UCAS Teacher Training

A guide to setting up Entry Profiles

UCAS
Teacher Training

Entry Profiles

Entry Profiles

1 Introduction and administration

1.1 What are Entry Profiles?

Entry Profiles are designed to give potential applicants specific information about training programmes and the training providers offering them. This information, that is extracted from the Entry Profiles system that runs alongside weblink, appears in our online search tool to enable them to make fully informed choices.

Staff can use their Entry Profiles to reach particular groups of applicants – for example, international students – or to explain how teaching placements will be arranged, or to outline the decision-making process.

You can find further information about Entry Profiles at **www.ucas.com/entry-profiles**, including:

- how to use Entry Profiles

- what to include

- benefits of Entry Profiles

- checklist for Entry Profiles

- submission and approval

- Entry Profile examples

1.2 How do I access the Entry Profiles system?

There is a link to the Entry Profiles system at **www.ucas.com/entry-profiles** when you are signed in to the secure providers' area of ucas.com.
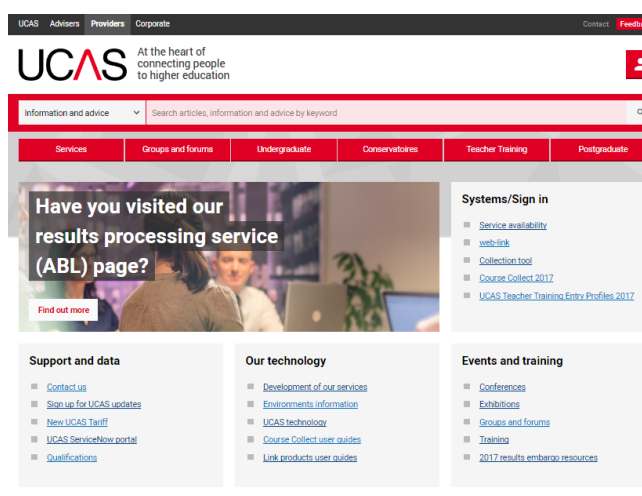
1.3 What are my Entry Profiles login details?

Administrator
UCAS will only issue the Entry Profiles administrator account details to the web-link systems administrator, who sets up and manages user accounts for both web-link and the Entry Profiles system. Only one person can be set up as the administrator. To change a web-link administrator, or if they forget their password, they should contact UCAS' Data Collection Team on 01242 544 864 or at **coursesdata@ucas.ac.uk**, remembering to include their Provider ID in the request.

At least one user account must be created by the administrator to create Entry Profiles. For an administrator to manage Entry Profiles data, they should set themselves up as a user. The administrator's details cannot be amended (except by UCAS).

User
User accounts are set up and managed by your web-link systems administrator, and enable users to add and edit Entry Profiles information for training programmes. If a user forgets their password, they should contact their training provider's administrator.

1.4 How do I add or edit user details?

Sign in to the Entry Profiles system using the administrator login details, and select the appropriate option from the administrator menu.
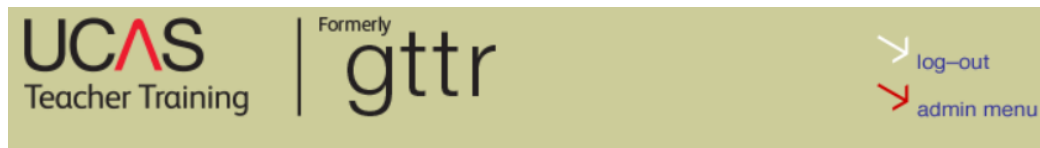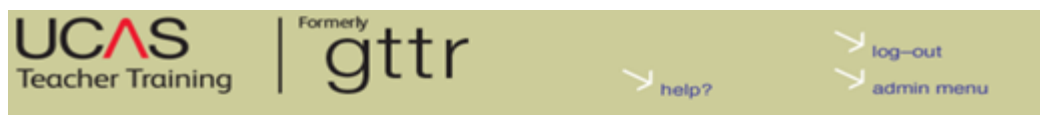

Administrator Menu

add a new user

edit/delete users

view all user details

To edit user information, you will require their password.

To add a user, you will need to select the corresponding option, enter details in the appropriate fields for each new user to be added, and assign the appropriate permissions from the drop-down menu.

