

Programme Specification for Postgraduate Certificate in Education with QTS and Professional Graduate Certificate in Education with QTS (and Postgraduate Certificate in Education non-QTS and Professional Graduate Certificate in Education non-QTS)

This document applies to Academic Year 2024/25 onwards

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester (UW) Barr Beacon SCITT (BB) |
| 3. | Programme accredited by | Qualified Teacher Status (QTS) recommendations made by the individual teaching institution to the Teaching Regulatory Agency (TRA) |
| 4. | Final award or awards | Postgraduate Certificate in Education (PGCE) (60 credits at Level 7 with QTS) Professional Certificate in Education (60 credits at Level 6 with QTS) Postgraduate Certificate in Education (PGCE) (60 credits at Level 7) Professional Certificate in Education (60 credits at Level 6) |
| 5. | Programme title | Secondary Postgraduate Certificate in Education (PGCE). |
| 6. | Pathways available | Subject pathways: All the following subject pathways are available at UW and BB Art & Design Business (14-19) Business with Economics (14-19) Computer Science Design & Technology (Food) English Geography History Mathematics Modern Languages - French; Modern Languages - French with German; Modern Languages - French with Spanish; Modern Languages - German with French; Modern Languages - German; (BB only) Modern Languages - Spanish Modern Languages - Spanish with French; Physical Education (PE) Psychology (14-19) Religious Education Science (Biology) Science (Chemistry) Science (Physics) All 11-16 with post 16 enhancement unless otherwise stated. |
| 7. | Mode and/or site of delivery | Site of Delivery; <ul style="list-style-type: none"> University of Worcester Barr Beacon School, Aldridge, Walsall Plus regional training hubs and placement schools |

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| | | The PGCE Programme: The Professional Studies element is delivered through collaboration between the accredited provider, regional delivery hubs and partnership schools. Subject sessions are delivered by the university lead mentor and/or teachers in partnership schools/ schools. |
| 8. | Mode of attendance and duration | One year (three terms) for all subjects. Full attendance is compulsory for all components of the programmes. |
| 9. | UCAS Code | Course codes for DfE apply can be found on the respective websites. UW Secondary PGCE Barr Beacon SCITT |
| 10. | Subject Benchmark statement and/or professional body statement | Teachers' Standards (2013) and Initial Teachers Training (ITT) criteria: supporting advice (updated 1 Sept 2022) |
| 11. | Date of Programme Specification preparation/ revision | <p>April 2016 - approval June 2016 - amendment to UW enhancement activities</p> <p>July 2016 - amendment to pathways/Section 6. July 2017 - approval of Prince Henry's and South Worcestershire SCITT/removal of references to Devon Secondary Teacher Training Group (DSTTG) following its closure.</p> <p>August 2017 - AQU amendments.</p> <p>January 2018 – Amendments to programme tiles in languages and business, business with economics. March 2018 - amendments in light of a review of approved variations to regulations. July 2018 - Amendment to pathway titles. References to NCTL replaced with DfE. August 2018 – AQU amendments</p> <p>January 2019 – changes to address the ITE workload reforms moving to a professional practice 0 credit module. (Uploaded May 2019). June 2019 – Correction of terminology in relation to the award. Removal of DfE. Addition of Teaching Regulatory Agency (TRA). August 2019, AQU amendments to Section 19. April 2020, amendment to Section 18. July 2020, Section 19 amended for PGCE consistency. August 2020 – AQU amendments (Fitness to Practice added). September 2020, trainee to student revision October 2020, Addition of Art and Design, Section 5 and section 6 amended. August 2021 Removal of the term 'apprenticeship' and change to section 13 mode of delivery. August 2021 – AQU amendments. September 2021: addition of Spanish, section 6 amended.</p> <p>February 2022: Reference to the CCF added to section 14 Assessment Strategy</p> <p>June 2022: addition of online learning</p> |

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| | | hours/summer updates August 2022 – AQU amendments January 2023 - Added Design and Technology (Resistant Materials) pathway PHSW SCITT only July 2023 – Inclusion of ITaP and terminology change in response to DfE reaccreditation. More explicit detail on exit awards |
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12. Educational aims of the programme

The programme aims to educate student teachers to meet the Teachers' Standards (2013) for Qualified Teacher Status (QTS) and the opportunity to gain 60 credits at Master's level.

At the heart of good teaching is the desire to promote learning, and the love of learning. Nothing is taught until it is learnt. To achieve this, the programme aims to develop teachers who are:

- Resilient, supportive professionals with strong values and high standards of personal conduct.
- Effective communicators who collaborate to support wider educational opportunities for all.
- Ambitious participants who are creative, informed intellectuals and promote a love of learning.
- Confident and critically reflective practitioners motivated to continually improve practice.
- Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being, and educational progress of all learners.

