



Welcome

Dear Student

Congratulations on gaining a place to study at the University of Chichester. We are pleased to welcome you to the four year BA (Hons) Physical Education with Teaching programme, which is delivered by widely experienced and highly qualified staff within the Faculty of Sport, Education and Social Sciences.

This Student Handbook contains a great deal of relevant and helpful information about the University of Chichester, the BA (Hons) programme and academic regulations. There is much to digest all at once, so please keep it safely for future reference.

You are preparing to join the teaching profession at a time when the world of education is subject to many changes; indeed the need for well prepared, committed and skilled physical education teachers in our schools has never been greater.

We welcome you to the profession, the University and the BA (Hons) Secondary Physical Education programme. We hope you will be happy here and that you will find working with us stimulating and rewarding.

The Physical Education Staff Team

September 2008

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Introduction

The information given in this *Student Handbook* is intended as a guide to the four year BA (Hons) Physical Education with Teaching programme. It should not be regarded as a definitive document nor should it be deemed to form a contract between the University of Chichester and a student or between the University and a partner school.

The *Student Handbook* contains some particularly important information. It is recommended that you read the information and keep it readily accessible for quick reference during your studies.

The *Student Handbook* is given to each student undertaking the programme in level one and is kept as an electronic version* on the Physical Education home page. (*The *Student Handbook* is continually subject to review, and amendments are made in light of policy update(s), for example, TDA (QTS) standards and national curriculum changes. You will be advised of such changes and you should take responsibility for noting them and/or making any necessary amendments to your own copy).

BA (Hons) Physical Education with Teaching

Intended Outcomes

By the end of the four-year programme physical education students should:

- Have developed knowledge of subject content and the ability to employ a range of teaching styles and methods within a variety of contexts. They should be able to provide a reasoned rational argument for the enduring qualities of physical education whilst at the same time adopting an evolutionary, critical approach to its place in the educational process. They should appreciate that their role in secondary schools and teaching physical education in the twenty first century will be a changing one.

- Show awareness and understanding of the statutory framework in which the National Curriculum functions; have acquired skills in assessment, reporting and recording achievement; have a view of the whole curriculum and an understanding of curriculum continuity. They should also demonstrate competence in curriculum planning and review and appreciate the need for curriculum development.

- Be able to communicate effectively in writing and other modes and be able to appraise evidence, critically analyse different points of view, argue rationally and form independent judgements. Attention is also drawn to the TDA requirement that numeracy skills, literacy skills and ICT skills will be externally assessed.

2. Communication

2.1 Useful information:

Physical Education Staff Contact:

A core team of academic staff will answer any of your questions and support you during your time with us:

Name	Email	Telephone
Matt Berry	m.berry@chi.ac.uk	6316
Dr Maggie Boniface	m.boniface@chi.ac.uk	6321
Dr Pete Bunyan	p.bunyan@chi.ac.uk	6317
Ian Coleman	i.coleman@chi.ac.uk	6319
Steve Fitzsimons	s.fitzsimons@chi.ac.uk	6259
Dr Suzie Groves	s.groves@chi.ac.uk	6271
Chris Heaney	c.heaney@chi.ac.uk	6346
Chris Hodgson	c.hodgson@chi.ac.uk	6112
Laure Jackson	l.jackson@chi.ac.uk	6259
Ray Leigh	r.leigh@chi.ac.uk	6318
Cheryl Letts	c.letts@chi.ac.uk	6207
Jane Lomax	j.lomax@chi.ac.uk	6316
Melissa Mantle	m.mantle@chi.ac.uk	6380
Dr Julia Potter	j.potter@chi.ac.uk	6323
John Kelly	j.kelly@chi.ac.uk	6209
Ali Wakefield	a.wakefield@chi.ac.uk	6272
Andy Wild	a.wild@chi.ac.uk	6333

Staff who support the academic programme:

Ed Christian	e.christian@chi.ac.uk	6171
Sarah Davey	s.davey@chi.ac.uk	6325
Alison Carter	a.carter@chi.ac.uk	6325
Carolyn Winter	c.winter@chi.ac.uk	6310
Tina Rowswell	t.rowswell@chi.ac.uk	6311

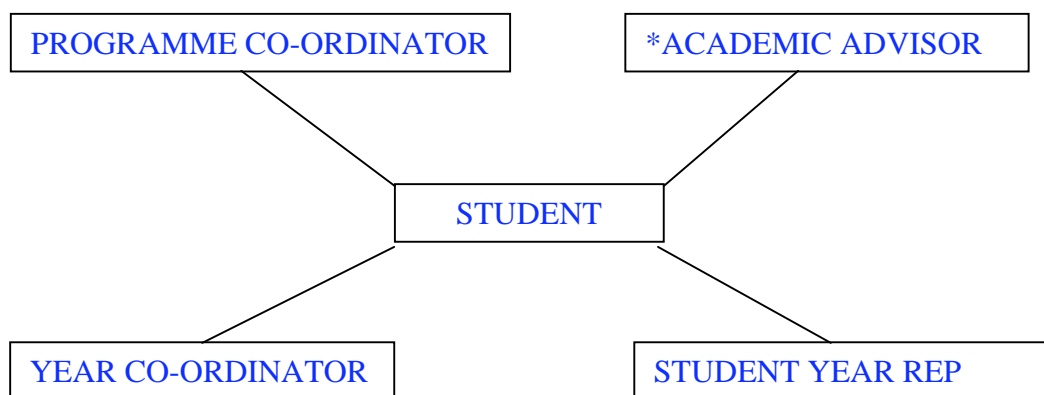
2.2 Communication (and *what to do if...*)

The University of Chichester has facilities on two sites: Bishop Otter Campus (BOC), Chichester and Bognor Regis Campus (BRC). Clear and effective communication between us all is of the utmost importance if the programme is to run smoothly. The five main methods of communication are via 'pips' (Personal Internal Post); Portia (University web portal – see below*); Notice boards; Telephone; and email. At the Chichester Campus the notice boards are in the main University corridors and on the top corridor of New Hall within the Physical Education staff office areas.

Portia

Academic staff will post any information you will need to know on Portia – please ensure your Portia accounts are activated as soon as possible and check for postings regularly.

We hope nothing will go wrong but if you do have any questions or have a problem that is directly related to the programme there are a number of people who are available for you to consult:



*NB. In most situations it will be usual for you to consult with your Academic Advisor first (see section three).

In addition, all students can access help and advice from the Student Support Service, which is located on the ground floor of New Hall at BOC.

2.3 Physical Education Programme Board

The Programme Board (the Board) is part of the formal committee structure of the University and, as appropriate, comments and recommendations can be forwarded to other bodies and committees for action and clarification.

The Board meets each semester to monitor and review modules and other related matters. It is an opportunity for staff and students to discuss issues in an open, yet formal manner. Key issues include the nature and quality of learning resources; organisation and management of module delivery; student workload; and accuracy of information in relation to experience. Each year group elects two student representatives to sit on the Board.

What it means to be a Course Rep

A message from the President of the Students' Union

Being a Course rep means that you are elected by your fellow students to represent the views, opinions and experiences of your course, you will meet with lecturers/heads of school on programme level where you are all in an equal forum. This is your arena to voice concerns or praise all sorts of aspects from classrooms to course content.

You will gain many transferable skills desirable for the workplace after your course such as meetings, negotiating skills and communication skills. As a course rep you are at the forefront of student representation which is why it is not only important to the students as we are all education customers now but also to your Students' Union.

If you think you can be a course representative and empower the student voice making it louder than ever then please put yourself forward.