Users can be given either 'Editor' or 'Approver' access:

* Editors can view and edit profiles and mark them as complete.

* Approvers can view, edit, and mark profiles as complete, and also mark profiles as approved.

< Administrators Menu

Add a New User

Fields marked with a * must be completed, the others are optional and can be left blank:

* Full name	Rose Boyd
* User name (min 6, max 10 letters)	rboyd123
* Email address	training@ucas.ac.uk
Telephone number	
Department or faculty	
* Select access permissions	Please select... / Editor: edit and complete profiles only / Approver: edit, complete and approve profiles

Please add a user password. It should b... ...letters or numbers. The password should be kept secure as it allows information about your training programmes to be edited online.

* Enter password	
* Confirm password	

2 Managing Entry Profiles

2.1 How do I manage my Entry Profiles information?

The Entry Profiles menu includes the following options:

- **View status of all training programme Entry Profiles** – this lists the status of all training programmes offered by this training provider.

- **Copy from one Entry Profile into one or more empty Entry Profiles** – this allows the user to select one training programme Entry Profile as a template and copy its contents into one or more training programmes which are currently empty.

When the **Copy** option is selected, the box on the left of the screen lists all the training programmes which contain some Entry Profile information. Users can select one from the list as a template Entry Profile. The box on the right of the screen lists all blank training programmes which have no Entry Profile information saved. Users can choose one or more blank training programmes for the template information to be copied into, selecting multiple training programmes by holding down the **Ctrl** key.


Please note: Programmes with multiple venues will only show once on this screen.

- **Add/edit generic information about this training provider** – this option is for entering information about the training provider, which will then be displayed as relevant to all training programme Entry Profiles at this training provider.

- **Add/edit specific information about a training programme** – all training programmes offered by the training provider are listed. Selecting a training programme will take you to the programme menu so you can enter Entry Profile information specific to that programme.
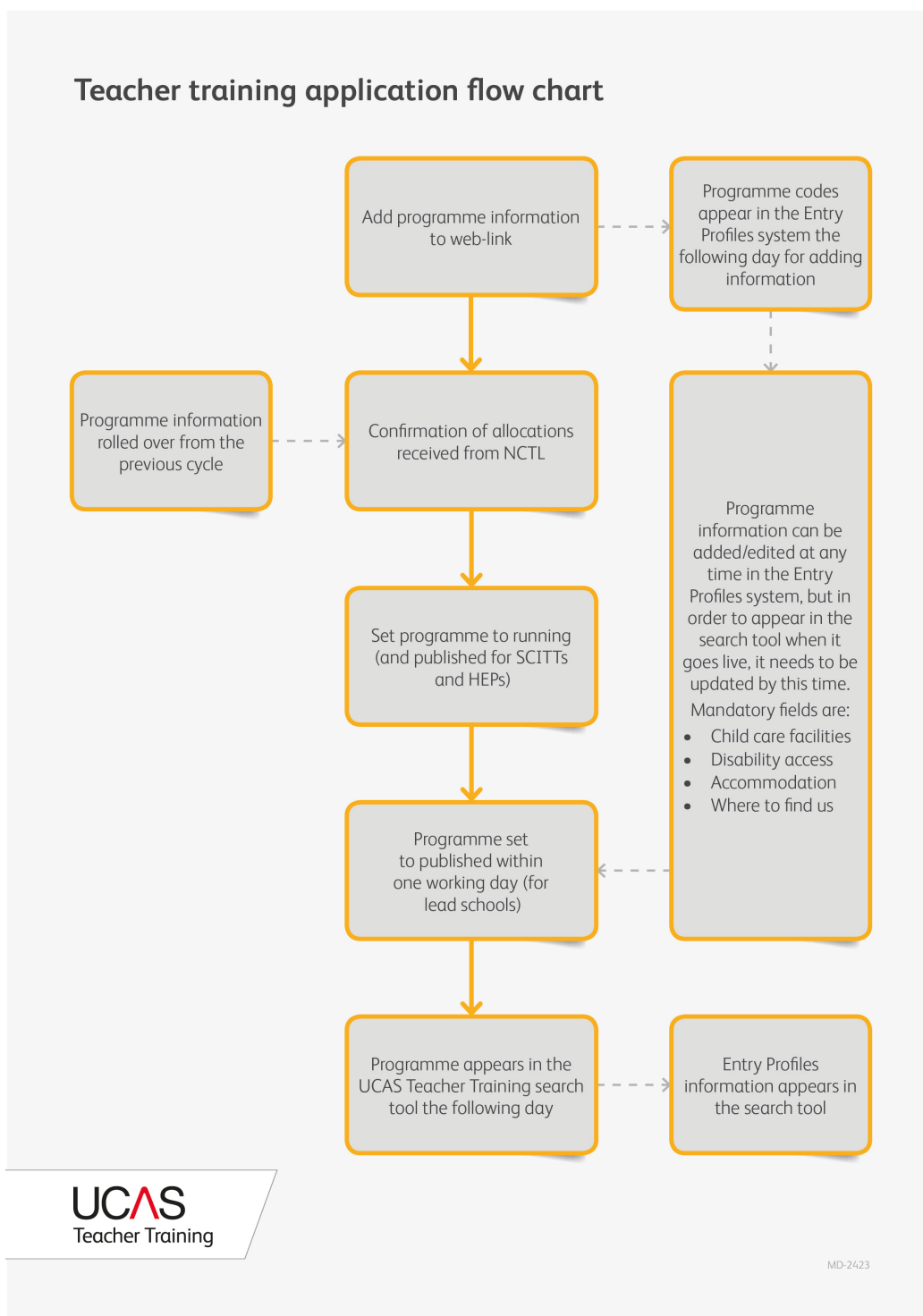
2.2 How do I view the status of my Entry Profiles?

