

PERIODIC REVIEW OF PROGRAMMES IN THE INSTITUTE OF EDUCATION

INTRODUCTION

- 1 An internal review of programmes in the Institute of Education was held on 1-2 November 2018. The members of the Panel were:
 - Professor Katja Strohfeldt, Chair (TLD, UoR)
 - Mr Daniel Grant (School of Pharmacy, UoR)
 - Dr Madeleine Davies (Department of English Literature, UoR)
 - Mr Marcus Bhargava (Kingston University)
 - Dr Chris Downey (University of Southampton)
 - Ms Elizabeth Hopkins (Student Member, Mathematics and Economics Programme, UoR)
 - Mrs Gemma Green, Secretary (Centre for Quality Support and Development, UoR)

- 2 The Panel met the following members of academic staff:
 - Professor Cathy Tissot (Head of School)
 - Dr Rebecca Harris (SDTL)
 - Professor Helen Bilton (SDAT)
 - Mrs Jo Elsey (Director of Early Years)
 - Mrs Melanie Jay (Subject Leader PGCE)
 - Ms Cara Broadhurst
 - Mrs Amanda Cockayne
 - Dr Maria Danos
 - Dr Catherine Foley
 - Mrs Hilary Harris
 - Dr Rowena Kasprowicz
 - Mr David Kerr
 - Dr Karen Jones
 - Dr Daguo Li
 - Miss Nasreen Majid

- Mrs Sarah Marston
- Ms Teresa Wilson
- Ms Caroline Guard
- Ms Stephanie Sharp
- Mr Simon Floodgate
- Dr Geoff Taggart

The Panel also met with administrative and professional staff from the School and Central Services:

- Vanessa Combeer (Admissions)
- Dot Scott (Marketing)
- Aly Cheswas (Support Centre)
- Amanda Clark (Support Centre)
- Sarah Stuckey (Support Centre)
- Alice Williams (Executive Support)
- Julie Pendleton (Rooms)
- Katie Moore (Library)
- Keith Hill (Technical Support)

3 The Panel met students who represented the following degree programmes:

- Foundation Degree in Children's Development and Learning
- BA in Children's Development and Learning
- BA Primary Education (with QTS)
- BA Education Studies
- Primary PGCE
- Primary School Direct
- Secondary Initial Teacher Training (PGCE and School Direct)
- MA Education
- UoR Academic Practice Programme and PGCAP

GENERAL OBSERVATIONS

4 The Review Panel held face-to-face meetings with a range of staff from across the School and support services. Staff were fully engaged with the review process and made the Panel feel very welcome. They provided a useful tour of the School's facilities. The Review benefitted from a comprehensive and well-organised Blackboard organisation. The Panel extends its thanks to all staff members who participated in the Review.

- 5 The Panel noted the reflective nature of the Self Evaluation Documents that demonstrated that staff were aware of existing challenges and, in the majority of cases, had begun to seek out solutions.
- 6 The Panel welcomed the opportunity to meet face-to-face with current students and alumni, who gave a very positive endorsement of the School and programmes under review. The Panel wishes to express its thanks to these students and alumni, and to all those who contributed to the written Student Submission, for their valuable input to the Review. The programme for the days of the Review was very well-organised and all contributions, whether face-to-face or online, were thoughtful and helpful.
- 7 The students expressed their enthusiasm for their programmes and spoke very positively about the support they received from staff. The Panel found that staff they met from within the School are very committed to the enhancement of the student experience.
- 8 The Panel also met with the University's wider support services in regards to how they work with the IoE and were pleased to note that the IoE have engaged well with the University's support services to ensure programmes are run effectively and efficiently and that students are supported during their studies **(Good Practice a)**

ACADEMIC STANDARDS OF THE PROGRAMMES

Committee structures

- 9 Overall the Panel was satisfied that the committee structures in place were appropriate and effective for the quality management and enhancement of the programmes
- 10 The Panel were confident that the relevant quality management and enhancement committees had sufficient oversight and gave appropriate consideration to Annual Quality Assurance Reports, proposal for amendments/new programmes and student feedback.
- 11 The Panel found evidence that, generally, the Minutes of meetings were fulfilling their formal responsibilities in respect of quality management and enhancement, but felt that the various Programme SSLC minutes would benefit from further development of detail to ensure they capture the issues raised fully and coherently. **(University advisable recommendation q)**
- 12 The Panel was pleased to note that in addition to the University-prescribed committees, the School benefits from a variety of Programme Team Meetings and Steering Committees which meet regularly to manage the wide range of programmes on offer and to include external stakeholders and partners in discussions.
- 13 The Panel noted that due to the nature of the Programmes delivered by IoE, with many students on placement or working, it was sometimes difficult to get student representatives to attend School level Boards, it was pleased to note that students are still encouraged to engage through written submissions and that the Foundation degree occasionally hold virtual meetings. The difficulties of representation on Boards certainly does not seem to have had impacted on the student voice and students clearly feel that their feedback is listened to across the School.