3. Academic Advisor System

Academic Advisor

An Academic Advisor will be allocated to every full-time or part-time student on the degree programme. Normally, the Academic Advisor will remain the same for the whole of your period of study; but a change may be requested by either the Advisor or you. Such a change must be authorised by the Programme Co-ordinator.

You are required to meet formally at least once a semester to review academic progress, though informal meetings may occur more frequently. Wherever possible, the Advisor will teach you at some point in your degree programme.

The Academic Advisor will be responsible for:

- acting as a reference point for your choice of modules and options within the programme;
- informing you of your assessment grades, and discussing any issues arising from tutorial reports on assignments;
- discussing strategies for learning in light of the objectives of Modules to be studied;
- helping you through personal difficulties - where such help is requested;
- writing your final reference. It is therefore important to keep your Academic Advisor fully informed about your achievements, developments and general progress throughout your four years here.

4. Programme Structure and Overview

4.1 The Physical Education Teacher

The view of the role and function of a Physical Education teacher has changed in recent years as the subject itself has absorbed the implications of a significant amount of change, including curriculum development; the advent of the National Curriculum and its revision; the changing context of schooling in the 21st century; and in recent years, the effects of the Government's Physical Education, School Sport and Club Links Strategy (PESSCL) and the *Every Child Matters* agenda. In addition there have been new developments contingent upon the Training and Developing Agency for Schools *Professional Standards for Teachers (2007)* – particularly those standards for *Qualified Teacher Status*. What should be taught, why it should be taught and how it is most effectively taught have been re-examined in some detail and have influenced greatly the nature of the preparation of physical education student teachers prior to (and during) their work in schools.

The need for adaptable, highly qualified teachers is clear and physical education teachers must be no less effective than others. It is evident that their roles are changing and if they are to be empowered to teach effectively in the twenty-first century they will need to develop academic and professional competencies within a range of contexts.

The model of the contemporary physical educationalist emphasises competence and professionalism and acknowledges the need for reflection in appreciating and understanding the complexities of both. The physical education teacher is seen as a competent qualified professional who is effective in aiding and facilitating children's learning and development within a variety of contexts through analysing, exploring and reflecting upon their own classroom practice.

The course aims to develop these skills towards a level commensurate with expectations of newly qualified teachers. Initial teacher education is seen as the foundation stage in a process of continuing professional development (CPD) as a teacher continues their career towards advanced skills status.

At the University of Chichester we believe that competence (for a physical education student teacher) includes mastery of intellectual skills and subject knowledge which will enable them to become better informed, to be more active in their own learning and to apply their subject knowledge in the classroom so that pupils are provided with a full range of opportunities and experiences as set out in the National Curriculum programmes of study and non-statutory guidance.

In this model of the physical education teacher, competence embraces both cognitive and attitudinal elements. This is demonstrated through knowledge and understanding of the statutory framework in which the National Curriculum functions and by a command of subject knowledge and the ability to apply it at different levels to enable **all** pupils to achieve. It will require the beginner physical education teacher to employ a variety of teaching styles so as to maximise pupil learning and progress.

Student teachers will be expected to manage and control classes and to understand the organisation of the school and its place within the community. They will also be required to have the knowledge, understanding and skills that are needed to assess, record and report pupils' attainment and progress for both formative and summative purposes.

4.2 Description of the programme

The programme is delivered as groups of modules.

Modules are delivered at 3 levels:

1. Year 1 = Level 1,
2. Years 2 = Level 2
3. Years 3 & 4 = Level 3

A module will involve **150 hours of student work** time through a balance of tutorial contact, private study or student-directed learning. This will vary from module to module depending on the delivery methodology. Modules are self-contained academic units that possess identified objectives, which are reflected in the adopted teaching methods and chosen assessment mode.

B.A.(Hons) secondary students take 32 modules over 4 years:

- Sixteen modules are devoted to academic subject study
- Eight are devoted to school-based experiences
- Eight are devoted to professional development and applications.

Awareness of the changing contexts of the teacher's role has led us to develop a programme that offers students an opportunity to undertake extension work through a choice of study areas, which begins in year two:

- Exercise Science
- Psychology of Sport

- Comparative Sociological Issues
- Aesthetic and Creative Movement.

The programme is structured so that students will pass through three phases:

1. Foundation (Year 1),
2. Extension (Year 2)
3. Synthesis (Years 3 & 4).

Thus, all Year 1 modules provide a sound introduction to the principles underpinning the study and teaching of physical education. Second Year modules examine in greater depth areas that were raised in Year 1 and modules in Years 3 and 4 require students to consider their evolving experience in the degree in general and this programme in particular - finally integrating theory and practice in a personal independent study.

The assertion that experience of movement leads to greater knowledge and understanding has been strongly challenged, therefore many modules combine experience in a range of activities with a thorough intellectual underpinning. Thus the student will be required to develop techniques of observing, recording, classifying, analysing, interpreting and presenting information. These can then be used to test, for example, the value of concepts such as inertia, motion, propulsion, leverage, rotation, patterns of play, principles of attack and defence, tactics and strategies in the core curriculum.

The principle function of other modules is the professional organisation of practical activities. They provide substantial opportunity for experience in physical activities that are currently part of the teaching of physical education. These courses include opportunities for students to experiment with a variety of teaching methods and approaches appropriate to the wide range of children they will work with. In addition, students will achieve an understanding of the ways in which children develop and learn in a movement setting, with particular attention to more common learning difficulties that some children experience.

These modules ensure that students:

- increase their knowledge of individual development;
- develop an understanding of the rationale for individualised approaches to teaching and learning;
- realise that the activities provide an amplification of child-centred approaches in physical education;
- learn to relate aims of physical education to more general curricular objectives;

- recognise that a central concern of physical education is the development of personal capacities and that a pre-requisite of such an approach is the appreciation of the recipient as an active, evolving individual.

Coherence and cohesion within and between these modules is enhanced for students with the specific pedagogical reference points of school experience.

5. Programme Aims and Model of the Teacher

5.1 Aims

The secondary teacher education programme has five aims:

1. The establishment of a secure knowledge base. This includes an understanding of the knowledge, concepts, and skills of the specialist secondary subject in the 11-18 curriculum; breadth and depth of subject knowledge which extend beyond programmes of study and examination syllabuses are necessary;
2. The provision of a base for initial professional competence. Elements that contribute to this are specific subject-based professional skills as well as recognition of the generic context of secondary education across all key stages and the wider context of the community;
3. The development of the students' intellectual and critical powers. Throughout the degree students will be required to analyse, diagnose, select appropriate courses of action, report and evaluate within several contexts;
4. To assist in the growth of personal qualities, attitudes and values, which are a necessary feature of the teacher of the future. Thus secondary teacher education includes elements of independent and co-operative learning, of self-appraisal and judgement of others, of reports and debates, of necessity and choice within a framework of challenge and sensitivity to others.
5. Successfully meeting the TDA Professional Standards for Teachers (QTS) 2007.

5.2 Intended Outcomes

By the end of the degree programme in secondary teacher education you should have:

- acquired a knowledge base, including key concepts and skills that provide the material to be taught and illuminate the teaching and learning process;
- acquired the necessary range of observational, analytical and recording skills necessary for the planning and implementation of appropriate programmes of study and competent organisation of the learning environment;
- developed sensitive and effective relationships with children.

The validity of this process of secondary teacher education is best assessed through the evidence of outcomes.

These include:

- the capability to provide an explanation of your specialist subject and to make use of appropriate disciplinary perspectives to further that end;
- the initiation and competent management of appropriate content of the subject study in the 11-18 school curriculum;
- the appreciation of the need for secondary education at the same time as adopting an evolutionary, critical but open-minded approach to its place in the education process.

