme so that trainees are in the university in term one and in schools in terms two and three, thereby reducing travel and accommodation costs for both tutors and trainees. This front loading is also much valued by trainees who feel it prepares them very well for their placements in the following terms. • using the School of Education workload model to ensure that tutors have equal teaching loads and that no staff (and thereby their students) are disadvantaged by too heavy a workload. For example, this year a new member of support staff was employed to take on the work of Diploma placements. • using on-line teaching and support, for example trainees who live at a distance may access the Professional Studies lectures on line and then participate in a WebCT discussion forum which is monitored by tutors • providing a comprehensive student intranet, where handbooks, documents, articles and teaching materials are available, thus decreasing printing costs and ensuring accessibility for all • providing a very well stocked library collection, with journals, books and resources relating to educational research, policy and practice, which is regularly updated as required by University regulations 	

	<ul style="list-style-type: none"> • using specifically allocated University of Exeter funds to reward and inspire our most able trainees. Thus we give Ted Wragg awards to outstanding trainees in each subject or specialist area. Secondary RE and Primary Music have additional awards provided by subject related foundations. • inviting trainees to attend the School of Education and Lifelong Learning research seminars, where relevant, thus giving them access to cutting edge research from national leaders in the field at no cost to the ITE budget • teaching across the secondary and primary programmes, so that, for example, secondary Citizenship trainees attend primary PSHCE workshops, and primary trainees receive peer teaching from secondary Maths trainees. This is at no cost to the respective programmes and benefits all involved. • enabling staff who teach on the ITE programmes to contribute to UG and PGT/PGR programmes in the School and to engage with research. This ensures that the teaching on the ITE programmes is research-led and provides a quality programme for trainees. Decisions about staff appointments take place within the School's senior management group balancing demands of all the programmes. <p>Monitoring the impact of resource allocation on trainees' outcomes is done by</p> <ul style="list-style-type: none"> • evaluating the quality of training in partner schools. All partner schools receive payment for training. If evaluations (completed for each placement by trainees and University visiting tutors) indicate that the quality of training in schools is not of a sufficiently high standard, concerns will be discussed with the placement school and subject departments or schools can be de-selected. • evaluating the outcomes of the taught course, including the success rate of trainees achieving QTS in each subject. Thus if a trainee needs additional support during school-based work we would allocate resources to provide extra tutor visits to maximise the opportunity for that trainee to achieve the Standards. This is monitored in end-of course outcomes. . <p>Making decisions between conflicting demands for resources, and justifying such decisions in terms of outcomes for trainees is done by:</p> <ul style="list-style-type: none"> • giving subject and specialist course leaders responsibility for managing a proportion of resources, whilst maintaining a central fund at programme level for additional activities that enhance outcomes for trainees, such as visiting speakers and field trips. Allocation of programme funds is husbanded and monitored by the Programme Director, Head of ITE and the Finance Officer 	
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	<ul style="list-style-type: none"> ensuring that sufficient resources are ring-fenced to enable the Partnership Director to manage efficiently the partnership training and school based work placement payments ensuring that the staffing demands of the ITE programmes are considered in the School's annual staffing review and planning 	
<p>8.2 Using the information provided in this section, identify your key strengths and any areas for improvement in the effective and efficient use of resources</p>	<p>Key strengths:</p> <ul style="list-style-type: none"> workload model which ensures sufficient and fair allocation of tutor time to teaching and support very well organised and efficient Partnership Office, which provides effective regional training and support for teachers in partner schools. use of the Student intranet, WebCT, the Partnership and PGCE websites with all documentation on line which ensures easy 'any time/anywhere' access to materials for trainees and reduces central printing costs. prudent delegation of budgets at subject/specialism level with additional funds held by Programme Directors and HITE to facilitate necessary development and innovative work. well stocked and regularly updated library, with journals, books and resources relating to research, policy and practice <p>Areas for improvement:</p> <ul style="list-style-type: none"> recruit new staff to sustain research-led teaching on the ITE programmes review spaces we use for delivering the ITE programme to address increased costs associated with space allocation 	
<p>9. The quality of provision across partnership</p>		
<p>9.1 Demonstrate how the quality of provision across the partnership secures the best possible outcomes for individuals and for</p>	<p>We ensure that roles, responsibilities and expectations are shared and understood across the partnership through:</p> <ul style="list-style-type: none"> the use of a Memorandum of Understanding which is accepted by all schools who work in partnership with the university clearly stating the roles and responsibilities of all those involved in training in the programme handbooks (Primary Handbook pp 	

