# Curriculum/Ofsted Briefing Sheet for UVTs and Mentors

## The Curriculum

The Exeter University PGCE Curriculum includes all aspects of the Core Content Framework for ITT[[1]](#footnote-1), and more. The curriculum is structured around the Exeter Model Profile Descriptors for each Programme. These generic descriptors should be understood and interpreted in the context of the subject/s and phase the trainee is teaching. Each of our Programmes has mapped out our curriculum for different phases, pathways and subjects, and these are available on the MentorZone and within the students’ IDPs, so they can be easily accessed by all. This mapping is linked to the CCF so that trainees and all staff involved in their training can see how this basic entitlement is included, built upon in subject and phase-specific ways, and sequenced.

We assess our trainees against the curriculum by examining their progress with respect to the profile descriptors, understood in the context of their phase and subject/s. Formative assessments of progress at UVT visits and FRAPs therefore require UVTs and Mentors to be able to interpret the profile descriptors in the context of the subject/pathway specific curriculum experiences for their trainees. Please remember that the profile descriptors are different for the different programmes, so you will need to refer to the correct set.

**It is very important that all our UVTs and Mentors are familiar with the curriculum and profile descriptors *for the whole year* for the programme/subject they are working in**

## Ofsted

The Ofsted Framework for ITT changed from September 2020, and, like the EIF for schools, is very much focused around the ‘Curriculum as the progression model’, built on the core idea that a well-planned curriculum, appropriately taught and assessed, will secure the training of excellent teachers.

*“The approach is built around the connectedness of curriculum, teaching and assessment within the ‘quality of education and training’ judgement” (ITE Framework Inspection Handbook 2020, p. 9)*

Inspectors will make judgements with respect to two key aspects: quality of education and training, and leadership and management. These judgements will rest on evidence gathered via a ‘focused review’ model, similar to the ‘deep dive’ approach used in school inspections. Inspectors will meet with the course leadership to gain an insight into the curriculum structure, aims and ethos of the course, and will then meet with subject leads, mentors, current trainees and recent ECTs to determine the extent to which the curriculum is understood and well executed across the partnership. **The role of UVTs in quality assurance is absolutely crucial**, in aiding connection between the University and School-led elements of the courses and thus assuring quality of curriculum implementation, and in assuring quality of mentoring.

The Initial Teacher Education Inspection Framework is very clear that the “Teachers’ Standards form an ‘end point assessment’ and are not a curriculum’. It is important that **mentors and UVTs use the profile descriptors, which assess against our sequenced curriculum, in their formative assessments and not the final teachers’ standards.**

1. The Core Content Framework for ITT full document can be found on the MentorZone page on the partnership with schools website. In brief, it is structured around **Learn That** and **Learn How To** statements under sub-headings that are closely related to the Teachers’ Standards. There is an appendix written by Tom Bennett regarding behaviour management in ITT. The CCF is NOT a curriculum in itself as it is not sequenced and is generic to all subjects and phases. It represents a minimum statutory entitlement which all ITT courses must include. We have ensured that all of this content, and more, is included within our curriculum for our different programmes and phases. This is quality assured using our curriculum mapping. [↑](#footnote-ref-1)