5.3 Model of the Teacher

The rationale of the programme has (at its core) a model of the teacher as someone who understands that pupils have individual needs and can respond to them, and who is competent in curriculum areas and classroom practice. In order to plan, deliver and evaluate the curriculum effectively, this teacher has professional skills in co-operative working.

The ability to respond to and manage change is a central requirement of teachers. Teachers also need to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world.

This practitioner is:

a. Competent and effective:

- familiar with the content of the requirements of the National Curriculum subjects in the age-range and subject for which they are studying;
- able to use the National Curriculum orders and guidance imaginatively in order to construct and resource units and schemes of work for those subjects, singly and in combination;
- able to teach demonstrating good practice in selecting from a range of strategies, using such units and schemes of work;
- able to manage the classroom and control the children within it to ensure effective learning;

- able to employ appropriate methods to assess children's work and progress, and to adjust teaching and learning methods as a result.

b. Rigorous and reflective:

- conversant with a range of issues which affect children in school;
- able to critically assess their own practice in relation to those issues;
- able to reflect upon and develop strategies in response to such issues, in the interests of the children.

c. A responsible and effective professional:

- able to respond professionally to children's pastoral as well as curriculum needs, and know how to gain access to other appropriate agencies;
- able to communicate well with adults involved in children's education;
- able to work co-operatively with colleagues, parents and other adults in negotiating the curriculum and care of children in school.

6. Regulations (Assessment, Levels and Criteria)

6.1 Introduction

The assessment structure of the modularised BA Secondary (QTS) programme endorses the principles and the regulations of the Modular Scheme for Undergraduate Programmes. The programme-specific regulations stipulated in this section are entirely complementary to those of the Modular Scheme as a whole. In particular, they reflect the following Modular Scheme objectives for assessment:

- i) that assessment modes are sufficiently varied to enable students to give evidence of a range of knowledge, skills, understanding and competencies developed by their course of study;
- ii) that students may gain a clear idea of their progress as their programme of study unfolds.

The safeguarding and enhancement of the TDA *Professional Standards for Teachers (QTS) 2007* is a central objective of the assessment scheme detailed below. This entails a different pattern of condonement to that found in other programmes within the Modular Scheme. The model of the teacher that lies behind this is dealt with elsewhere, and rigorous assessment ensures that students achieve the high standards of classroom performance that are expected of the modern teacher. The assessment of competency is embedded in a profiling system that runs throughout the programme and involves schools and the BA (Hons) programme in a co-operative relationship. The semester by semester building of the profile also involves the students within an active process of self-appraisal, evaluation, and target setting.

6.2 BA QTS Secondary Physical Education Programme Progression

Distribution of methods of assessment across physical education modules

Year 1 Level 1 Modules	Credits	Examination	Report	Presentation	Log
Philosophy & Research in PE	15	Objective Test x 3	Essay		
Introduction to Analysis of Games	15	Exam			
Introduction to Sport PE, Society	15		Formative and Summative Essays		
Analysis of Human Performance: Gym & Dance	15			Group Video sequence	Dance Analysis
Principles of Movement & Skills of Observation	15	Exam x 2		Exercise Programme	Technique Analysis
Introduction to Human Physiology	15	Exam	Lab Report		
Secondary Schools: Context and Improvement	15		Essay Assignment	Group Presentation	
Psychology of Children's Learning and Development in PE	15	Exam			Abstract
	120 credits				
Year 2 Level 2 Modules					
Curriculum Skills & Knowledge	15		Lesson Plans		Professional File/Log
Psychological Issues in the Learning Environment	15	Exam	Research Report		
Block School Experience 8 weeks	30				
*Children's Exercise and Health	15	Exam	Journal Article		
*Aesthetic & Creative Movement	15			Composition duet/group	
*Management of Psychological Issues in Competitive Sport	15	Exam		Critical analysis	
*Cultural Conflict in Sport & PE	15	Exam	Essay		
Analysis of Human Performance in Invasion Games	15		Independent Analysis Project		
Analysis of Human Performance & Pedagogical Skills in Striking & Fielding and Net Games	15		Analysis Report		Resource Pack
Analysis of Human Performance and Pedagogical Skills in OAA	15	Exam			Resource Pack
* only one of the shaded module is taken	240 credits				
Year 3 Level 3 Modules					
*Physiology for PE	15	Exam	Research Report		
*Application of Psychological Issues within Coaching	15	Exam	Formative & Summative Essay		
*Aesthetic & Creative Movement II	15				Analysis Technique
*Comparative Issues in Sport, Physical Education and Society	15		Essay Assignment		
Pedagogical Skills in Exercise Science	15			Presentation	Resource Pack
Pedagogical Skills in Gym & Dance	15		Lesson Plans & Essay		
Analysis of Human Perf & Pedagogical Skills in Swimming	15	Exam			Resource pack
Analysis of Human Performance & Pedagogical Skills in Track & Field	15	Exam			Resource pack/Lesson Plans
Research & Enquiry in PE	15		Dissertation	Presentation	
Block School Experience	30				
* only one of the shaded module is taken	360 credits				

Year 4 Level 3 Modules					
Professional Issues & Professional Development	15	Exam			
Pedagogical Skills in Invasion Games	15			Curriculum Analysis	
Research & Enquiry in PE	30		Dissertation	Presentation	
Block School Experience	60				
	480 credits				

6.3 Levels

You will be progressively challenged as you move through the programme, in ways that can be identified in terms of curriculum content, and the development of subject specific and transferable skills. This development is recognised and measured by the assessment process.

Level One is an introductory level. The assumption is made that you have entered with the threshold qualifications that enable you to operate at this level, though recognition is made in the design of the curriculum, of the diverse nature of these threshold qualifications in an institution committed to widening participation in higher education.

By the end of the **level one** students will have achieved:

- (i) a good level of ability in methodologies and skills of the chosen discipline(s), along with knowledge and comprehension of its subject content sufficient to enter level two with good prospect of success;
- (ii) an appreciation of the value base which informs the discipline(s);
- (iii) the ability to take responsibility for their own learning through the self appraisal of their performance;
- (iv) a good grounding in the transferable skills necessary for success in an institution whose strategy for teaching and learning stresses active-participation and the autonomy of the learner, particularly:
 - communication skills in written and verbal forms,
 - the ability to discuss in groups,
 - the ability to work co-operatively with others for agreed objectives,
 - an appropriate level of competence with IT.

At the completion of Level one the student will have qualified for the award of the Certificate of Higher Education.

Level Two gives the student the opportunity to build on the knowledge and skills introduced at level one. The student should experience level two as an increased intellectual challenge from the work required at level one. In level two the autonomy of the learner is emphasised to a greater

extent than at level one and experience of student directed learning will be provided, recognising the skills that will be needed in this area at level three (particularly in the personal study).

By the end of **level two** students will have achieved:

- (i) the capacity to apply and analyse the knowledge, methodologies and subject specific skills identified by the subject area as appropriate, such that the student may enter level three with good prospect of success.
- (ii) an understanding of the nature of the chosen discipline of the study and an ability to respond to debates within it;
- (iii) an awareness of a personal and attitudinal base and how that permeates approaches to teaching and learning in the discipline(s);
- (iv) some confidence in the use of the skills necessary for student-directed learning;
- (v) the ability to actively enhance their learning by means of the self appraisal of their performance;
- (vi) a growing proficiency in the target transferable skills for undergraduate programmes.

At the completion of Level two the student will have qualified for the award of the Diploma of Higher Education.

Level Three represents the culmination of the undergraduate degree programme. The student should experience level three as an increased intellectual challenge from level two. The level three research assignment (personal study, dissertation or independent project) is seen as a central indicator of the student's level of competence within the discipline.