<p>groups, indicating how you know this. You may wish to refer to</p> <ul style="list-style-type: none"> - how well roles, responsibilities and expectations are shared and understood across the partnership; - the quality of placements and school-based training; - the extent to which all partners are involved in reviewing, planning and delivering the training programme; - the effectiveness of professional development for trainers in securing and sustaining high quality training and consistent and reliable assessments of trainees; 	<ul style="list-style-type: none"> • effective systems for working with our trainees. These have been developed in consultation with partner schools who continue to contribute to further refinements through the Teacher Panels and Teacher Partnership Committee. Training in schools is the responsibility of the Initial Teacher Education Coordinator (who oversees placements and professional development), the Mentor (who oversees the development of the trainee's ability to critically reflect and evaluate) and the Principal Subject Tutor (PST) who works closely with the trainee on a day to day basis, ensuring they have opportunity to develop their classroom practice and meet the standards. • the use of the Exeter Model of ITE by both university and school tutors. This includes a Framework for Dialogue about Teaching and five profile descriptors which delineate and describe the phases of training. There is a comprehensive tracking and formative assessment system which starts when trainees are accepted onto the course and continues through the preparatory university-based term and into school-based work, so that expectations of individual trainees are shared by all trainers. Action Plans, Reflections on Achievement and Progress and Formative Reports are embedded into the training from the beginning of the course and continue until recommendation for the award of QTS. In schools, weekly development meetings between trainee and PST (the outcomes of which are recorded on the Weekly Development Meeting Record), the use of agendas, demonstrations and lesson observations, and Supervisory Conferences with Mentors are all recorded on a Quality Assurance Record and monitored during visits by the University Visiting Tutor (UVT). The UVT records the outcomes of their visit on a visit record sheet, a copy of which is provided for the trainee. All documentation arising from these meetings and observations and which provides evidence for the award of QTS is kept in the trainee's Individual Development Portfolio and is available to all those involved in monitoring trainees' progress. • comprehensive training for all partners schools as outlined below • comprehensive training for all trainees. Trainees are introduced to the Exeter Model during the university based term through a professional studies lecture that gives an overview of the theoretical basis, expectations and unique features of the model of training. Further exemplification of aspects of the model is provided during the university-based subject module. For example Citizenship trainees write agendas for their peer teaching sessions and are required to plan lessons using the Exeter Framework 	
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Evidence of high quality placements and school-based training can be found in the Annual Module Review and Evaluation for both primary and secondary programmes where there is consistent high praise from trainees, tutors and external examiners for this aspect of partnership. We ensure high quality placements and school-based training by

- a) requiring that all schools who wish to be in Partnership with Exeter meet strict criteria. They must first be willing to sign the Memorandum of Understanding and be able to:
 - teach the National Curriculum or a curriculum that exceeds the requirements of the National Curriculum.
 - provide excellent models of teaching through staff working within the training programmes, taking account of indicators such as Ofsted reports, test and examination results and exclusion rates.
 - implement a comprehensive policy on teaching and learning which includes specific provision for children with special needs.
 - provide ICT and other specialist teaching resources that will enable trainees to meet the standards for QTS have a commitment to the training role of the school within the ITE partnership.
- b) operating a rigorous and systematic, triangulated evaluation system. All trainees and University Visiting Tutors evaluate each placement, in terms of support from the mentor, PST and UVT. Schools evaluate the quality of the UVTs. Evaluations are collected electronically and collated by the Partnership Coordinator and reviewed at the end of the year by the Partnership Director with the Programme Director and Partnership Coordinator for each programme. Where there is evidence of unsatisfactory practice, the school will be contacted in the first instance with a view to discussing possible improvements. If a school or subject department is not able to offer an effective level of training, then they will be de-selected.
- c) having a policy for dealing with placements in schools which go into Ofsted 'special measures' during the training year.
- d) requiring all training partners to receive prescribed training. New ITE Coordinators, Mentors, Principal Subject Tutors and university tutors are required to attend a day's induction training in September, October or January which focuses on both Mentor and Tutor Roles. All ITE Coordinators, Mentors, and Principal Subject/School Tutors are expected to attend