This option allows you to view the status of the training programmes you offer. Use the **List** buttons to expand training programmes by category. You can then link directly to the programme menu to continue editing the Entry Profile. Use the **Hide** buttons to remove the list from the screen.
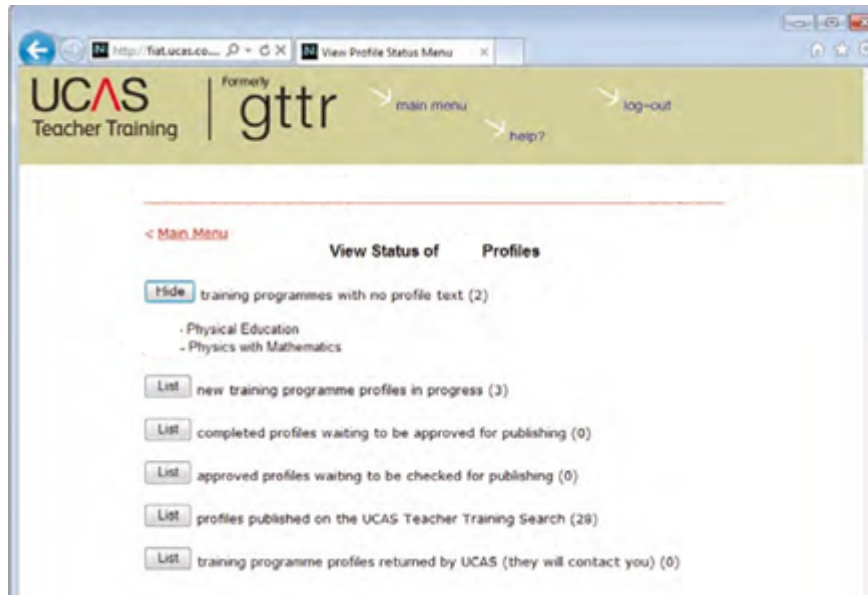
2.3 What is the deadline for adding new Entry Profiles?

Entry Profiles information can be added/edited at any time in the Entry Profiles system. However, it must be updated by the time the search tool goes live, in order for the information for running and published courses in web-link to show. The process for adding information is below.