By the end of **level three** students will have achieved:

- (i) the acquisition of such knowledge and skills to enable them to be considered a member of a community of scholars, or professionals, within the chosen discipline such they will be able to participate in action and debate within this academic area;

- (ii) an understanding of the social and political context and its influence on the values and attitudes informing the discipline;
- (iii) the successful completion of a substantial independent investigation requiring them to use the distinctive modes of enquiry in their discipline;
- (iv) a sufficient preparation for the workplace through demonstrated acquisition of the target transferable skills for the undergraduate programmes.

At the completion of level three the student will have qualified for the award of the degree with Honours.

6.4 Assessment – Regulations and Criteria

For the purposes of these regulations the term 'assessment' is used to indicate any piece of work which is graded (either numerically on a 1-100 scale or on a 'pass-fail' basis in the case of some professional modules) and where the grade for the piece of work contributes to the final grade awarded for the module and thus the award of credit.

a. Module Assessment and Programme Assessment

The module is the basic unit of credit within the modular scheme. Module leaders are responsible for ensuring that a form of assessment is utilised that is appropriate to the objectives of the module, of the level at which it occurs and of the programme of study within which it is located.

It is the responsibility of the Programme Co-ordinator (and field leaders where appropriate) to ensure that programme (or field) rules ensure that students experience a range of types of assessment.

Normally this would include at least two written examinations in each year (or equivalent) of a student's programme of study. This range of assessment types should also be evident in the student experience of the intermediate awards.

Each module generates the equivalent of a 2,500 word essay at Level one, and a 3,500 word essay at levels two and three. At each of the three levels, the assessments must relate to the objectives contained in the level descriptors.

b. Progression to the award of a degree on the Modular Scheme

Normally, each level is the equivalent of one-year full time study. On the four year initial teacher training degree programmes the final two years will comprise level three. With the exception of the level three in these programmes, students will normally take eight modules at each level (or equivalents in half modules).

Each module has a credit rating of 15 credits. Students will normally accumulate 120 credits for one year of full time study or its equivalent. The following awards will be made;

120	Certificate of Higher Education (level one)
240	Diploma of Higher Education (level two)
360	Degree with Honours (level three)
480 credits BA (QTS)	Degree with Honours (level three)

In the case of four year degree programme the degree with Honours is awarded at 480 credits with the final 240 credits constituting level three of the programme.

In the case of all programmes, the Degree with Honours will only be awarded where the final aggregation of grades from levels two and three is 40% or above.

Progression to the next level signals that the student has participated fully in the modules that make up the programme of study at the lower level, has achieved the required standard of work, and enters the next level with the capability to meet the increased challenge of work that will be involved.

To progress from level one to level two the student must be awarded 120 credits at level one. To achieve this, the student must attend and complete the required number of modules and achieve an overall average mark of 40% when the grades for the eight modules taken at this level are aggregated. Modules which are graded at less than 40% will be considered to be failed modules, irrespective of the average grade for all modules taken, and must be redeemed at 40% before progression may take place.

To progress from level two to level three the student, having achieved 120 credits at level one, must be awarded 120 credits at level two. To achieve this, the student must attend and complete

the required number of modules at level two and achieve an overall grade in all level two modules of 40%.

Modules which are graded at less than 40% will be considered fail modules, and must be redeemed at 40% before progression may take place. In the case of students who choose to exit at this point with a Diploma of Higher Education, the Diploma will show clearly the level of work achieved.

To qualify for the award of the degree the student, having achieved 120 credits at level one and 120 credits at level two, must be awarded 120 academic credits at level three. To achieve this, the student must attend and complete the required number of modules at level three. Modules that are graded at less than 40% will be deemed to be fail modules and, at the discretion of the examination board, must be re-assessed. Students with irrevocable failure in their profile at what is deemed their 'final Examination Board in their final year' will have up to two years to resubmit for an Honours awards. This provision will also be applied to part-time students. A part-time student's final year is taken as that in which the student's credit count would amount to that needed for the Award if all module assessment had been successful.

In calculating the final award of the Honours degree all grades achieved at level two and will be aggregated, such that the 120 level 2 credits will be weighted as 25% of the award and the 120 level 3 credits as 75% of the award. At level 3 trainees must be successful in all modules of which 10 generate a specific grade. Eight of these will contribute to final calculation. All modules must register a pass grade and the grade for Research and Enquiry will be including in the final calculation. The Board of Examiners shall base the recommendation of the classification on the following schedules:

- 70% and above First Class Honours
- 60-69% Second Class, Upper Division, Honours
- 50-59% Second Class, Lower Division, Honours
- 40-49% Third Class Honours
- Below 40% Fail

FIRST

Comprehensive knowledge and clear understanding of the subject area and its terminology; evidence of extensive additional reading; highly accurate work with no major omissions or errors.

Clearly presented and well structured work; convincingly developed arguments using well chosen supporting evidence; excellent concise logic.

High level of critical and analytical ability; capacity to select, question, synthesis and evaluate material; originality of thought, ability to make interdisciplinary comparisons.

UPPER SECOND

Considerable knowledge and good understanding of the subject area and its terminology; evidence of wide additional reading; accurate work with few errors or omissions.

Well organised work; relevant arguments developed and well supported by evidence.

Considerable critical and analytical ability; clear insights and competent evaluation of material, some evidence of abilities to select and synthesise.

LOWER SECOND

Satisfactory knowledge with some evidence of additional reading; mainly accurate work but with some errors and omissions.

Adequately structured work with some clearly presented supporting material.

Reasonable appreciation and application although limited critical ability; some thoughtful discussion of material.

THIRD

Basic knowledge with limited or no evidence of additional reading; occasionally inaccurate work with key errors and omissions.

Limited structure; hard to follow, assertions not supported by appropriate evidence.

Little or no critical appraisal of material; simplistic.

c. Profiling of Classroom Competencies

In addition to the diet of assessment for the modules taken, the development of each student's classroom competencies will be monitored, documented, and assessed. At the end of each school experience the university Link Tutor from the programme, the school teacher Mentor, and the

student will all meet to consider the student's suitability for the profession in light of their developing profile of professional standards. This process will be co-ordinated by a School Experience Assessment Board. Where a student's level of achievement in the classroom indicates they are unsuitable for the profession, he or she may be required to leave the programme. The final responsibility for reaching such a discussion lies ultimately with the University. A judgement on classroom competencies will be made before a student will be allowed to proceed from one year of the programme to the next. This provision will apply irrespective of the student's assessment profile in the modules taken.

d. Block School Experience

It should be noted that no condonement of failure on block school experience modules is allowed. A student's performance on school experience may be used as part of a portfolio of evidence to raise their classification where their marks fall within the borderline category as defined by the Modular Scheme.

e. Submission of Coursework

Tutors will publish, in advance, the dates and times for the submission of coursework, in order that you may plan your time sensibly on a Semester basis. In addition a schedule will be posted on the noticeboard (opposite the Physical Education administration offices) showing the weeks in which assessable coursework is due and when objective tests will be held. Although the management group does its best to spread the load throughout the year, there are times when a number of assignments are due simultaneously. **It is up to you as an undergraduate student to plan your work so that you meet the deadlines.**

f. Assessment Criteria

Assessment Criteria for **Essays**:

Structure	Is the work well planned; is there a logical progression of ideas?
Content	Have you covered the appropriate material in adequate depth?
Exposition	Have you written fluently, critically and logically?
Understanding	Have you grasped the full meaning of the title and the background material?

Originality Have you been able to bring a spark or flair into your response?