	<p>development and consultation meetings during the year for school-based and university-based tutors to share, develop and promote good practice. University Visiting Tutors (UVTs) attend a training morning in December. Attendance at training days is tracked and no Mentor, Principal Subject Tutor or UVT is allowed to work with a trainee if they have not been trained. Regular ‘mop-up’ sessions are held for new staff working with our trainees who, for whatever reason, have missed the initial training. New ITE Coordinators have additional phone/email and face to face support particularly in their first year in the role.</p> <p>e) ensuring that the Professional Studies programme is extended into schools. This programme is clearly laid out in both programme handbooks and has been revised extensively over the years in response to comments from schools and trainees. ITE Coordinators have online resources provided to assist with its delivery. If schools are struggling to provide training of an acceptable standard (as monitored by University Visiting Tutors during their visits) intervention occurs which may include suggestions for joining with another school and sharing their provision, further resources, planning meeting, support from UVT, or, ultimately, the de-selection of a school.</p> <p>f) trying to accommodate trainees in placements near to their preferred location thus minimizing unnecessary pressures that affect the quality of the training experience.</p> <p>g) ensuring a balance and breadth of experience by careful selection of trainee placements. For example we would avoid placing a trainee in a school that they had previously worked in or attended and would ensure that a trainee did not have two single sex school experiences.</p> <p>We ensure that all partners are involved in reviewing, planning and delivering the training programme by</p> <ul style="list-style-type: none"> • inviting a rotating selection of primary and secondary Initial Teacher Education Coordinators to sit on our Teacher Panels which meet each term to consult on and develop issues relating to Partnership • inviting all Secondary Principal Subject Tutors (PSTs) to a development and consultation meeting at the beginning of each academic year where they meet subject tutors to discuss recent developments in the subject and implications for training. This is also an opportunity to update PSTs about any developments in the Exeter Model of ITE, including refinements to paperwork and procedures. 	
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	<ul style="list-style-type: none"> • inviting primary Principal School-based Tutors (PSTs) to a development and consultation meeting prior to the beginning of each school experience (October and March) to discuss recent developments to the course and implications for training. • convening regional meetings with mentors annually at which they are consulted on issues related to training. • expecting all UVTs to attend a training and consultation morning in December at which new developments of the model are introduced and good practice is shared. • holding regular meetings of Initial Teacher Education Coordinators, at venues around the SW, to update and review current practices and consult on further refinements to the Exeter Model. • hosting two meetings per year of the Teacher Partnership Committee where head teachers of partner schools meet with the Head of ITE, Programme Directors and the Partnership Director to discuss current issues relating to education and training, leading to further strategic development of the Partnership and refinement of the Exeter Model. • circulating a termly edition of 'ExeterPartner', a newsletter which showcases best practice as well as providing information and resources. • being responsive to school needs when and if they are identified through ITE Coordinator meetings or on visits to schools. Thus we are looking to introduce a Psychology enhancement within the Science course in response to schools identifying a lack of trained Psychology teachers within the region. • ensuring that all interviews for new applicants involve both a university tutor and a teacher from a partnership school. All teachers coming to help with interviews are given guidance on interview procedures • meeting as programme teams to review and develop the programme in the light of observations and recommendations made by Teacher Panels, ITE Coordinators or UVTs. <p>We ensure the effectiveness of professional development for trainers in securing and sustaining high quality training and consistent and reliable assessments of trainees by:</p> <ul style="list-style-type: none"> • evaluating the training and support which we provide to partner schools. All training sessions, whether whole day induction for new mentors, Principal Subject Tutors and Initial Teacher Education Coordinators or half day development and consultation 	
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	<p>meetings for PSTs and secondary subject leaders, or university tutor training sessions are evaluated. Thus we are constantly adapting our training to ensure that it meets the needs of partner schools and university tutors and, in turn, our trainees and that reliable assessment of trainees is secured.</p> <ul style="list-style-type: none"> • providing research-led conferences which are free for partner schools, in response to areas which have been identified as in need of improvement. For example a conference was held in July 2008 aimed at teachers from partner schools and University of Exeter tutors which focussed on Diversity and Equality in the SW. This was provided in recognition of the challenges we face in the SW in preparing our trainees to teach black and minority ethnic children and for teaching in a culturally diverse society. The conference included research findings into the experiences of our BME trainees as well as workshops for teachers and tutors on effective classroom practice. It was well attended by both primary and secondary partner schools. In 2008-09 we intend to launch a series of half day mini-conferences on Inclusion, where SENCOs and HLTAs from partner schools will be invited to attend with the aim of hearing about our recent research in this area and working with us to further develop training materials. • maintaining an efficient and comprehensive website http://education.exeter.ac.uk/pages.php?id=82. This is open access and includes information about partnership, the Exeter Model of ITE, additional resources for schools, guidance and policy about placement issues (such as CRB) as well as induction, training and assessment documentation. The website has a section where school-based staff can find exemplar documents and guidance for their use as well as proformas for ease of electronic completion. Mentor training presentations and documentation are also available for schools to use with their own staff as required and appropriate. The website is an efficient way of offering schools material for their own development. For example: after the conference mentioned above, in response to requests from schools, we have added specific guidance on the website for 'getting started' on equality issues and responding to racism. • providing opportunities for our partner teachers to develop their work with our trainees at Masters level. ITE Coordinators, Mentors and Principal Subject Tutors can convert their professional experience in mentoring to Masters credits through 'Accredited Prior Experiential Learning'. • offering a teaching and learning module within our Masters programme in response to the need for early career development for newly qualified teachers. A significant number of our NQTs who are employed locally become trainers themselves once 	
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	<p>they have established their teaching and if they are continuing to work at Masters level this will have a positive effect on the quality of training.</p> <ul style="list-style-type: none"> • engaging with the new MTL initiative, which will also provide opportunities for professional development for school based staff who work with our trainees, and thus further secure the quality of training. • monitoring the quality of University tutors' teaching through a system of peer review of teaching and then supporting identified needs • supporting new University tutors with an induction programme • bringing in new staff through our unique Teacher Education Research Fellowship scheme, whereby excellent school teachers with the potential to become active researchers teach on the PGCE programme whilst at the same time developing their research profile. This approach was highly commended by Ofsted in 2006-07. 	
<p>9.2 .Evaluate the procedures you have in place to ensure that assessments against the Standards are accurate, reliable and consistent. You may wish to refer to: - the nature and extent of your assessment systems; - the quality assurance procedures you have in place for monitoring accuracy and consistency; - the use you make of internal and external</p>	<p>The procedures which we have in place to ensure that assessment against the Standards is accurate, reliable and consistent are robust. The nature and extent of our assessment systems are designed to ensure this through:</p> <ul style="list-style-type: none"> • the use of a developmental model which builds assessment through the course as a formative process, rather than simply as a final assessment. The profile descriptors draw explicitly on the Standards to build carefully phased achievement. • monitoring progress through the use of four Formative Reports and a final Summative Report. Each Report indicates progress against the standards, now measured on a four-point scale. • having clear systems in place for those failing to meet the standards. There are clear procedures for issuing a Cause for Concern letter to the trainee, which includes an action plan with clear targets. The Cause for Concern letter is written by the mentor in consultation with the University Visiting Tutor and must be fully discussed with and agreed by the trainee. Outcomes of a Cause for Concern are monitored jointly by the school and university. • joint observation of trainees' teaching by University Visiting Tutors and PSTs during school-based work. This acts as an internal moderation system for ensuring consistency of standards and assessment. • validation from subject or specialist External Examiners who visit a range of trainees in school to ensure that partnership 	