Teacher training application flow chart

- Add programme information to web-link
- Programme codes appear in the Entry Profiles system the following day for adding information
- Programme information rolled over from the previous cycle
- Confirmation of allocations received from NCTL
- Programme information can be added/edited at any time in the Entry Profiles system, but in order to appear in the search tool when it goes live, it needs to be updated by this time. Mandatory fields are:
  - Child care facilities
  - Disability access
  - Accommodation
  - Where to find us
- Set programme to running (and published for SCITTs and HEPs)
- Programme set to published within one working day (for lead schools)
- Programme appears in the UCAS Teacher Training search tool the following day
- Entry Profiles information appears in the search tool

MD-2423

3. Entering Entry Profiles information

3.1 What information is included in an Entry Profile?

In the Entry Profiles system, information can be entered in the following sections:

- Why train with us?
- About this training programme
- About this training provider
- Entry requirements
- What we are looking for
- How we select our trainees

3.2 Why train with us?

This section offers a training provider the opportunity to highlight the special features of their training programmes, or of the training provider itself. It is essentially the marketing header for the whole training programme Entry Profile.

To enter information in this section, type directly into the text box, or cut and paste from another document. Please remember select **Save** before leaving the screen.

Here is an example of how this section will appear in the search tool.

3.3 About this training programme

This section is where you can provide all the information a potential applicant might need to know about this training programme.

This section must contain at least one topic heading, with either a link to your own website or some text about the training programme.

Applicants may also find it helpful to know about the financial support available, and read comments from training programme graduates who are now teaching.

3.4 About this training provider

The information in this section will be displayed for all your training programme Entry Profiles. You can either enter a link in the box provided to the relevant section of your training provider's website, if this information is already available there, or click the link to the right of the heading to add text instead. This will then load the second screen, where you can enter text to be displayed under that heading.

This screen contains eight fixed paragraph headings and seven blank headings for you to add optional headings of your choice. Please remember to **Save** after adding any additional headings. A link to add text or a URL will then appear alongside the heading.

If you choose not to provide information for one of the fixed headings, that heading will not be displayed in the final Entry Profile in the search tool.

There are four mandatory headings where you **must** enter either a URL or text:

- Accommodation
- Child care facilities
- Disability access
- Where to find us

This is so potential applicants can make informed choices about training programmes.

Your disability access policy may be to discuss an applicant's needs individually with them, rather than give specific information here. You may therefore wish to provide contact details of a named member of staff under this heading.

If a training provider is a group of schools, they may want to add a URL for each school in the **Add further categories** section.

Here is an example of how this section will appear in the search tool.

Please note: The name and address for your training provider are already collected by UCAS and will automatically be displayed on every training programme Entry Profile.

3.5 Entry requirements

This section should inform applicants about the qualifications and experience they need to be eligible to apply for the training programme.

Degree

Please be specific if you require an applicant to have gained a degree at a particular classification, or in a certain degree subject. There is an optional box where you can specify the level of degree required. If there are degree subjects you will not consider at all, please make this clear.

You can also stipulate other qualifications or experience required under the appropriate headings, and how the applicant should check the suitability of the qualifications they hold.

GCSE examinations

Please state the GCSE requirements for entry to this training programme, including whether the applicant should hold those qualifications before applying, or whether they can be gained before entry to the training programme. If you require specific qualifications at GCE A level, please also make this clear.

Here is an example of how your information will appear in the search tool.

3.6 What we are looking for

Here you should outline the personal qualities and practical experience you expect to see in applicants.

Here is an example of how your information will appear in the search tool.

want to teach?
search for training programmes
how to apply
apply
track

UCAS Teacher Training | Formerly gttr

training programme :

Science with Biology:

what we are looking for

What We Are Looking For
We are looking for committed people who have a real interest in all aspects of education and who have the stamina, determination and personality to become outstanding teachers.

We expect all candidates to have thoroughly researched the role of the Secondary School teacher and it is strongly recommended that you will have had some recent experience in a UK Secondary School prior to application.

You need to be very clear about why you want to become a teacher, the skills involved and what you can bring to the profession.

In line with government requirements, ideally you should have passed the literacy and numeracy skills tests prior to interview. If not, then these would be a condition of any offer.

> entry profile

> about this training programme
> about this training provider

< profile

3.7 How we select our trainees

Any qualities, characteristics, and experience you are looking for should be included here.
Here is an example of how your information will appear in the search tool.

want to teach?
search for training programmes
how to apply
apply
track

UCAS Teacher Training | Formerly gttr

training programme :

Science with Biology:

how we select our trainees

At interview
Candidates will be invited to interview, where they will demonstrate their aptitude for teaching Science.