Assessment Criteria for **Laboratory, Field or Project Work:**

Structure Does the work follow appropriate scientific reporting conventions?

Content (a) Introduction: have you set the work in its right context?

Content (b) Procedures: have you described the procedures employed well enough to repeat the work? Have you chosen the right method?

Data analysis Are the results presented clearly and unambiguously? Have you used the appropriate statistical procedures?

Understanding Can you interpret the data meaningfully? Can you criticise experimental procedures constructively? Can you suggest ways forward?

UNIVERSITY OF CHICHESTER
GENERIC UNDERGRADUATE MARKING CRITERIA

The term 'answer' when used below relates to the work that was submitted in answer to the assessment task(s) set: it may refer in practice to a performance, an essay or any other form of assessment.

%Grade	Characteristics of % grade band
0%	Penalty grade for academic malpractice
1-9%	Of no relevance whatsoever to the objectives of the module assessment.
10-19%	Very little of any relevance or substance. Lacking in application or quality.
20-34%	An attempt has been made to address the relevant issues, however it is still mainly of little relevance or is scanty and backed up with little or no evidence. The style may be inappropriate, with serious errors of grammar, spelling and structure. Displays some intellectual or practical application.
35-39%	Some relevant issues are addressed, however the answer is largely descriptive or anecdotal, or is backed up with little evidence. The style may be inappropriate, with serious errors of grammar, spelling and structure. Inability to handle knowledge; limitations in practical skills.
40-49%	The main issues have been addressed, but there may be some omissions. There is little theoretical content. The style may be inappropriate, with errors of grammar, spelling and structure. Limited in interpretative use of knowledge or in some practical skills.
50-59%	A competent answer, which addresses the main issues satisfactorily, but which may contain minor omissions or errors. Theoretical issues are addressed, but may be somewhat superficial. There is a degree of appreciation of the material, but this may show limited evidence of critical ability. The style is largely good. Good grasp of knowledge and practice with some limitations.
60-69%	All main issues addressed with clarity. There is evidence of wide reading. The work is well organised with relevant arguments cogently developed and supported by appropriate evidence. There is evidence of considerable critical and analytical ability, with clear insights and competent evaluation of material. It is well presented and structured. The grammar and style are good. Good capacity to interpret and use material flexibly, no practical inadequacies. At the higher margin work will not contain any errors or omissions.
70-79%	Highly critical and analytical, well presented and structured, with a comprehensive and insightful exposition of relevant theory and research. Demonstrates creative flair or excellent skill in performance linked with strong interpretative understanding.
80-89%	As 70-79, but makes innovative or original links with related theory and/or research. May be of publishable quality. Creative flair combined with strong interpretative understanding.
90-100%	As 80-89 but highly original or innovative, or creates an entirely new synthesis of ideas. Of publishable quality. Creative flair combined with profound interpretative understanding.

g. Submission of coursework

You will be required to submit your coursework to the Physical Education Administration Office which is located on the top floor of New Hall.

Assignments must be submitted by 12.00pm. Any work received after this time will be marked at 0%.

All assignments are marked anonymously. When you hand in work you will complete a cover sheet. The top sheet of this has your name on and is removed by the office.

It is your responsibility to ensure that you enter your candidate number. A failure to do so will result in your work being marked at 0%. It is also your responsibility to keep a copy of all assignments should they be required at a later date.

h. Extensions

If you need to negotiate an extension of a deadline as a result of problems, such as illness or family difficulties, you should do so with the Programme Co-ordinator. This negotiation must take place **before** the submission deadline; **poor personal organisation is not adequate grounds for extension.**

i. Mitigating Circumstances

If there are circumstances, such as ill health or close family bereavement, which might seriously have affected your performance in either coursework or examinations and you wish the Board of Examiners to take this into consideration please contact the Physical Education Office for details of how to submit evidence.

j. Assignments

You should attach the appropriate multiple copy assessment sheet to the front of all coursework assignments before handing them in. Tutors use these sheets to make comments on your work for your guidance and for records. One copy stays with the piece of work. **You should retain all assignments of completed coursework**, along with the tutor's comments as they may be

required for resubmission to External Examiners as part of the final examination procedures. All grades awarded for coursework are subject to the approval of external examiners.

N.B. 'Due date' is the date of submission published in writing by the course/programme co-ordinator. Normally this will be done at the same time as the work is set.

'Agreed deferred date' is the date of submission approved in writing by the course/programme co-ordinator as a result of negotiation between student and tutor after written application (made **before** the due date) showing reasonable cause for late submission.

The University includes in its regulations, an expectation of appropriate graduate standards of literacy and numeracy. Students handing in work which does not reach these standards will have their work assessed under normal procedures; they will then be given an opportunity to correct the inadequacies and re-present the corrected work within three days. If the corrections are acceptable, the preliminary grade given will stand; other work will be downgraded.

6.5 Presentation of Coursework

Please complete a cover sheet (available from the physical education admin office) ensuring that your student number is on all submitted work. Please submit your work in a clear plastic wallet.

You are not required to produce a turgid or stereotyped style of writing, and in any case the demands of an essay, a piece of analysis, or a laboratory notebook can be quite different. Undergraduate work does however, need to reach acceptable levels of scholarship.

The presentation of scholarly work should be:

- **Accurate**
- **Consistent**
- **Clear**
- **Unambiguous and helpful to the reader**

You are expected to show familiarity with, and an understanding of, the ideas expressed in the programme/module you are following. You are not, of course, expected to show unquestioning agreement with any particular point of view; indeed, much good undergraduate work goes beyond

the descriptive level by adopting a critical stance in which contrasting viewpoints are analysed and evaluated and a reasoned conclusion is argued for. It also retains a lively personal quality not dulled by over-deference to authorities.

All work should be presented on A4 paper, word processed, on one side only. Typed text should be **Times New Roman 12, double spaced** except for long quotations which should be indented and single spaced. Graphs, tables and maps should be used to communicate information where appropriate. Lengthy pieces of work may require a table of contents. Footnotes should be avoided.

7. Regulations (Referencing, Plagiarism and Academic Malpractice)

All written work undertaken on the BA (Hons) Physical Education **must** use the guidelines for referencing as described in this section. This referencing style **must** be followed carefully and consistently. Attention to detail, including the presence, absence and placement of punctuation is necessary.

Incomplete or inconsistent referencing is likely to be penalised.

References in the text should be written follows:

Smith (2007)...or...(Brown and Green, 2008)...or, if there are more than two authors, as Jones *et al.* (2006)...or (Jones *et al.*,2005).

Citations (references) of different publications by the same author(s) are differentiated as Green (2007a)...(Green 2007b); the a, b, c etc are normally in order of citation in the text.

Multiple citations are listed with the latest last. Within a year, they are organised in alphabetical sequence of the first author. Examples: ...consider that physical education is fantastic (Smith, 2005; Brown and Green, 2006; Jones *et al.*, 2006).

Reference section: A list of all cited references should be collected at the end of the paper in alphabetical order by, the first author's surname. Where the name of the first author appears more than once, the order is determined by: first, the number of co-authors (zero, one, or more than one); secondly, the first co-author's surname then the year; for two or more co-authors, year then order as dictated by the use of 1990a, b, c (for example) in the citations.

The following is an example of how references would be ordered in the reference list:

Brown (2005),

Brown (2007),

Brown and Jones (2008),

Brown and Smith (2003),

Brown and Smith (2005),

Brown, Smith and Jones (1999a),

Brown, Smith and Jones (1999b),

Brown, Jones and Smith (1999c).