Programme design

- 14 The Panel was provided with a very detailed range of evidence including module descriptions, programmes specifications, student handbooks, External Examiners' reports, annual programme reports and student assignments. Scrutiny of this evidence by the Panel as well as discussions with staff, students and employers, enabled the Panel to confirm that the academic standards of the programmes under review were appropriate and comparable with programmes in other universities.

- 15 The Panel considered that the degree programmes offered were generally coherent and of appropriate scope and that any revisions suggested by the Panel would add clarity and focus for students and could reduce workload for academics.
- 16 The Panel commended the work of the School to review all programmes (including at Postgraduate level) against the University's new Curriculum Framework and to articulate elements of programmes more coherently with the Framework, as well as identifying opportunities to revise modules to better connect with the Framework's intentions.
- 17 The Panel commended the collaborative approach of the Institute of Education to developing new programmes and enhancing existing ones, including engaging with a range of stakeholders. For instance, clear effort had been made to engage a wide range of partners in the development of the new BA Education Studies including an external advisor, students on other programmes in the Institute of Education, local sixth-form students and teaching staff across programmes **(Good Practice b)**.
- 18 The Panel also commended the Institute of Education for their efforts to collaborate with students in reviewing programmes against the Curriculum Framework, which itself has been recognised in relation to the BA CDL course with a Collaborative Teaching Award from the University.
- 19 The Panel believe the Programme Director role at the Institute of Education provides an excellent model of academic leadership. The Directors clearly demonstrate an ability to hold together the academic standards, student experience and support and in ITT courses PSRB expectations. This has a positive impact on student support when students are on placement or employment. This is also well supported by the Senior Academic Manager (SAM) system, which ensures coherence in decisions around programme delivery needs and workload allocation. **(Good Practice c)**
- 20 The Panel believes that better connections could be made in programme design and delivery across programmes and this could help to further reduce working in 'silos' (which the School has already been successfully tackling). For instance, students enthusiastically welcomed the idea of joint sessions across Early Years ITT, Primary and Secondary QTS programmes to better understand the education continuum and engage with broader educational issues, challenges and debates. In reviewing the PGCE programme, there are opportunities to bring the PG Cert for Early Years Teacher Status, Primary and Secondary onto a common programme framework but designed to ensure phase/subject specific elements could be covered. Likewise, BA Education Studies students welcomed the opportunity to mix with students across all programmes and to share their own expertise which is often different from that of QTS students but which would enhance the learning of ITT students. **(School desirable recommendation h)**
- 21 Following discussions with a cohort of Master's students, the Panel identified a need to ensure that enrichment sessions or online resources were included either prior to commencing courses or to be delivered at the start of courses to support overseas students to better understand the UK educational context, this need was identified around terms used in the UK and understanding activities that are common to UK settings but might not be present across other international education settings, for example the concept of assembly. This is particularly important given the large number of overseas students these courses attract. **(School advisable recommendation a)**
- 22 Discussions with students on the MA Education programme identified some lack of clarity about what they might expect to learn on the programme. The School should consider what information is provided to prospective students to ensure they are fully aware of course content. **(School advisable recommendation b)**
- 23 The Panel identified some discrepancies in student awareness of the support available to them for their educational needs, particularly within Initial Teacher Education programmes. For instance, there was a clear difference in experience around dyslexia support for primary and secondary PGCE students. The School should ensure that students across all programmes have equal opportunities to access support sessions and provision, for instance with dyslexia support sessions. **(School advisable recommendation c)**
- 24 The Panel feel that the credit weighting of the Primary and Secondary PGCE at 180 credits (120 Level 6 and 60 Level 7) is too high for a one-year course. The Panel question the need for the

equivalent level of credit to a standard final year of an undergraduate degree in addition to a third of a master's degree. The Panel believes that a major reduction in credit would be possible, with 60 Level 7 credits for academic studies and a significant reduction or removal of Level 6 credit for School Experience components. Alternative ways (including formative approaches to assessing earlier elements of School Experience) could support with such a reduction. The Panel would encourage the School to consult with other Universities about credit weightings in their PGCE programmes. **(School desirable recommendation i)**