> entry profile

> about this training programme
> about this training provider

< profile

4. Reviewing Entry Profiles

4.1 How do I view my Entry Profiles?

Clicking on the **view profile** link in the header will display the Entry Profile based on the information entered up to this point.
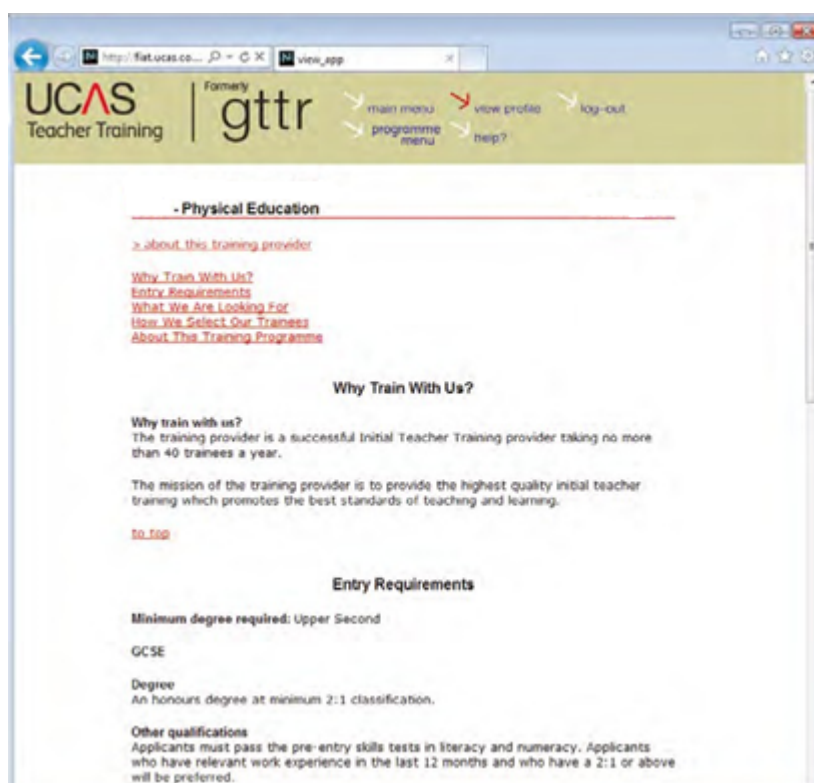
4.2 How do I approve and publish my Entry Profiles?

- Once you have completed the training programme Entry Profile information, it must be marked as **Complete** – this can be done by editors or approvers. Click **programme menu** to complete.

- Once complete, it must be checked by the training provider then marked as **Approved**. Only approvers can approve training programmes.

- Once approved, UCAS will publish the training programme Entry Profile to be displayed in the search tool within three working days. You cannot make changes to an Entry Profile while it is being approved by UCAS.