Note that the last three examples would have been cited as Brown *et al.* in the text, with the a, b and c relating to the order of citation. The names and initials of all authors should be given in the list of references. The style should follow the examples as shown:

Books

Capel S. (1997). *Learning to Teach Physical Education in the Secondary School*. Falmer: Routledge

Journals (Papers or Abstracts)

Golder G. (2003). Inclusive Education: Making the most of what's available. *The British Journal of Teaching Physical Education*, **34**, 23-27.

Chapters in Books

Fullick P. (2002). Professional values and the teacher. In *Learning and Teaching in Secondary Schools* (edited by V. Ellis), pp. 8-18. Exeter: Learning matters.

Chapters in Published Books of Conference Proceedings or Abstracts

Howe, B.L. and Bell, G.J. (1986). Mood states and motivation of triathletes. In *Sports Science: Proceedings of the VIII Commonwealth and International Conference on Sport, Physical Education, Dance, Recreation and Health* (edited by J.Watkins, T.Reilly and L.Burwitz), pp. 273-278. London: E and F.N. Spon.

References to non-published material should be minimised, including collections of conference abstracts that are not generally available through libraries or electronic databases. When it is absolutely necessary to reference unpublished material, this must be done within the citation in the body of the paper, for example (Bartlett and Bremble, unpublished data).

Secondary references (a reference made by someone else, when you do not have the primary reference) should be avoided if at all possible; if not, the reference should be listed as, for example: Full reference cited in Zatsiorsky, V.M., 1995, *Science and Practice of Strength Training*. Champaign, IL: Human Kinetics.

The overuse of direct quotes should be avoided; when you refer to others' work you should clearly indicate any paraphrase and acknowledge the source correctly. Where direct quotes are used, the page number from which the quote was taken should be acknowledged. "Physical education is fantastic." (Black, 2008, page 33). When longer quotes are used they should be indented and appear single spaced.

Referencing electronic information using the Harvard System

Electronic sources may include information from a World Wide Web site; telnet, FTP or gopher site; from newsgroup or synchronous communications such as MOOs or IRC; and from listserv or e-mail.

If using this type of information in your assessments, take care to consider the merit of the material presented. Adopting critical reading skills such as questioning the author's position, considering the research in context and evaluating the logic of the argument, will allow you to make an informed judgement about the validity of the research.

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- * Who are the authors?
- * What do you know about the authors?
- * What is the perspective of the writer?
- * Why does this home page exist?
- * How old is the material?
- * Are the arguments logical?
- * Is there reliable evidence provided?
- * Is the material fully referenced or linked to other information?

When referencing electronic information, it is especially important to ensure that you are precise with the electronic citation - a typing or punctuation error can make the citation worthless.

Finally, it is important to note that things are changing rapidly and the future may bring an alternative approach to referencing electronic information. In the mean time, you are advised to follow the guidelines and examples presented below.

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The Journal of Sports Sciences uses modified versions of the Harvard (author and date) system that should also be adopted for electronic material cited within your writing. One difficulty that may arise is when you need to suggest a page number - to locate a quotation for example. As electronic sources do not use page numbers, it is sensible to replace the page number with the type of electronic source being used, e.g.

(Chen, 1995, WWW site) or (Greene, 1996, personal e-mail)

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Wherever possible, the following information should be included in the list of references.

- * the author's name

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!! 5/ /!) 1% 12%) 12@A 1!*(#\$03! *05/ %04 *01)!

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B\$*(22-%2-(1*0*)) %7!1\$*)*!, &+*2*0+!%0 1!\$*!)1:++01!)1(3* %7!+*5* &24 *0 19!162* %7!)#\$\$%&!
0(1-:* %7#%:-)*!(0+% 1\$*-#%0)A*-(1/0) 14 (+*! 6!1\$* 14 *0 1%-C

9-2&' /0: \$%+, -./0&-\$%+, -&727/(08\$

!

D&!)1:++01)!-##/5*!(!! '\$\$%&'(%)+*% ,! +*-- ./01% ,2&*% '32%9!, \$##\$ 1!\$*6!.**2 1!\$-%:3\$%:1!1\$*!
%:-16*(-12-%3-(4 4 *CB\$*!*82*#1(1/0) %7!)1:++012*-%-4 (0#* %0!)#\$\$%&' () *+!*82*-^0#*!
'*#%4 * 12-%3-*))5* & 14 %-* !+*4 (0+03C=-%7/!)!(. *!(##%:0 1%7!1\$*!)1(0+(+) /!1*4 /)*+!0 1!\$* BED!
=-%7%) /0(&' 1(0+(+) !% -B*(#\$*-) <F B ">GHHICB\$* !=-%7%) /0(&' 1(0+(+) !(-!(-03*+!0!
1\$-**!01*-?*&(1*+!) *#1/0)9!, \$##\$!% -4 !1\$*!' () /!% -(() *))4 *01;!

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+*3-*CE : -03 1!\$* 12-%3-(4 4 *!)1:++01)!, &1, %-!0!)#\$\$%& !0!' &#.)!% -LG!, **.)!0 !% 1(&!

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B\$*(/4 %7!1\$ /)!' &# . !)! % 12-%5/!*)1:++01)!, /1\$!)2*# /##!*82*-^0#* %7!1* (#\$03 1!\$* IP (1/0(&
Q : -#% & 4 12-%3-(4 4 *%7!)1:++01%#%: /03 %0 1!\$*!)1(0+(+) !-&(1*+!)2*# /##(&6 !% 1!\$* % -3 (0 /) (1/0!
(0+14 (0(3*4 *0 1%7!2\$6)##(&+*:#(1/0!(0+!1\$*!) . &!)!-R: /-*+!%7!1\$* 1!*(#\$*-C

!"#%&'(#&)'\$+&\$),,##,,-#.(\$+*\$(" ', \$/ "),#,\$,\$+. \$) \$) ,, 12) 34) ,', \$5\$,##\$() 43#4#3-6 7

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89: \$(#) % " '.8\$3) 9\$) .9\$; < \$ % # % (#9\$4, #&=) (4.1'.=#, (8) (=#\$ +&7

!"#\$) ' , \$+*\$(" ', \$13%>\$) &\$+\$#=#3/\$" #%+. *9#. %#\$) .9\$+- /#(#. %#\$\$. \$(#) % " '.8\$/ " ? , %) \$

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/&+ #, , 4.) \$- +9@ #, 7

!"#%&'(#&)'\$+&\$),,##,,-#.(\$+*\$(" ', \$/ "),#,\$,\$+. \$) \$) ,, 12) 34) ,', 75\$,##\$() 43#4#3-6 \$