<p>moderation.</p>	<p>judgements of trainees' attainment against the standards are accurate.</p> <p>We have high quality assurance procedures in place for monitoring accuracy and consistency, including:</p> <ul style="list-style-type: none"> • the triangulated involvement of the principal subject/school tutor, mentor and UVT in the assessment process which prevents biased judgements being made by a single assessor. • the formation of groups of mentors from cluster primary schools, who meet towards the end of the final placement for moderation visits: these involve comparing evidence of students using Ofsted grading guidance to ensure the accuracy and rigour of the final assessment. • the role of the ITE coordinator in secondary schools. The ITE coordinator oversees assessment of trainees and plays a moderating role in decisions, in consultation with the University Visiting Tutor where necessary. <p>Use of internal and external moderation is rigorous and extensive and ensures consistency by:</p> <ul style="list-style-type: none"> • guaranteeing effective checks of assessment judgements on all borderline or failing trainees through the visit of either an External Examiner or internal moderator, to provide a fourth party view of the trainee's competence. Additional trainees are selected for the external examiners to visit so that they also see a sample of trainees assessed as good/very good and satisfactory. Internal moderation may be used for trainees who have been assessed as a clear and uncontested fail for school-based work. • the presence of a rigorous external moderation system. Each subject/specialism has a designated external examiner and for each programme there is also a chief external examiner who visits schools and gathers feedback from the examining team to provide an overview of accuracy of assessment of trainees. If any subject-related assessment issues emerge, these are addressed by subject leaders and recorded in module evaluations. Programme-wide issues are monitored by programme directors in responding to the chief external examiner's report. The programme evaluations collate all the external examiners' responses to give an accurate overview of assessment across the whole cohort of trainees. 	
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	<ul style="list-style-type: none"> the use of a common report form for failing trainees to ensure fairness and rigour in reaching decisions. 	
9.3 Identify your key strengths and any areas for improvement in the quality of provision across the partnership that arise from this self evaluation	<p>Key strengths:</p> <ul style="list-style-type: none"> robust and rigorous assessment systems that run throughout the course effective system of external and internal moderation highly organised Partnership Office, well versed in responding to school queries and pro-active in supporting new initiatives extensive training and support for all staff in Partner schools, with all documentation and training materials available on an open-access website secure system of support for trainee, with three tutors involved in the training and assessment process (UVT, mentor and PST) support for professional development of teachers in the SW through conferences (free to partner schools) and Masters courses <p>Areas for improvement</p> <ul style="list-style-type: none"> develop understanding of new four point assessment scale among Partner schools involve school-based staff other than teachers in the training process, in the first instance by involving SENCOs and HLTAs in the School-Based SEN Case Study through a series of half day research-led conferences 	
10, Equality and diversity		
10.1 Use your analysis of the outcomes for trainees, the views of trainees and trainers and any other evidence to evaluate: - how well you monitor that the partnership(s) ensures that all trainees receive	<p>The partnership is rigorous in promoting equality of access and opportunity in respect of 'race', gender and disability. It has procedures and policies in place to eliminate harassment and discrimination. It is effective in creating an harmonious and inclusive environment for learning as evidenced through the quality of support for the personal well-being of trainees. Trainees feel secure in declaring a disability and/or personal circumstances and/or in reporting incidents of harassment and discrimination, and are confident that any specific needs will be met.</p> <p>There are policies in place on equal opportunities in general (Annex 10.1.4) but also specific policies related to race, gender and disability.</p>	<p><u>Annex 10.1</u></p> <p>10.1.1 Minority Ethnic Recruitment Report 2007-08</p> <p>10.1.2 Disclosure of Disability – trainee form 2007-08</p> <p>10.1.3 Reasonable Adjustment & Disability flowchart</p>