- Once the Entry Profile has been published, you can make changes to it by marking it as **Editable** again. Only approvers can mark the Entry Profile as **Editable**. Once you have made the changes, please remember to mark it as **Complete** then **Approved** again afterwards, for rechecking by UCAS and republishing to the search tool.
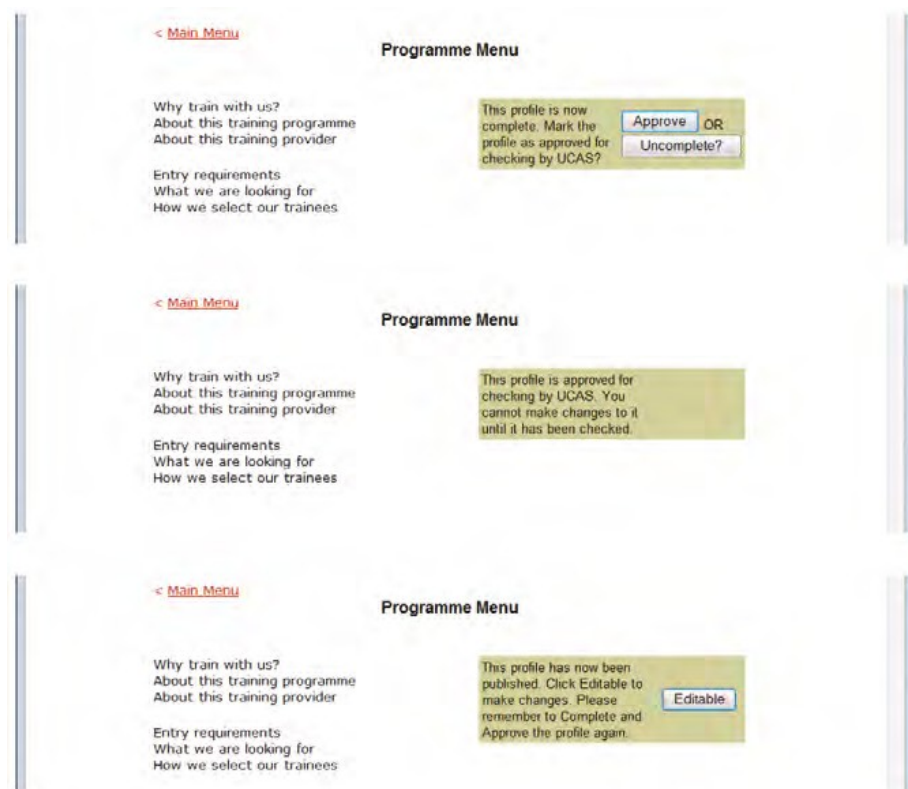
4.3 Common FAQs

- Why are my Entry Profiles not showing in the search tool?

  For Entry Profile information to be displayed in the search tool, a programme needs to be set to published, Entry Profile mandatory fields information completed, and the Entry Profile approved. The changes will not display on the Entry Profiles system until the following day.

- Why can't I edit/publish (approve) Entry Profiles?

  Entry Profiles can be edited or approved according to the permissions given to the user. If you are unsure of your permissions, you will need to speak to your administrator.

If the above information does not answer your question, please contact the Data Collection Team on 01242 544 864 or at **coursesdata@ucas.ac.uk**.

Appendix A – Primary and early years training programme

St Thomas the Great Training Alliance

Why train with us?

St Thomas the Great Training Alliance offers fantastic school-based learning in partnership with the University of Anytown. Having achieved an outstanding Ofsted rating for a number of years, this school is unique when it comes to teaching and learning at a primary level. Trainees will have the opportunity to undertake placements with a respectable network of primary schools, each providing a variety of experiences in the academic and pastoral curriculums. Our teachers have a proven record in training and professional development, and are keen to share their skills to develop the next generation of teachers.

About our training programme

Training programme features and benefits

Throughout this training programme, you will complete four master's-level assignments, which will result in the awarding of 60 master's-level credits. Each assignment aims to develop your understanding of your role in the school as well as the learning process, and how to make use of effective activities throughout the programme. You will receive weekly group training sessions provided by expert practitioners. A minimum of 90 days will be spent on placement in two different primary schools, which will offer contrasting experiences. The remaining days will be split between master's modules and school-based taught programmes.

Our training programmes prepare you to teach early years and primary school pupils, in subjects such as art and design, design and technology (food and textiles), drama, science, English, and mathematics.

Our mentors are excellent teachers, undertaking rigorous training programmes to further develop their skills. This enables them to pass on such skills as feedback, coaching, and classroom observation.

Your professional responsibilities will include assessing, planning, and teaching primary literacy and mathematics, and the wider primary curriculum.

Fees

The tuition fee for this training programme is £9,000, and £15,000 for international applicants.

Funding
Government grants and loans for teacher training programmes are available. Students can apply for a tuition fee loan and a maintenance loan.

Assessment

The master's modules will be assessed by the University of Anytown, and the school-based training will be formally assessed each term by practitioners from partnership schools.

School placements

The school placement will last 12 weeks in total and is split into three sections, providing progression from beginners, developing to extending placement.

About the provider

Accommodation
Rental properties are available locally.

Childcare facilities
Childcare facilities are provided on site.

Disabled access
For further information and support, please contact Lisa Green (Secondary) or Oliver Ryan (Primary).

Where to find us
View the 'Where to find us' information on the training provider's website.

Study facilities
There are quiet study and library facilities available.