- 25 Conversations with Institute of Education staff identified some frustrations amongst staff about covering pedagogical content in the FLAIR APP programme which they already have expertise in. The School should work closely with the University to identify possible exemptions for its academic staff. **(School desirable recommendation j)**

Assessment and feedback

- 26 The Panel noted that the IoE's NSS and PTES scores in relation to assessment and feedback are consistently stronger than the university averages though they are lower than other scores. Discussion with students verified the extent to which IoE feedback is regarded as rigorous, and consistency of marking and feedback also met with strong approval, but the Panel encourages the School to reflect further on feedback in order to improve NSS scores in this area.
- 27 The Panel noted student concerns regarding 20 credit module(s) that are assessed via 100% groupwork assessments. Although this is clearly an efficient assessment system from a staff point of view, it exposes students to a high-risk assessment in which they must depend on the engagement of others. The Panel regarded this as undesirable and also felt that reassessment would be an issue on modules evaluated in this way. The Panel recommends that the School works towards revising 100% groupwork assessments, avoiding over-assessment but building in an alternative model for two-submission assessments on these modules, and including an individual element on groupwork-assessed modules. The Panel also encourages the School to improve their use of groupwork, by providing the students with better guidance, peer assessment opportunities, reflective elements and other opportunities. **(School advisable recommendation d and e).**
- 28 Due attention is paid to meeting the 15-working-day Turn-Around Time in IoE, but the School is encouraged to raise compliance with the policy to 100%. Conversation with students revealed that they were not always aware that the policy requires assessment return within 15 *working* days and the Panel suggests that IoE explains this clearly to all students.
- 29 The Panel commended the IoE for its early engagement with the EMA Programme and noted several elements of good practice in this regard. The reflection on the use of Programme and module specific QuickMarks and rubrics is particularly commendable. The Panel recognises the amount of collaborative work that has been dedicated to developing eSFG good practice in IoE, congratulates IoE staff for their commitment, and encourages IoE to disseminate good practice eSFG more widely **(Good Practice d).**
- 30 The Panel noted that the IoE had reflected on spikes in ECF requests during periods where several assessment deadlines gathered, and commended the work undertaken to map and spread these assessment points in order to help students manage their workload. This has led to a reduction in ECF requests and an enhancement of student experience. This is one of many examples demonstrating the extent to which IoE listens and responds to student feedback in a timely manner.
- 31 The Panel commended the IoE's commitment to working with students to improve assessment and feedback practice, and in the creation of peer development projects where groups of staff work together to develop understanding and practice relating to aspects of assessment and feedback.
- 32 The Panel also commends IoE's attention to the critical and scholarly 'language' of assessment and for its work with students and staff to create a glossary of terms to promote a shared understanding of feedback vocabulary. This is a clear example of inclusive practice and

commitment to widening participation. Support is particularly well evidenced in relation to FD CDL students where strong guidance creates an inclusive assessment environment. The Panel suggests that work in assessment literacy could be one of the areas shared with colleagues throughout the university.

- 33 Student assessment presented for the Periodic Review suggested that the feedback given by colleagues in IoE is lengthy, detailed and geared towards feed-forward. There is plenty of explanation given for the mark awarded, often via rubrics. QuickMarks are not over-used. The Panel noted that the sample materials presented for the Review demonstrate good practice assessment and feedback.