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Appendix A

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!"#\$%&'()*+,-./:;<=>?@)	2!	3 24526!	3 2575458565952:52;52<5725=7!
>?&@A/0123456789'()*+,-./:;<=>?@)	2*7!	3 25752<57:572F!	3 7;576!
>?&@A/0123456789'()*+,-./:;<=>?@)	2!	3 2452<!	3 57545859527529!
B0-)'\$%&'()*+,-./:;<=>?@)	2*7!	3 24!	3 25752:52652957=5=5=2!
"./0123456789'()*+,-./:;<=>?@)	7!	3 24!	3 25752:52652957=5=5=2!
>?&@A/0123456789'()*+,-./:;<=>?@)	7!	3 7545275245!	3 2657;/!
G,/0123456789'()*+,-./:;<=>?@)	7!	3=52;!	3;52<52957:!
"')/0123456789'()*+,-./:;<=>?@)	7!	3 252452<!	3 75=-5;52:572F57;@!
PA./0123456789'()*+,-./:;<=>?@)	=!	3 2575=565952:52252752<52957:5 7757;5785=:5=2!	3 45;585<52452;57257<579!
"')/0123456789'()*+,-./:;<=>?@)	=!	3 452452<57757;/!	3 75=-56-5952:572F57;-575765 7<!
P#0123456789'()*+,-./:;<=>?@)	4!	3 72!	3 2<52957:!
B,'#,%&'()*+,-./:;<=>?@)	4!	3 75<59524!	3 25458526!
K-0-0,E,0?&'')/0123456789'()*+,-./:;<=>?@)	4!	3 2:524!	3 458527572F57;F578F57<!
PA&A.-0&0C\$?0G(&?&'!!	4!	3 2452<!	3 754585<59527529!
B0-)'\$%&'()*+,-./:;<=>?@)	4!	3 459524!	3 2657;/!
B0-)'\$%&'()*+,-./:;<=>?@)	4!	3<52452;52<57757;5785765=:5=2!	3 652:52257257<579!
B0-)'\$%&'()*+,-./:;<=>?@)	4!	3=-52:52252452;52<5295775 7;-5785785=:!	3=5452852657:579!
"#)'\$%&'()*+,-./:;<=>?@)	;!	3 24!	3 2:572!
B((%)&'')/0123456789'()*+,-./:;<=>?@)	;!	3 25456-5952457757;/!	3 75=5;5<52:52757;-57578F5 76!
B,'#,%&'()*+,-./:;<=>?@)	;!	3=5652:522!	3 2575<52457:5785=:!
P&E(-.-0123456789'()*+,-./:;<=>?@)	;!	3 2452<!	3 754585<59527529!
"',@-0&0\$-0&0\$ 0123456789'()*+,-./:;<=>?@)	;!	3 456-5<5952:52252752452652<5 2957757=574!	3 2575=57457;578!
"',@-0&0\$-0&0\$ 0123456789'()*+,-./:;<=>?@)	;!	3 25752:52252452;52652<5295775 7=57;57857657<!	3 85795=:5=25=75=!
B0-)'\$%&'()*+,-./:;<=>?@)	*8!	3 25=54565<5952:52252452;52<5 7757=57;57857657<5795=:5=2!	3 752957:574!
B0-)'\$%&'()*+,-./:;<=>?@)	*8!	3 2:52252752452<529572-57757;5 785765795=:5=2!	3 257585659526!
+,'-./:;<=>?@)	*6!	3 24!	3 2575852<5265=25=7!
".&C''0-0'&'()*+,-./:;<=>?@)	6!	3=5;52:52252452;57757=!	3 65<5952752=52<52957:57457;5 7857657<!
"',@-0&0\$-0&0\$ 0123456789'()*+,-./:;<=>?@)	6!	3 2:52252752452;57757;!	!

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Appendix B

PROFESSIONAL STANDARDS FOR QUALIFIED TEACHER STATUS 2007			
#			
1	Professional Attributes		
#	\$%&'()*+,-(=>?@ABCD EFGHIJKLMNOPQRSTUVWXYZ[\]^_`a b c d e f g h i j k l m n o p q r s t u v w x y z { } ~ ¡ ¢ £ ¤ ¥ ¦ § ¨ © ª « ¬ ® ¯ ° ± ² ³ ´ µ ¶ · ¸ ¹ º » ¼ ½ ¾ ¿		
#	#	7&*4'# 8(0)#	9&/(/:05#&4)*('##;:-,*(#
Relationship with children and young people			
2 <#	= 0; (#>%#?@(*0/&, '###%5-)(, #), -#&4, ># @(&@5(#, *5A-:, >#0#&+ + :/ (, ##&#(, '4), >##%0# / (A#0, #0*%:(; (#%(:)#45#-4*0/&, 05#&/(/:05# 0, -##&' /OB5:'%:, >#0:)(('(*./45#)4' /: ># '4@&&); (#), -#&, '/)4*/:; (#)(50/&, '%@'# :# / (+ #	E# F# !# G I#	9)'(/, 0/&, ## (5. (, (0)5# 0, , ()# &.' ' &, 05#&@&)&0*%#&1 0)- '# @4@5'G# (/:, >#?@(*0/&, '#)&+ # &4'(/#4, *405:AC#)/(, -0, *(# -(+ 0, -: >#1, /(-#(0), : ># K 4/*&+ ('G(' &, #&, /(/, '# #'&# 50, >40>(G)0:'(G#..)(, /:0/&, G# :, *5A':; (#(0*%:, >#&, &)+ 0/&, # &55(*(-#(>0)-:, >#&4@'#04>%/# /4 &#&4@#; &5; (+, /#(0*%:, ># */:L(, '%@#1 #3=N#?/00 *4)):*450)# &)P#1 #)(50/&, '%@'# (;:-,*(###B'()); 0/&, ##&#%('G# 5(' &, '#
2 E#	R (+ &, '/)0/(##% (#&' :; (#, 05A ('G#//:4-('#), -# B(%0; &4)##% (A#?@(*##)&+ #%5-)(, #), -#&4, ># @(&@5I#	E# F# !#	S (:, >#0#&&-#&5(# &- (5#A' (# # 0@&)&@)0/(#0, >40>(I#&, ' :/(, *A# # 0@&)&0*%#&@&)(# #'&#(1 0)- '#, -# '0, */&, '#
Frameworks			
2 F#	TU#S (#0 1 0)(##% (#&).' ' &, 05#4/:('# # /(0*%(')#, -##% (# 0/4 &A#)0+ (1 &)P# :%:, # 1 %:*%#% (A# &)PD #	E# F# !#	V //(-, -0, *(#)# ((/:, >#G#,' /#4 &#)&5(I#)(OPWA, *%:/+ (#4/:('# *&+ @5(/&, ##&#)(50/(-#,-4*/&, # 0'P'#
#	TU#S (#0 1 0)(##% (#&5*:('#), -#)0*/:('# ##% (# 1 &)P@50*(#), -#%0)(#.#&55*/:; (#('@&, ' B5:A# &)#% (:)#+ @5(+, /0/&, I#	E# F# !#	70+ 50):A# :#%#&&5W-(@I# &5*:('## + @5(+, /0/&, ##&#(' (#
Communicating and working with others			
2 !#	X &+ + 4, *0/(# ..(*/:; (5A# :#%#5-)(, G#&4, ># @(&@5(G#&55(0>4('G#0)(, /'#), -#0)(')I# #	F# !#	X &5(*/:, ># :; 4/('##&# ((/:, ># 0//(-(-#; ;&5; (+, ##, #)(@&)# 1)/:, >#0)(, /'#; (:, : >'#&>: ># @%&, (#05'##0P(, #
2 Y#	Z (*&>, :(')#, -#)('@(*##% (#&, /)B4/&, ##%0# *&5(0>4('G#0)(, /'#), -#0)(')#0, # OP(##%#% (# -(:; (5@+ (, #), -# (5#B (:, >#&#%5-)(, #), -# A&4, ># (&@5(#, -##�:':, >#% (:)#; (5'## 0/0:; + (, I#	F# !#	3 0.#B):(:, >'#4 &#)#&5 I# 0''(+ B5:('#

[S I# 4)%(/#4:-0, *(#(>0)-:, >#% (# \$3# /0, -0)- '#0, #B(#&4, -#)#
%/@GWL 1 1 D-OD&:DAP#0)/, ()W// /0, -0)- W#4:-0, *(\]^D'@?#