<p>their entitlement to high quality training and support to secure the best possible outcomes;</p> <ul style="list-style-type: none"> - how well the partnership promotes equality of access and opportunity and eliminates any harassment and discrimination; - how well the partnership creates an harmonious and inclusive environment for learning through: - the quality of support for the personal well-being of trainees; - how secure trainees feel in declaring a disability and/or personal circumstance and/or in reporting incidents of harassment and discrimination; - how confident trainees are that any declaration will lead to adjustments 	<p>Race and diversity:</p> <p>The University of Exeter has robust policies on race and diversity. There are guidelines for selection and interviewing as noted in section 6.4. Within the School of Education there are particular challenges. Many of our BME students come from regions that are more culturally diverse and report feeling exposed and vulnerable in the South West, particularly in all white schools. We have thus had in place a Race Equality Resource Officer for the past 6 years, funded in part by the University of Exeter and in part by the TDA. She is supported in her work by the project leader, and we believe that their work has had a significant impact on equality issues in the School. The Exeter PGCE programmes do not recruit high numbers of black and minority ethnic students but do have an excellent record for retention which we believe to be evidence of the systems in place and support offered by this team. They are regularly asked to speak at national conferences about this work, which has also been selected by the TDA and the ECU as a case study of good practice. This work complements the importance placed by PGCE tutors on diversity issues.</p> <p>The key aspects of the work of the Race Equality Resource Officer to support trainees are:</p> <ul style="list-style-type: none"> • contacting all BME trainees on arrival at the university, to make them aware of her services • providing one to one bespoke support whereby trainees have a safe and non-judgemental space to talk, for example after the so-called Exeter bombing, when our Muslim students noted increased tensions • being responsive to any reported incidents of racism or harassment • building links with the wider community, for example the Devon Racist Incidents Group, Devon and Cornwall Police Diversity Officers and Devon County Council's Hate & Prejudice Crime Prevention team • providing an annual report for the Partnership on work carried out during the year and areas to be addressed. (Annex 10.1.1) <p>The key aspects of her work in supporting partner schools are:</p> <ul style="list-style-type: none"> • working with schools on an individual basis who wish to focus on their own 'diversity practice' • helping BME trainees on placement who may be subject to discrimination or harassment, providing support for both trainee and school in arriving at a satisfactory resolution <p>In addition the Race Equality Resource Officer has worked with University of Exeter tutors to ensure support for both partner schools and</p>	<p>10.1.4 Equal Opportunities Policy for Recruitment & Selection</p> <p>10.1.5 Guidance on Job Applications for Trainees with Disabilities</p> <p>10.1.6 Achievement of Men in Pri & Sec analysis</p>
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<p>and adaptations to training programmes so that equality of access is secured.</p>	<p>PGCE tutors through</p> <ul style="list-style-type: none"> • hosting a conference in July 2008 for partner schools and other partners across the region- 'It's not just Black and White – a conference to explore race and diversity in the South West'. Eighty two delegates attended the conference, representing thirty partner schools from around the region. The day focused on race equality in a broad sense, encompassing cultural diversity and cultural racism (including Islamophobia, and discrimination relating to refugees & asylum seekers, economic migrants and Gypsy & traveller communities). As part of their commitment to this work across the partnership, the University provided free places for teachers from partner schools. • developing a booklet - 'Responding to racist comments or jokes: Some guidance'. This booklet, which is made available to all trainees and ITE staff and partner schools, gives pointers and creates a platform from which trainees can develop their own skills and experience • providing training sessions for PGCE tutors during 2007-08, focusing on both support for BME trainees and strategies and resources which tutors may use to help prepare all trainees to teach in a diverse society <p>Both primary and secondary programmes also have inputs on race and diversity on their Professional Studies programmes. In addition the primary programme runs as series of one day workshops on issues such as understanding traveller children, dealing with racism and supporting refugee and migrant children.</p> <p>The work of the Race Equality Resource Officer is evaluated each year and the evidence clearly shows the effectiveness of this work in supporting our BME trainees. Ofsted 2006-07 notes '<i>Considerable effort has been made to recruit and support trainees from minority ethnic communities, for example through the appointment of a black and ethnic minority recruitment and retention co-ordinator, and numbers have risen slightly. Retention rates are high</i>'. It should be noted that the university has demonstrated its commitment to this work by funding the Officer to work with our former BME trainees who are now NQTs, in the realisation that they continue to need support in their early careers</p>	
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Gender:

As noted in Our Comparative Data Report we recruit more men onto our primary and secondary courses than the sector average and have a much better record for retention than the sector average. For example, in 06-07, 94% of men on our Primary programme achieved QTS against the sector average of 77%. (Annex 10.1.6) This is due in part to the number of shortage subjects/specialisms we offer (which attract more men- e.g. secondary ICT, primary maths) and to the emphasis we place on equality and gender issues.

Evidence of our systems and support for gender equality include:

- a university-wide network of harassment advisors who will respond immediately to a student who has experienced harassment or bullying
- policies on the use of appropriate gender-neutral language
- specific action to recruit men into primary, for example keeping some places open for later applicants
- the inclusion of lectures on both primary and secondary Professional Studies programmes where gender and sexualities are addressed
- a workshop offered to male primary trainees on issues and challenges specific to men in primary schools
- the presence of tutors who are leading a national research project into gender and sexualities in educational settings

Disability

The proportion of trainees with a disability is at or slightly above the sector average. We have numerous policies in place to ensure that any trainees with a disability feel secure to disclose this disability and confident that appropriate arrangements will be made. Staff have been involved in discussions with the Disability Resource Centre and medical officers to ensure that any reasonable adjustment is accommodated both within the taught course and on school based work.

Systems in place include:

- the letter inviting trainees to interview invites them to declare any disabilities which might necessitate support in the interview process
- guidance for admissions tutors
- assessment procedures for trainees declaring a disability, which involve the Disability Resource Centre and result in

	<p>http://admin.exeter.ac.uk/academic/disability/intro.php</p> <ul style="list-style-type: none"> • a rigorous system whereby schools are informed of any disability a trainee may have and the support which will be needed (Annex 10.1.2) • a rigorous system whereby schools are informed of any reasonable adjustments a trainee will require in order for them to be 'fit to teach' (Annex 10.1.3) • specific support for dyslexic trainees • training for staff on supporting specific disability issues, for example primary tutors received deaf awareness training in preparation for a trainee with hearing loss and appropriate staff have attended training on supporting trainees with mental health difficulties • guidance on job applications for trainees with disabilities (Annex 10.1.5) 	
<p>10.2 Evaluate any differences between different groups, routes or courses.</p>	<p>There are different issues for men in primary than secondary, where many men can find themselves the sole male in an all female environment in some smaller primary schools. We feel this is an area for further development. The specific requirements of BME and International students require continued attention as noted in the report of our Race Equality Resource Officer. Issues around diversity, race and disability are similar across subjects and programmes.</p>	
<p>10.3 Equality and diversity across the partnership</p>	<p>Key strengths:</p> <ul style="list-style-type: none"> • support offered by Race Equality Resource Officer • support of the university for equality and diversity issues (financial and human) • inclusion of equality and diversity issues in both taught programmes • inclusion of partner schools in training on diversity issues • robust systems in place to ensure trainees with a disability are supported <p>Areas for improvement:</p>	