QUALITY OF LEARNING OPPORTUNITIES OFFERED BY THE PROGRAMMES

Teaching and learning

- 34 IoE is staffed by experienced teaching professionals and the Panel commends the School's commitment to reflective pedagogic practice. The School's expertise in this area translates into excellent standards of teaching and learning experience for students, as the panels of current students and graduates drawn from a variety of IoE Programmes and year-groups confirmed (**Good Practice d**).
- 35 The Panel was impressed by the extent to which student feedback is responded to in a timely and effective manner. Panel meetings with students confirmed that students feel listened to and appreciate the level of interaction between staff and students in the introduction of improvements to provision where recommended by students (**Good Practice e**).
- 36 The Panel noted that TI staff (FT and PT) teach across several programmes and have responsibility for numerous tutees. While colleagues' dedication to teaching is commendable, the Panel was concerned that some staff do not have sufficient time for self-directed research and innovation. The Panel recommends that IoE leadership takes seriously the need to earmark space for all staff to have self-directed research/scholarship time and to be held accountable for it. This will support colleagues' professional development and will help to build best practice and innovation within the School and beyond (**School advisable recommendation f**).
- 37 In relation to this recommendation, the Panel noted an apparent division between teaching and research in the School and recommends that more is done to create conversation and collaboration between TI and TR colleagues. To encourage innovation and career progression for both TI and TR staff, the Panel recommends that IoE creates greater parity between TI and TR colleagues in terms of time available to research and innovate and ensures that opportunities for participation in citizenship activities are available to all.
- 38 The Panel noted that IoE staff did not seem to understand their workload points system and had no benchmark with which to compare their own workload point total. The Panel recommends that the workload points system is fully explained to staff in the IoE and that a 'benchmark' guideline for appropriate points for FT TI, FT TR and PT TI and TR colleagues is made clear to all staff. Staff in IoE should be able to plot their points against those of colleagues, potentially in a spreadsheet circulated to all colleagues in the School. This will ensure transparency and fairness of work distribution (**School advisable recommendation g**).
- 39 The Panel commends the outstanding support that is given to students on all Programmes but was concerned that students regularly receive late-night and weekend responses to emails sent by staff outside work hours. It is clear that some communications will necessarily take place beyond the limits of the working day (because students are on placements), but the Panel recommends that the IoE makes it clear to students when staff are and are not available and fosters a culture of greater self-reliance. Since student 'support' hours are not factored in to the workload points system, the Panel was concerned that this may be adding to already heavy

- workloads, and recommends that expectations around support are made clear to staff and students (**School advisable recommendation g – as above**).
- 40 The Panel noted the commendably high number of EdDs managed within IoE and noted also the high level of supervision required. The Panel recommends that the IoE invites colleagues from other parts of the university to participate in dual supervision of EdDs to build relationships with other Schools and to create opportunities for colleagues from the wider university community to engage in doctoral supervision within IoE (**School desirable recommendation k**).
- 41 Students on IoE Programmes are clearly satisfied with the teaching they are receiving but, as noted above, they report a tendency to remain within their cohorts rather than to engage fully with students on other IoE Programmes. The Panel encourages IoE to reflect on this issue and to work with students to create cross-Programme contact opportunities.
- 42 The Panel noted IoE's innovative rethinking of Peer Review processes and encourages the School to improve the consistency of staff take-up on Peer Review 'projects'. This may connect with workload issues within the School: action in one area may well improve participation in the other.
- 43 The effort to respond to MA Ed students' concerns that the dissertation cycle had begun too late appears to have created another problem in that students report that it is now introduced too early: full time students begin work on their dissertation in the Autumn term and complete a literature review by December. The Panel suggests that IoE works with MA Ed students to find a solution to the timing of the commencement of dissertation work.
- 44 The Panel commended IoE's engagement with the Curriculum Framework and regarded it as a model of good practice in Framework implementation. Students have been involved in an examination of assessment redesign, opportunities for study abroad have been investigated, and staff have collaborated in finding ways to embed research into all modules and to create an inclusive learning community.

Student admission, retention, progression and attainment

- 45 The School emphasized the challenging environment for Admissions and its predictability to the School's programmes with the numerous entry routes to a number of programmes. The Panel congratulates the School on its hard and continued work especially in their pastoral support for their students and applicants. The huge number of information evenings, interview days and late recruitment to the programmes certainly increase the workload significantly. It is important for the School, the students and the University to ensure that related processes work as smoothly as possible in order to allow a successful start to all applicants. Therefore, it is important that the University support services and the School continue to work together to ensure students are engaged in the necessary induction activities when they arrive in September such as liaising with the Medical Centre and undertaking DBS checks (**University advisable recommendation r**).
- 46 The Panel also noted that an excellent working relationship of the School and external stakeholders (employers etc) have been established. Also, excellent working relationships with Admissions and Marketing have been established to a point where external stakeholders, students and School staff feel very well supported by these services. Specifically, the renewed working relationship with Marketing and the associated 'social media training' and increased online presence (Twitter etc) were highlighted by a number of staff members (**Good Practice f**).
- 47 Overall retention, progression and attainment rates are strong as shown by our internal data and league tables etc. The Secondary ITT programme has faced the biggest challenges in regards to retention rates, however the School is working on this since their last Ofsted inspection. In regards to attainment, it is important to mention that the MA Ed shows the percentage of students who obtain a distinction/merit on the MA Ed is below the University average, specifically for overseas students. Again, the School is fully aware of this and acts accordingly by constantly reflecting on the course and its content, and increasing the IELTS requirements. Progression data for the UG programmes is typically very healthy and is stronger than the University average.