Contact us
St Thomas the Great Training Alliance
Whitney Street
Leyland
PB49 7HK

Tel: 01612 500 063
Email: tgreen@stgreat.co.uk
Website: www.stthomasgreat.co.uk

Entry requirements

- A UK university-awarded degree or equivalent qualification.

- Grade C or above in GCSE maths, English, and science.

- A pass grade on the professional skills test.

- Evidence of classroom experience.

- Must be able to demonstrate an ability to communicate clearly and grammatically in both spoken and written Standard English.

For further information, please visit **www.stthomasgreat.co.uk**.

Disclosure and Barring Service (DBS)

It is the duty of all schools to protect vulnerable children and adults. If you are offered a place on the programme, the school will apply for a DBS check for you, as it is a vital entry requirement for this training programme.

The form will contain details of any cautions, convictions, reprimands, or any warnings recorded against your name (even where they would generally be considered spent), or will confirm that you have none. It will allow the school to make an assessment of your suitability for access to these vulnerable groups.

For more information, please see **www.gov.uk/disclosure-barring-service-check/overview**.

Overseas qualifications

Applicants who have studied outside of the United Kingdom must check their qualifications with NARIC (National Academic Recognition Information Centre) before making an application, to confirm their qualifications are of an equivalent level to UK GCSEs, A levels, and undergraduate degrees.

More information on NARIC can be found at **www.ecctis.co.uk/naric**.

What we are looking for

We are looking for those who have:

- excellent communication and organisational skills

- commitment to working hard

- the ability to establish good working relationships

- confidence and the ability to engage with children

- commitment to a professional team

- commitment to excellence in education

- flexibility – a crucial characteristic that is vital in this active and constantly changing environment

- some knowledge of current educational issues – this would provide evidence that the applicant has seriously considered their application

We welcome students from all backgrounds, and actively encourage male students to join this training programme, as there is currently a shortage of male teachers in the primary sector.

How we select our trainees

The University of Anytown will check all applications to see if the applicants meet the entry criteria. Those who are shortlisted will be invited back for an interview, which will involve a range of tests and activities to assess suitability for teaching. Successful candidates will then receive a formal letter of acceptance.

The interview will consist of:

- three people on the panel asking a series of questions, covering a variety of topics

- a short teaching session with a maximum of eight children, which will last up to 15 minutes. The children will be selected from different age groups and classes. Selected teaching topics will be given on the day, so candidates cannot prepare lesson plans in advance

- a 30 minute written task. Candidates will be given material to study relating to the task before the interview

References

It is the applicant's responsibility to ensure their referees are aware of their role, as well as making sure they follow UCAS' instructions for providing online references.

Appendix B – Secondary physical education training programme

St Thomas the Great Training Alliance

Why train with us?

St Thomas the Great Training Alliance consists of six secondary schools across Salford: Hope High School, Summer High School, Dell High, Beacon Hills High School, Bayside High School, and Deering High School. We have the experience and capacity to deliver outstanding teacher training for the next generation of teachers. As a team, we are passionate about teaching and learning, and we are also committed to providing exceptional initial teacher training. We have a diverse cultural mix of students who are keen to achieve. In a recent Ofsted report, our behaviour was said to be outstanding. We are a forward-thinking leadership team and our curriculum reflects the best possible way forward for all our students.

Our aim is simple. We want to continue our long tradition of raising standards through effective teaching and learning, while providing the highest level of quality for learning and development.

About this training programme

Training programme features and benefits
This secondary physical education training programme is being offered at one campus in a consortium of six schools.

The training programme content will follow the taught sessions of subject knowledge, pedagogy, and academic assignments for PGCE secondary physical education at the University of Anytown. For those wishing to gain master's credits, the assignments – combined with teaching file and portfolio – will all contribute towards the final grading.

The training programme has subject-specific sessions at the university spread throughout the year, combined with school experience based in two contrasting school placements to broaden your horizons and teaching methods. The programme combines both academic-based assignments and practical teaching experience. The teaching placements are in two schools spread over the academic year. The assignments range from professional studies to subject-specific, and students are able to submit at master's level.

Timetable

Your timetable for the programme will start with university-based work and then progress to school-based work. During both teaching placements, all trainees will attend subject and professional studies at the university.