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#	#	\$%&' (#) *+,#	-%*/.0+1#(%',&*(#2#304*/&*#
5 6#	7 +3*#A#%8 8 0.8 */ #:%%1+9%,+.0%/4#%: %;*,+.0*#% =0/># #	@# A# B#	C*+8 #*+&D0/>E#F.,+:&' ,,&' 1+ # (D+,*4#% =E#0/>#,% :+&.0*#0/# 4*;.3#
Personal professional development			
5 G#	H-I#J *2I* & #/4#B ; ,%3*#D*0,#, +&.0*E# /4# .+*#,* (%/ (0010L#% ,#01*/ .0L0/># /4#B ** 0/># D*0,#A *3*1% ;0/># ,%2*((0%/+1#**4 (#	A# B# MN#	OD+,0/>#+>*. (#2,%8 #, *30% ' (# *F;* ,0*/&*E#9 (*,30/># D*, (E#*((%/# *3+1'+.0%/ (#
#	H I#J * / .0L# ,0,0.0* (#2% ,#D*0,#+, I# ; ,%2*((0%/+1#A *3*1% ;8 */ #/)#D*#% / .*F #2# 0/4' &.0% /#	B#	OD+,0/>#+>*. (#2,%8 #, *30% ' (# *F;* ,0*/&*E#
5 P#	7 +3*#A# ,+.0*# /4#% / (. , ' &.0*1L# ,0.0&+1# +; ; ,%+&D#%< +,4 (#/ /%3+.0%/I#) *0/># , * ; + , *4#%# +4+; #D*0,#, +&.0*#K D* ,#) * / *20. (# /4# 0B ; ,%3*8 * / .(# , *#01* / .00*4 #	A# B#	Q 9 (*,3+.0%/#2# D*, (E#*((%/# ; 1+ /0/>#E#&&' ,+. *#3+1'+.0%/ (#
5 R#	S & # ; %/ #430&*# /4#2**49+&=# /4#) *# ; * / #%# &%+&D0/># /4#B */ ,0/># # #	@# A# B#	-1+//0/>#0/2%,8 *4#D1#(%' /4# *3+1'+.0%/E#(D+,0/>#A* ((%/# ; 1+ / (T' /0. (#2#% ' , ,0&' 1'8 #K 0D# 8 */ ,% , (E#*((%/#9 (*,3+.0%/E#&.0/># ' ; %/ #430&*#

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UV 3% , D* # ' 01+ / & * # * > + , 40 / > # D * # CO # . + / 4 + , A (# + / #) * # % ' / 4 # #
[D..;WK << ?A+>%3? =I;+ , / * , \(I0. \(: + / 4 + , A \(' 01+ / & * X " P ? + \(; F #](#)

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2	Professional knowledge and understanding #	
#	\$%&'(#)(*#+ + (-(-#&))#% (#)1 0)-#& #2 \$ 3#%&45-#	
		7&*4'# 9&/(/, /05#&4)*('#& #; :- (,* (# 8 (0)#
Teaching and learning		
2 "<#	= 0; (#)# ,&1 5(-? (#) , -# , -() ' /0 , - : , ?#& #0#)0 , ? (#& #/(0*% : , ?@5(0) , : , ?#0 , -#A (%0 ; &4)# + 0 , 0? (+ (, ## /0)/(? : ('#0 , -# , &1 # #&#A '(# 0 , -#0B##% (+ @# , *5A- : , ?# #&#B() '& , 05:' (# 5(0) , : , ?#0 , -#B)& ; - (#BB&)/4 , :/ : ('#&)#05# 5(0) , ()'#�*% : (; (#% (:)#B&/ (, /05#	D# 9) & #) ('(0)*%#& #&)&4B'#A (: , ?# E# /04?%#A '(#& #) ('&4)* ('#A '(#& # ; 0) : (G#& #/(0*% : , ?# G5 ('#A '(#& # - : .. () (, /0/ & , #A '(#& #) (1 0) - '#0 , -# '0 , * / & , '#
Assessment and monitoring		
2 ""#	H , &1 #% (#)' (''+ (, #) (I4 :) (+ (, /'#0 , -# 0))0 , ? (+ (, /'#&)#% (#4AJ (* /R*4)) : *45A + #) (0'# : , #% (#) ? (#)0 , ? ('#% (G#) (#)0 : , (-#&#/(0*%@ : , *5A- : , ?#%&' (#) (50) : , ?#&#B4A5 : *#L0+ : , 0/ & , '# 0 , -#405. : *0/ & , '#	E# 70+ 5&0) : G#A : %# *%&&5#B) 0* / : ('# MN# 4 , - () / > : , ?#0' (''+ (, #& #B4B5' : , *5A- : , ?#L0+ #& ; (5#A '(#& # 0BB)&B) : 0/ (#0 , ?40? (#
2 "O#	H , &1 #0#0 , ? (#& #0BB)&0*% ('#&#)' (''+ (, /# : , *5A- : , ?#% (#+ B&) /0 , * (#& #&) + 0/ ; (# 0' (''+ (, /#	D# P ('& , #B50 , , : , ?#%&1 '###' # E# 0' (''+ (, #A0' (-#L0+ B5 ('#& # MN# - : .. () : , ?#&) + '#
2 "D#	H , &1 # #&#A '(#&*05#0) , -# , 0/ & , 05# /0/ : / : *05# : , &) + 0/ & , #&# ; 0540 / (##) (# .. (* / ; (, ('#& # % (:)#/(0*% : , ?@#&# & , : / &)#% (#B)& ?) ('#& #%&' (# % (G#/(0*%#0) , -#� : ('#& ; (5#& #0/0 : , + (, /#	E# Q ('#& # , 0/ & , 05#& ; (5# , - : *0/ &) '#&# * & + B0) (#B4B5#& ?) ('#A (*&) -#B4B5# B)& ?) ('#%&1 #L0+ #) ('45' #
Subject and Curriculum		
2 "E#	= 0; (#)# (*4) (# , &1 5(-? (#) , -# , -() ' /0 , - : , ?#& # % (:)#4AJ (* /R*4)) : *45A + #) (0'#0) , -# (50/ (-# B (-0? & ?G#&# , 0A5#% (+ #&#/(0*%# .. (* / ; (5# 0*) &' #% (#) ? (#) , -#0A5 : G#0 , ? (#& #A % : *%#% (G# 0) (#)0 : , (-#	O# R BB)&B) : 0/ (#0) , : , ?#&4 / * & + ('# D# 0BB)&B) : 0/ (#0 > '#5(0)#/(0*% : , ?# E# B& : , /'#B)& ?) ('' & , #A : % : , #0 , -# MN# A / ((, # ('' & , '#
2 " !#	H , &1 #0 , -# , -() ' /0 , -#% (#) (5 ; 0 , ## /0/4 / & G#) , -# , & , S' /0/4 / & G#4)) : *450@#) 0+ (1 & > ' @# , *5A- : , ?# % &' (#B)& ; - (-#%) &4?%#% (#' 0/ & , 05# /0/ (? : ('@# &)#% (:)#4AJ (* /R*4)) : *45A + #) (0'@#) , -#% (# (#) (5 ; 0 , ## , : /0 ; ('#BB5 : *0A5 (#&#% (#) ? (#) , -# 0A5 : G#0 , ? (#&)# % : *%#% (G#) (#)0 : , (-#	O# 7 5(#& , /0 : , : , ?#0BB)&B) : 0/ (# 1 1 G# D# 0 , -#% % ()# 0/ () : 05' # (: ; (-#)& + # E# *4) (, ##4) * ('#%&&5#A0' (-# + 0/ () : 05' #

T U G#4) % ()#4 : -0 , * (#) ?0 - : , ?#% (# \$ 3# /0 , -0) - '#0 , #A (#&4 , -#) #
 % / B G K L 1 1 C - O C & ; C I > B O / , () ' K / / ' /0 , -0) - ' R 4 : -0 , * (V < W O ' B L #

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