- 48 The School and the University are asked to work together to better support the students who are transitioning from the Foundation Degree in Children's Development and Learning and the BA in Children's Development and Learning. In particular to explore ways the administration can be improved to enable students to maintain access to resources and to better track these students during the admission stage to the BACDL. **(University and School desirable recommendation p)**

Learning environment and student support

- 49 The Panel commends the School on its committed academic staff, who have experience of working as practitioners in a range of educational environments. Students recognised the enthusiasm that staff have for their specialisms and reported that this had a great impact on their own enjoyment of the programmes. Students also valued the incorporation of sessions delivered by a range of visiting speakers into their programme content. This strong commitment to delivering a positive learning experience was reinforced in discussions with staff from technical, administrative and support services; these staff felt that they had a good working relationship with the School and seemed to feel valued by academic staff. The Panel heard from students that they would value additional support in relation to employability and careers management, particularly for those who might not pursue "standard" careers in teaching.
- 50 The London Road campus is well-equipped and benefits from an excellent environment which helps to create a close, caring, and supportive community of staff and students. The Panel appreciated being shown the teaching facilities available at the London Road campus; these were felt to be a strength of the campus, particularly for those students studying specialist areas (such as music, art, drama, etc.). The Panel was told that availability of teaching space can be a challenge for the School during peak times; the Panel raised with the School the possibility of holding some additional classes/teaching days at the Whiteknights campus to help alleviate this.
- 51 The Panel noted that the refurbishment of the Whiteknights Campus library had caused a level of discontent which has been registered in NSS returns. The Learning Hub is a popular resource amongst staff and students, and the work done to maximise use of the available space was recognised by staff. Students studying secondary programmes felt that they would benefit from improvement in resources available to their area; currently much of the Learning Hub was felt to be dedicated to primary teaching. The School is encouraged to consider whether the Learning Hub could be enhanced, with more secondary resources represented **(School desirable recommendation l)**
- 52 The Panel noted that there is a lack of social space during peak periods and recommends that the potential to introduce a pop-up café and/or more vending machines on campus is explored to help cope with peak-time traffic. The School is encouraged to consider ways in which existing space might be more effectively utilised and signposted to provide social areas, for example, during break times. **(School and University advisable recommendation n)**.
- 53 The Panel observed that students and staff form a strongly positive, caring and supportive community of learning at the London Road campus, with staff and students building good relations with their peers and one another. This collaborative environment gives students a strong sense of belonging to the School and of students being supported in their studies, which was reflected in OFSTED reports and student feedback. This is particularly impressive given that many IoE students spend a large amount of time away from the campus on placement **(Good Practice g)**. However, from discussions with students from a range of programmes, the Panel noted that collaboration between students on different programmes could be better encouraged and promoted. In particular, whilst BA Educational Studies students had a strong identity within their own cohort, they seemed to feel slightly isolated from students on more traditional Initial Teacher Education programmes. This seemed to extend into the events programme delivered by the Student Society (EDSOC).
- 54 Students felt that the transition from the Personal Tutor system to the newly implemented Academic Tutor System had been successful, with no impact experienced by them from this change. The School had reported some concerns about not having a Student Support Coordinator (SSC) dedicated to London Road. The Panel noted the response of the Student

Advice and Support Manager, who explained that the current system, where SSCs share IoE cover, is less vulnerable to staff absence than having a dedicated IoE SSC. The Student Advice and Support Manager also noted that SSCs based in the Edith Morley Support Centre need to spend time at IoE, not only to become familiar with different processes, but also to have the opportunity to catch up on work because there is less through-traffic at London Road. The Panel was satisfied with this explanation and were of the opinion that the system works to the benefit of IoE because knowledge of IoE processes is shared between SSCs.