	<ul style="list-style-type: none"> ensure more support for primary male trainees by placing them in schools where there is at least one other male teacher develop our bank of bespoke resources, following on from the success of 'Responding to racist comments and jokes' for both trainees and trainers continue to address the specific requirements of BME and International students 																				
11. Overall effectiveness																					
11.1 For each of the sections above, you should use your analysis and evaluation to provide a self-assessment grade and enter this in the table below. In addition, using all the judgements in the above sections, you should provide an indicative grade for the overall effectiveness of your provision. The Grade criteria and guidance on the Ofsted website (www.ofsted.gov.uk) indicate how this judgment can be reached.	<table border="1"> <tr> <td>Trainees attainment</td> <td>How well do trainees attain?</td> <td>1</td> </tr> <tr> <td rowspan="3">The factors contributing to trainees' attainments</td> <td>To what extent does recruitment/selection support high quality outcomes?</td> <td>1</td> </tr> <tr> <td>To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?</td> <td>1/2</td> </tr> <tr> <td>To what extent are available resources used effectively and efficiently?</td> <td>1</td> </tr> <tr> <td>The quality of the partnership</td> <td>To what extent is the provision across the partnership of consistently high quality?</td> <td>1</td> </tr> <tr> <td>Equality and diversity</td> <td>To what extent does the provision promote equality of opportunity and good race relations, value diversity and eliminate harassment and discrimination?</td> <td>1</td> </tr> <tr> <td colspan="2">How effective is the provision in securing high quality outcomes for trainees?</td> <td>1</td> </tr> </table>	Trainees attainment	How well do trainees attain?	1	The factors contributing to trainees' attainments	To what extent does recruitment/selection support high quality outcomes?	1	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1/2	To what extent are available resources used effectively and efficiently?	1	The quality of the partnership	To what extent is the provision across the partnership of consistently high quality?	1	Equality and diversity	To what extent does the provision promote equality of opportunity and good race relations, value diversity and eliminate harassment and discrimination?	1	How effective is the provision in securing high quality outcomes for trainees?		1	
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11.2 Provide a commentary to indicate how the various elements	We are confident that more than half our trainees attain Grade 1 standard as evidenced by tutor evaluation, and External Examination. Our recruitment and selection procedures have been continuously developed and we believe that both the documented systems detailed earlier and the processes of selection enable both effective recruitment and early identification of																				

<p>combine to lead to the grade for overall effectiveness.</p>	<p>trainee needs. Training and assessment generate high expectations of students, with clear systems to assess accurately, provide high-quality feedback, and identify individual needs. We need to build on these highly effective systems to ensure consistency across the partnership, including use of our new grading system. The use and allocation of resources combine value for money with high investment and outcomes for trainees. Partnership has consistently been identified as a strength in both Ofsted and External Examiner reports and the quality of training is consistently high across the partnership. Therefore we believe there is robust evidence that previous OFSTED judgments of Grade 1 have been sustained.</p>	
<p>11.3 Drawing on the areas for improvement identified in each of the sections 6 – 10 above, summarise the key priorities for improvement in your overall effectiveness that will be carried forward into the next SED.</p>	<p>Areas for improvement</p> <ul style="list-style-type: none"> • continue to develop strategies to recruit more BME applicants, more men in primary and recruit to shortage subjects • expand primary specialisms to meet the need for future modern languages course leaders • expand secondary training to include preparation for teaching the diplomas • appoint SEN coordinator to support tutors across the partnership, with particular reference to the School-Based SEN case study • ensure consistency across the partnership in monitoring and assessment, including the use of a robust four point scale • recruit research active staff to sustain evidence-based teaching on the ITE programmes 	
<p>12. Capacity to Secure Further Improvements and/or to Sustain High Quality Outcomes</p>		
<p>12.1 Evaluate the effectiveness of your self-evaluation and improvement planning, including how well needs and priorities, and the actions required and planned, are</p>	<p>Our QA procedures are a real strength and impact directly on course quality and development. The procedures for both Primary and Secondary were Graded 1 in previous inspections and described as excellent There is a coherent and systematic process for self evaluation.</p> <p>Self-evaluation is informed by rigorous monitoring of all aspects of the provision as evidenced by:</p> <ul style="list-style-type: none"> • the Annual Module Evaluation and Review produced by each secondary subject leader and each primary specialist leader . This draws upon trainee evaluations, University Visiting Tutor evaluations, Principal Subject Tutor evaluations, and each subject's 	