Placement one: You will begin with collaborative work and observation, and teaching will range from 25% to 50% by the end of the first placement, combining collaborative and solo training.

Placement two: Collaborative and solo teaching will increase to up to 60% solo teaching by the end of your placement.

Assessment

An assessment of the training programme is through written academic assignments, and also the completion of two successful teaching placements.

The programme operates under the Postgraduate Regulatory Framework which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the award is classified.

All student teachers are initially registered for the Professional Graduate Certificate in Education (PGCE). This is a course of 120 credits at Level 6. In December, student teachers may apply to be registered on the Postgraduate Certificate in Education (PGCE [M]) where up to 60 M-level credits can be gained from subsequent work. Therefore, the PGCE (M) will result in 60 credits at Level 6, and 60 at Level 7.

- Summative Assessment Assignment 1 (3,000 words).
- The focus is on Learning Assignment 2 (3,000 words).
- The focus is on planning a unit of work for Assignment 3 (3,000 words).
- The focus is on a whole school policy.
- A portfolio with a reflective final commentary (3,000 words).
- An oral presentation of a school-based research project.
- Additionally for the M-level award, the completion a 1,500 word literature review.

Entry requirements

Degree or equivalent

All applicants must hold a first degree, with a minimum 2:2 classification or equivalent. The majority of your degree should be either in physical education or in a closely related subject area, such as sports science.

GCSEs

You must have GCSE mathematics and English at grade C or above (or equivalent). If

you do not meet these requirements, you have the opportunity to sit equivalency tests for these subjects.

School experience

All successful candidates are recommended to undertake some school experience prior to the start of the course. The experience of working with children in an educational setting will give you a clearer insight into the learning environment and new teaching methods, plus the chance to observe the teaching skills of experienced practitioners.

Professional literacy and numeracy skills

We will help you develop the necessary knowledge and understanding of language and how it works in order to effectively teach literacy with confidence. We will also help you build your understanding of mathematics, so you can teach numeracy with confidence. You will have the opportunity to develop your IT skills, as much of your work will be completed electronically.

Interpersonal skills and aptitude for teaching

Becoming a teacher is very much about being a team member, and this will be reflected over the tenure of your programme. You will need to work effectively on joint projects, work as a member of the team, and accept leadership roles. It may be beneficial to have a keen interest or hobby, as you could bring this to the school as an extracurricular activity.

Good health

Teaching is physically and mentally demanding. You will need to satisfy us that you have the health and perseverance required to successfully complete the programme and move into the teaching profession.

How we select our trainees

References

We require two references, of which one will be an academic reference. For applicants who finished their studies more than five years ago, we realise this may not be the most appropriate. In such cases, employers or teachers from the school(s) you visited while gaining your school experience can be used to provide a reference, as they would be able to comment on your suitability for the teaching profession.

Interview

We interview all shortlisted candidates prior to making an offer to train with us. If you are invited to interview, you will be expected to be familiar with key issues and developments in secondary schools – especially those in your subject area.

The programme for the selection process includes a collaborative approach between the University of Anytown (UA) and the schools working in partnership. Your interview may take place with representatives from UA as well as the lead school.

Interviews may include any of the following:

- small group or class teaching

- meeting pupils and staff

- tour of school

- introduction to the training programme

- group discussion of general issues in education and what it means to be a teacher

- subject-specific presentations by applicants

- meet subject tutors as a subject group, followed by individual interviews

You will be judged on your ability to communicate clearly and on your engagement with the audience.

As part of the subject-specific criteria, you will be asked to complete a written task. All teachers need to be able to write English clearly without errors of spelling, grammar, or punctuation, because it is part of their job to teach pupils to do this. This task will help identify any difficulties you may have to address before joining the programme. The individual interview will explore subject-specific issues, as well as your reasons for teaching. It will explore your attitudes to young people and your understanding of what teaching entails. You will be judged against the criteria below:

- Appropriateness of subject qualifications and relevance to subject teaching.

- Capacity to extend subject knowledge.

- Awareness of the role and responsibilities of a teacher.

- Teaching experience.

- Resilience.

- Ability to communicate effectively.

- Enthusiasm for, and commitment to, teaching.

- Awareness of personal strengths and weaknesses.

UCAS
Teacher Training

UCAS
Teacher Training