- 55 Students feel well supported on Placements, by both the School/Setting based staff and their tutors and Programme Directors at the IoE. There is a sense that the students know who to contact when they need help and there are robust processes in place to deal with any arising issues on placement. **(Good Practice h).**
- 56 The importance of the workplace based mentors was highlighted repeatedly by students. The mentoring of students on work placements in schools clearly presents some challenges and the most recent OFSTED report raised some concerns regarding the quality of mentorship; however, the Panel was satisfied that this was being addressed actively by the School and felt that the implementation of formalised mentor training and creation of a strong community of practice based on real partnership was evidence of good practice in working towards standardisation and quality improvement of the mentorship process **(Good Practice i)**

Employability

- 57 In the self-evaluation document the IoE indicates that DHLE data shows over 97% of IoE students are either in work or full-time study since the last review period, with 94-98% in professional or managerial roles.
- 58 For students on UG programmes (FD CDL; BA CDL and BA Primary Education with QTS pathways), data on graduate career outcome or further study after 6 months¹ has grown over the last 5 years from 79% - 75% - 86% - 88% - 87%.
- 59 The employment-based nature of many of the programmes provides a natural focus for the focus on employability. The work of the IoE has clear strengths in the area of employability. Students on the wide range of ITT and BA Education with QTS Programmes have placements to develop a considerable number of practice-based skills and competences and clear mapping allied to the Teacher Standards from the Department for Education (DfE) as the relevant Standards Professional, Statutory and Regulatory Body (PSRB). Other students are engaged on programmes while already in work-based settings (FD/BA CDL; APP; EdD).
- 60 The Panel found that the reflective elements of the suite of programmes of the IoE, across the range, UG, PG (ITT) and PGT (including the APP), were clear strengths from the student perspective. It is clear that students are encouraged to apply their learning to work-based and placement settings. It was particularly exciting to hear FD/BA CDL students talk about how ideas they had gleaned from their programme were being taken up by mentors and leaders and spread as good practice within their work settings. Alumni from BA Primary Education with QTS and PG (ITT) Programmes spoke about the relevance of their studies to their day to day work now that they are in full time employment.
- 61 Collaboration with partner schools is a strength of placement-based programmes. This helps to ensure that the quality of placement experience is strong and helps IoE staff keep up to date with current developments in schools. Students particularly appreciated the guest lectures that were provided on a number of programmes from practitioners in different settings and how these

¹As published in data with Guardian University League Tables

provided contemporary case studies of practice to which they could clearly relate. A representative from the local School Federation spoke in strongly positive terms about the relationship with the IoE staff, the support services and the quality of the student teachers that are studying core and School Direct programmes.

- 62 Collaboration with other schools across the University of Reading, through the STEAM project, to encourage UG students to consider teaching as a career option, is a key feature of Good Practice that the Panel recommends be developed more widely by the IoE and the University, especially as this offers key employability opportunities for students in a wide range of schools, supports recruitment for the IoE and is good for the teaching profession in general (**Good Practice j**).
- 63 The Panel had some employability concerns for those students on work-based and placement-based programmes who make a decision not to go into teaching. For example, on the BA Primary Education with QTS, there were students who will have decided not to become primary school teachers. This is a highly vocational programme and so these students are likely to be an exception but they will have specific employability needs that that will need to be addressed by IoE and University Careers based staff. Some students we met spoke of the need for skills development in terms of CV writing and general interview practice, as opposed to interviews for teaching posts (the latter being well covered). Recognition of the global employment market will be important for all students and especially international students on the MA programmes. (**School and University advisable recommendation o**).

ENHANCEMENT OF QUALITY AND ACADEMIC PROVISION

- 64 The School utilises a range of activities to enhance the quality of its provision and is often a forerunner of University level initiatives, with staff being involved in pilot activities relating to the EMA and Curriculum Framework projects. The Panel noted that this approach is beneficial in improving ways of working, both within the School and the University (**Good Practice k**). Whilst the School seems to be active in sharing good practice amongst its own staff (e.g. through Thursday afternoon staff meetings), the Panel felt that better links could be made with the wider University and recommends that the IoE increase the dissemination of its good practice across the University and encourage further collaborations for Scholarship with other Schools (**School desirable Recommendation m**). This would also have the benefit of providing IoE staff with opportunities that would support applications for promotion.
- 65 The School makes appropriate use of datasets including module evaluation and student feedback, to quality assure its provision, acting responsively where appropriate. Its module evaluation process is robust; the process is fully formed, with student feedback and responses to that feedback being made available in several forums, including through the Student Staff Liaison Committees (SSLC), student reps and on Blackboard (**Good Practice l**). However, the Panel noted that the recorded minutes of the SSLCs (taken by the Programme Administrative team) would benefit from greater detail to make them more robust. Students feel that their concerns and feedback are listened to and confirmed to the panel that they can see tangible outcomes and actions as a result of their feedback, giving them a strong sense of Student Voice (**Good Practice e**). The Panel also noted examples in which students had been engaged in the development of the curriculum, for example through involvement in module design.
- 66 The quality of academic provision is subject to Ofsted inspection. Within the latest Ofsted report, inspectors noted the responsiveness of the School to their recommendations regarding issues raised at Stage 1. Discussions with academic and administrative staff highlighted difficulties in managing the datasets required for the preparation of Ofsted documentation, some of which is due to the way in which data must be pulled from a range of sources. The Panel