<p>understood across the partnership(s). You should consider:</p> <ul style="list-style-type: none"> - how well self-evaluation is informed by rigorous monitoring of all aspects of the provision; - the extent to which self-evaluation draws upon a wide range of appropriate data and other evidence, including evaluations from trainees, former trainees and employers; - how well your self-evaluation reflects progress against identified priorities and relates to your own "mission" or context. - how well improvement planning identifies priorities and sets realistic targets; - the extent to which the improvement planning process 	<ul style="list-style-type: none"> • the Primary Annual Programme Evaluation and Review and Secondary Annual Programme Evaluation and Review which are produced by the respective Programme Directors. Each draws on the module reviews (above), data from trainee evaluations, University Visiting Tutor evaluations, School Based Work evaluations, statistical data (e.g.NQT survey) and each subject's respective external examiner's report. As with the module reviews, each Annual Programme Evaluation and Review reviews the action plan for the previous year and notes actions to be carried forwards, reviews the year in question drawing on all the module evaluations and the Chief External Examiner's Report, and draws up and action plan for the year ahead. • the Annual Module Evaluation and Review of Secondary School Based Work and the Annual Module Evaluation and Review or Primary School Based Work. These reviews draw on trainee evaluations, University Visiting Tutor Evaluations, Partnership ITE Coordinator evaluations and External Examiners' reports. • the scrutiny of all reports at the Annual Monitoring of Taught Programmes Committee. Prior to this meeting the Partnership Director meets with both Programme Directors individually. The Programme Director highlights any SBW issues arising from the subject evaluations and checks that the Partnership Director has included them in the SBW review and then the Partnership Director highlights any programme issues arising from the SBW evaluations and ensures that the Programme Director has included them in the programme review. The meeting involves a cross-programme audit of the quality of module and programme evaluations, and External Examiners' reports, and notes any actions not completed or issues of concern and reports in turn to Teaching and Learning Committee. This committee is attended by the Head of ITE and Head of School and is responsible for addressing any issues arising from the PGCE programmes. This committee in turn reports to the central University committee. <p>Self evaluation draws upon a wide range of appropriate data and other evidence, including evaluations from trainees, former trainees and employers as evidenced by:</p>	
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<p>leads to recognised improvements, evident in the outcomes for trainees.</p>	<ul style="list-style-type: none"> • comprehensive evaluation of all aspects of training by trainees. Specialist or subject modules are evaluated both mid year and at the year end; primary foundation subjects are evaluated at the end of the course, school based work is evaluated after each placement (where trainees are asked to grade the support from UVT, mentor and PST) and Professional Studies is evaluated at the end of the year. All evaluations feed into their respective Annual Module Evaluation and Review and then into the Primary and Secondary Annual Programme Evaluation and Reviews as indicated above. In addition each programme has a Staff Student Consultative Committee where representatives from each subject/specialism meet with the Programme Director to address issues of common concern. The meetings are timetabled into the School Calendar and are chaired by Student representatives, and run in accordance with university guidelines. Issues are taken back to the respective management committees and action is taken as required. • the production of a summary report of the annual NQT survey, which provides us with evidence from our former trainees. This report is circulated to all staff and addressed in management meetings. Relevant issues for current training are addressed in the Annual Programme Evaluation and Review, as seen in the Primary Annual Programme Evaluation and Review this year. • our primary and secondary teacher panels, which allow us to consult with and obtain feedback from, partnership schools • a four yearly survey of employers. This was last carried out in 2005 and will be repeated in 2009. This allows us to ascertain which areas schools think we do well and which areas we need to improve. <p>Self-evaluation reflects progress against identified priorities as evidenced by</p> <ul style="list-style-type: none"> • the requirement within each Annual Module Evaluation and Review and each Annual Programme Evaluation and Review to evaluate the progress made with reference to the previous year's action plan and to produce an action plan for the year ahead, based on progress made and issues identified. <p>Our self evaluation systems ensure that improvement planning identifies priorities and sets realistic targets. The improvement planning process leads to recognised improvements, evident in the outcomes for trainees. Evidence of this can be seen in:</p> <ul style="list-style-type: none"> • the year on year amendments to specific subject modules as described in section 7, above • the year on year improvements to provision as a whole (eg the revised Exeter Model) 	
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	<ul style="list-style-type: none"> the year on year adaptations to the training materials 	
<p>12.2 Evaluate the extent to which leadership and management across the partnership(s) has the capacity to secure improvement and/or sustain high quality outcomes for trainees. You may wish to refer to how well leadership:</p> <ul style="list-style-type: none"> - adapts provision to take account of changes to the Requirements and Standards; - takes account of, or anticipates, new developments at national or local level; - implements current national priorities for ITT as identified by the TDA/DCSF; - ensures that the workforce is of high quality, is appropriately trained and is managed 	<p>Leadership and management across the partnership demonstrate the capacity to sustain high quality outcomes. Management systems are collaborative and supportive and all staff attend regular Programme Review and Development days where discussion focuses on new initiatives, policy and research. Many staff are national leaders in their field, involved in policy making, and contribute these perspectives as well as evidence from their own research to any discussions on new initiatives or revision of practice.</p> <p>Systems in place to ensure that we continue to sustain high quality outcomes include:</p> <ul style="list-style-type: none"> appointing staff who are national leaders in their fields to lead subject areas employing Teacher Fellows with recent teaching experience and knowledge of current initiatives termly consultations with our Teacher Panels and Teacher Partnership Committee termly review and development meetings, which focus specifically on improving practice rigorous management systems which require evaluation, review and action points having staff involved in (and chairing) the regional management group for Partnership Development Schools sustaining regional relationships which allow for dialogue between providers highly efficient support systems (eg Partnership Office) which free tutors to focus on teaching excellence <p>Leadership adapts provision to take account of changes to the Requirements and Standards as exemplified by:</p> <ul style="list-style-type: none"> the complete revision of the Exeter Model to take into account the new standards systematic mapping of both programmes against the revised Standards <p>Leadership ensures that all tutors take account of, and anticipate, new developments at national or local level, including priorities for ITT as identified by the TDA/DCSF. This is exemplified by:</p> <ul style="list-style-type: none"> the rewriting of the primary English core curriculum and secondary English course to take account of the Rose Review preparation in 07-08 for the introduction of training for diplomas, with D&T trainees being trained at level 2 for Engineering in 08-09 	