recommends that the University consider how it might support the IoE's Ofsted data return, in particular through the provision of technical support, working with the IoE's Ofsted administrator to look at how the data sets can be better managed (**University advisable recommendation s**).

MAIN CHARACTERISTICS OF THE PROGRAMMES UNDER REVIEW

- 67 The Panel found the School to be student-centred, with good staff/student relationships. Students are well supported within the School and throughout their placement activities by the work-based mentors and IoE tutors.
- 68 The School offers a wide range of programmes and specialisms for students wishing to gain qualified teacher status and has a good range of educational programmes at foundation degree level, undergraduate level and postgraduate level. These programmes reflect the needs of industry, employers and accrediting bodies ie: Ofsted.
- 69 The School is well managed by a strong T&L leadership team, including the HoS, SDTL and Programme Directors. This strong leadership team ensure that programmes are well organised and that students are provided with an excellent T&L experience.

CONCLUSIONS ON INNOVATION AND GOOD PRACTICE

- 70 The Panel identified the following as representing particularly good practice:
- a. The IoE have engaged well with wider support services to ensure their programmes are well supported, including Timetabling, Student Support and Admissions.
 - b. The collaborative approach of the Institute of Education to developing new programmes and enhancing existing ones, including engaging with a range of stakeholders (including colleges, industry partners). There is good communication between the IoE and their partners.
 - c. The Panel believe the Programme Director role at the Institute of Education provides an excellent model of academic leadership. The Directors clearly demonstrate an ability to hold together the academic standards, student experience and support and in ITT courses PSRB expectations. This is also well supported by the Senior Academic Manager (SAM) system
 - d. There is a strong emphasis and commitment to reflective practice.
 - e. The School fosters a strong Student Voice. Students feel that their concerns and feedback are listened to and they can see tangible outcomes and actions as a result of their feedback.
 - f. MCE, in particular, have engaged well with the IoE and the School have been open to their suggestions to help market the programmes, including Twitter and social media training to increase the IoE's online presence.
 - g. The strong sense of community and the supportive and caring environment for students. Staff and students build good relations with peers and with one another. Students have a very strong sense of being supported in their studies.
 - h. Students feel well supported on Placements, by both the School/setting-based staff and their tutors and Programme Directors at the IoE. There is a sense that the students know who to contact when they need help and there are robust processes in place to deal with any arising issues on placement.
 - i. There is evidence of strong Placement Mentor training, especially engagement and formalisation of training. The IoE also create a strong community of mentors and a forum for sharing good practice. It was felt that mentoring is based on real partnership.
 - j. The STEAM Project – Science, Technology, Engineering, Arts and Maths teaching modules delivered with other Schools at the University to encourage more students to get into teaching.

- k. The School is often a forerunner of University level initiatives, (EMA, Curriculum Framework) and is happy to be involved in these projects. This improves ways of working both within the School and the University more widely.
- l. Module evaluation process is robust. The process is fully formed, with student feedback and responses to that feedback being made available in several forums – through the SSLC, student reps and on Blackboard.

CONCLUSIONS ON QUALITY AND STANDARDS

71 Panel has concluded that the quality and standards of the programmes reviewed are appropriate

CONCLUSIONS ON NEW DEGREE PROGRAMME PROPOSALS [WHERE APPROPRIATE]

72 The Panel received no submissions with regards to new programme proposals

RECOMMENDATIONS

73 The Panel recommends to the University Programmes Board that the following degree programmes taught by the Institute of Education are re-approved to run for a further six years:

- Foundation Degree in Children's Development and Learning
- BA in Children's Development and Learning
- BA Primary Education (with QTS)
- BA Education Studies
- Primary PGCE
- Primary School Direct
- Secondary Initial Teacher Training (with 12 different subject areas) offered through PGCE and School Direct (including QTS only route)
- Subject knowledge Enhancement (non-award bearing course, occasionally set as an entry requirement for some secondary ITT programmes)
- Assessment Only route for QTS (for unqualified teachers working in schools)
- PGCert in Early Year Practice
- PGCert Special Educational Needs Coordinator
- MA Education
- MA in English Language Education
- EdD programme
- PhD programme
- UoR Academic Practice Programme and PGCAP

74 The report will categorise any issues as follows, in order of priority:

- Those areas where the Review Team believes it is **necessary** for action to be taken urgently to safeguard the standard of provision;
- Those areas where it is **advisable** that the issues be addressed as soon as possible.
- Those areas where it is **desirable** that the issue be addressed over a longer time span.

75 The Panel does not consider that any recommendations must be addressed as a condition of re-approval, but makes the following recommendations to the School and University.

Necessary recommendations

There are no necessary recommendations.

Advisable recommendations to the School

- Within the MA Education, the programme would benefit from a more in-depth introduction to the UK Education system, to be delivered at the beginning or prior to the course.
- The School is asked to consider what information is provided to prospective students to the MA Education Programme, in particular the ELT pathway, to ensure they are fully aware of course content.
- There is variation in the student's awareness of support sessions available for those with educational needs, particularly within the ITT programmes. The School should ensure that students across all programmes have equal opportunity to access these sessions. Eg: Dyslexia support classes.
- The School is encouraged to reconsider their assessment practices in the 20 credit modules, where there is only one assessment, worth 100%, particularly where this relates to groupwork.
- The School is encouraged to improve their use of groupwork, by providing the students with better guidance, peer assessment opportunities, reflective elements and other opportunities.
- The Panel felt it was important for the School to take seriously the need to protect some time for *all* staff to have self-directed research/scholarship time and that staff are held accountable for the work they undertake during this time.
- The School Management is asked to make clear and transparent the teaching hours/points system they employ for the staff workload model and is asked to consider how it can protect time for staff research and self-directed time for innovation. It will also be important for clear expectations around student support in terms of staff availability to be communicated to staff and students.

Desirable recommendations to the School

- The Panel feels better connections could be made in programme design and delivery across programmes and this could help to further reduce working in silos. The School is encouraged to foster integration of students between the different programmes to enable students to better understand the education continuum and engage with broader educational issues, challenges and debates.
- The School is encouraged to consider if the PGCE needs to contain 180 credit (requirements for a PGCE are normally fulfilled with 60 credits at level 7) and is encouraged to consult with other institutions.
- The School should work closely with the University to identify ways in which the FLAIR APP could be made more flexible for those staff who already have teaching qualifications and what exemptions may be possible on this programme.
- The School is encouraged to open a dialogue to allow people from the wider university to engage in doctoral supervision within IoE. This would help IoE staff and research students build relations across the university and increase the experience of students and of supervisors.

- l. The School is encouraged to consider whether the Learning Hub could be enhanced with more secondary resources represented.
- m. The School is encouraged to work closely with the University and other Schools to increase the dissemination of good practice across the University. Encourage collaborations for Scholarship with other Schools. Promote activities within the wider University (as required by the promotion criteria).

Advisable recommendations to the School and the University

- n. The University and the School are encouraged to increase opportunities for social learning spaces where possible. The University is encouraged to think about additional catering facilities in peak times and the installation of vending machines for example.
- o. Employability support, particularly for non-teaching professions was a weakness for the IoE. The School is encouraged to work with the University Careers Service to better support activities for non-teaching professions for students ie: CV writing, interviews, and other (international) opportunities. The School is also encouraged to work with students who are already in teaching or going into teaching to think about how they may use the skills and knowledge they have gained for promotion and further development.

Desirable recommendations to the School and the University

- p. The School and the University are asked to work together to better support the students who are transitioning from the Foundation Degree in Children’s Development and Learning and the BA in Children’s Development and Learning. In particular, to explore ways in which administration processes can be improved to enable students to maintain access to resources and to better track these students during the admission stage to the BACDL.

Advisable recommendations to the University

- q. SSLC minutes would benefit from further development to ensure they capture the issues raised fully and coherently.
- r. The University support services and the School need to work together to ensure students are engaged in necessary induction activities when they arrive in September such as liaising with the Medical Centre and DBS checks
- s. The University is asked to consider how it might support the IoE’s Ofsted data return. In particular, technical support, working with the IoEs Ofsted administrator to look at how the data sets can be better managed and helping with some programming for this.

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