<p>effectively; - is innovative and creative in providing solutions to problems.</p>	<ul style="list-style-type: none"> • the amendment of both primary and secondary Mathematics courses as a result of the Williams Review • plans to collapse the timetable for all 440 secondary trainees to allow them to work in cross subject groups on the new Cross Curriculum Dimensions in 08-09 • participation in 07-08 in a TDA funded project to facilitate the training of PGCE students to work with SEN pupils, led by Professor Brahm Norwich, which has influenced the decision to appoint an SEN specialist tutor for 08-09 • the extension of this School Based SEN case study in 08-08 to include training for all partner schools as part of free half day conferences on SEN • broadening the secondary Citizenship PGCE to include all three humanities subjects as additional options in anticipation of the increased cross curricular approach to teaching Citizenship within the humanities • expanding the secondary MFL PGCE to include Mandarin, Japanese and Arabic in anticipation of increased demand for these subjects at a national level • introducing Food Technology as a D&T specialism to meet increased demand for such teachers • revising the primary timetable to introduce two cross curricular weeks in 07-08 to ensure coverage of ECM and creativity across the curriculum • participation of primary trainees in the HEARTS project, a national project on Arts in Education • ensuring that relevant staff, including senior management, attend TDA/DSCF conferences • providing resources (time, professional development fund) for tutors to attend subject specific meetings and conferences • building on feedback from and engagement with the Partnership Development Schools initiative (TDA) including setting regional priorities • ensuring attendance at training events relating to administrative issues such as ISA/CRB developments <p>Leadership ensures that the workforce is of high quality, is appropriately trained and is managed effectively through:</p> <ul style="list-style-type: none"> • monitoring the quality of University tutors' teaching through a system of peer review of teaching and then supporting identified needs • providing each tutor with a Professional Development Account to enable them to buy resources or attend conferences for 	
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	<ul style="list-style-type: none"> • supporting new University tutors with an induction programme, including, for example, shadowing experienced staff on school visits • bringing in new staff through our unique Teacher Education Research Fellowship scheme, whereby excellent school teachers with the potential to become active researchers teach on the PGCE programme whilst at the same time developing their research profile. • appointing high level administrative staff to train and manage the programme support • recruiting high quality support staff who are well intergrated into the school and contribute to course review and development <p>Leadership is proactive, innovative and creative in providing solutions to problems as exemplified through.</p> <ul style="list-style-type: none"> • its approach to the new standards, where this was taken as an opportunity to revise the entire Exeter Model of ITE rather than just adapt current practice • the introduction of integrated weeks in Primary, to allow for a a focus on ECM, creativity and diversity • the appointment of a Diploma Co-ordinator • the use of Exeter Advocates to recruit to shortage subjects • thinking creatively about the subject portfolios, eg broadening subject options in MFL to include Japanese and Arabic; and offering a Science with Psychology option) to enhance recruitment 	
<p>12.3 Using the information provided in this section, identify your key strengths and any areas for improvement in capacity to improve and/or sustain high quality.</p>	<p>Key strengths</p> <ul style="list-style-type: none"> • Robust self evaluation and QA systems drawing on a wide range of evidence • Highly efficient support and administrative staff to ensure systems operate effectively • Improvement planning processes that ensure provision continues to improve • Leadership at all levels (subject; programme; support) which is pro-active in initiating change <p>Areas for improvement:</p> <ul style="list-style-type: none"> • Seek to ensure succession planning by recruiting new staff with potential to provide excellent leadership and management 	

	<ul style="list-style-type: none"> Strengthen the systems by which subject leaders record and report development plans which anticipate change and national initiatives by adapting the existing highly effective Annual Module Review and Evaluation pro forma to include a separate section which addresses this. 											
<p>12.4 For each of the areas above, you should provide a summary of your self-assessment grades in the table below. In addition, using all the judgements, including the grades provided, you should provide a single indicative grade for your overall capacity to improve further.</p>	<table border="1"> <thead> <tr> <th data-bbox="338 379 1765 475">Capacity to Improve further</th> <th data-bbox="1765 379 1883 475">Grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 475 1765 571">How effectively does the management at all levels assess performance in order to improve or sustain high quality?</td> <td data-bbox="1765 475 1883 571">1</td> </tr> <tr> <td data-bbox="338 571 1765 667">How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?</td> <td data-bbox="1765 571 1883 667">1/2</td> </tr> <tr> <td data-bbox="338 667 1765 762">How effectively does the provider plan and take action for improvement?</td> <td data-bbox="1765 667 1883 762">1</td> </tr> <tr> <td data-bbox="338 762 1765 850">To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?</td> <td data-bbox="1765 762 1883 850">1</td> </tr> </tbody> </table>	Capacity to Improve further	Grade	How effectively does the management at all levels assess performance in order to improve or sustain high quality?	1	How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	1/2	How effectively does the provider plan and take action for improvement?	1	To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?	1	
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<p>12.5 Please provide a commentary to indicate how the various elements combine to reach the overall grade for capacity to improve.</p>	<p>We believe that our management systems at all levels are a real strength and impact directly on course quality and development. There is a coherent and systematic process for self evaluation. This is rigorous and is built on a wide range of evidence from trainees, partnership schools, university tutors and external examiners. Our systems of module and programme review ensure that improvement planning identifies priorities and sets measurable targets. These will be further developed next year to ensure that the respective proformas record development plans which anticipate change in response to national initiatives and research. Leadership at all levels (subject, programme, senior management) anticipates and drives change, thus ensuring that provision continues to be of the highest quality. We believe there is robust evidence that previous OFSTED judgments of Grade 1 have been sustained.</p>											
<p>12.6. Drawing on the analysis and evaluation provided above, summarise the key priorities for</p>	<p>Areas for improvement:</p> <ul style="list-style-type: none"> Strengthen the systems by which subject leaders record and report development plans which anticipate change and national initiatives by adapting the existing highly effective Annual Module Review and Evaluation pro forma to include a separate section which addresses this. 											

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