All students are registered on the level 7 route where they are expected to complete assignments that meet the learning criteria as defined by the University's Taught Courses Regulatory Framework. Some students, in consultation with subject tutors, may opt to take the level 6 award with descriptors defined by the [level 6 FHEQ: bachelor's degree with honours](#).

13. Intended learning outcomes and learning, teaching and assessment methods

Each programme enables all students to become autonomous learners. The programme is designed to support students of varying experiences, needs and background; develop their key/transferable skills; disseminate good practice in learning and teaching and monitor the quality of the student experience.

Training enables students to acquire the knowledge and skills they need to teach within the phase for which they are training. All student teachers teach pupils aged 11-16 with post 16 enhancements apart from Business, Business with Economics and Psychology students who teach pupils within the 14-19 age range. All students engage with the expectations, curricula, strategies, and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach.

All successful students will meet the Teachers' Standards' (2013). This postgraduate programme with QTS is designed to meet specific requirements laid down by the TRA and against which judgements by OFSTED inspections are made. This is assessed via a professional practice module (PSEC3000) that has a 0 credit rating towards the PGCE qualification but is a compulsory component to achieve the recommendation for QTS.

All students are required the opportunity to spend at least 120 days in two contrasting schools/colleges.

There is also a requirement for 20 discrete days for Intensive Training and Practice (ITaP). These explore a specific theme, such as 'explanations and modelling' and include some time in school/working with expert colleagues. These days are in addition to the required 120 placement

days.

| Knowledge and Understanding | | | |
|------------------------------------|---|----------------------|---|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s | Award |
| 1. | Display mastery of a complex and specialised area of subject pedagogy | PSEC4003 (LO3) | <i>Postgraduate Certificate in Education</i> (PGCE M) |
| 2. | Critically review, consolidate, and extend a systematic and coherent body of subject pedagogy | PSEC3003 (LO2) | Professional Graduate Certificate in Education (PGCE) |

| Cognitive and Intellectual skills | | | |
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| 3 | Develop and critically evaluate new educational skills and techniques | PSEC4002 (LO1) | Postgraduate Certificate in Education (PGCE M) |
| 4 | Demonstrate a deep understanding of key aspects of effective teaching and learning | PSEC3002 (LO3) | Professional Graduate Certificate (PGCE) in Education |

| Skills and capabilities related to employability | | | |
|---|---|----------------|--|
| 5 | Demonstrate expertise in research skills related to developing practice | PSEC4003 (LO1) | Postgraduate Certificate in Education (PGCE M) |
| 6 | Design and apply appropriate research methodologies to classroom and policy practice | PSEC4003 (LO2) | Postgraduate Certificate in Education (PGCE M) |
| 7 | Conduct research into school policy and teaching and learning, using, and modifying advanced educational research methods | PSEC4003 (LO3) | Postgraduate Certificate in Education (PGCE M) |
| 8 | Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school | PSEC4002 (LO3) | Postgraduate Certificate in Education (PGCE M) |
| 9 | Engage as research active students in school based specific specialist research | PSEC3003 (LO2) | Professional Certificate in Education (PGCE) |
| 10 | Demonstrate accountability for determining their own progress and that of pupils | PSEC3002 (LO4) | Professional Certificate in Education (PGCE) |

| Transferable/key skills | | | |
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| 11 | Communicate results of research to a variety of audiences including peers, academic staff, and practitioners in schools | PSEC4003 (LO1) | Postgraduate Certificate in Education (PGCE M) |
| 12 | Engage with the professional knowledge base related to teaching and learning, research, and advanced scholarship. | PSEC4003 (LO4) | Postgraduate Certificate in Education (PGCE M) |

Learning, teaching, and assessment

Teaching

Programme design underpins the Meeting the Teachers' Standards (2013) and the [Initial teacher training \(ITT\): core content framework](#) (November 2019).

Each programme incorporates a range of teaching, learning and assessment methods including lectures, workshops, peer group activities, seminars, directed reading, independent research, directed study tasks, presentations, e-portfolio, tutorials and school experience. There are also 20 days identified within the provider-based programme for 'Intensive Training and Practice' (ITaP), where there is a focus on an area of pivotal practice.

Students' experience specialist subject training to develop the necessary knowledge and understanding of their subjects and related pedagogy, which will enable them to teach their subjects across the full age and ability range of training.

Schools and further education settings in the partnership play a crucial role in designing training that provides the range of experiences that students need. 'The cream of the talent' from within the partnership, alongside subject specialist tutors, provide taught experiences to give students a breadth of experience and provide them with opportunities to demonstrate all the Teachers' Standards

In addition, meetings with Personal Academic Tutors (university lead tutors) are scheduled throughout the course. Tutors and Regional Training Hub Leads also visit students in school to quality assure the process and offer tutorial support.

The majority of teaching sessions will be face to face. There will be elements, especially large cohort sessions, that may be delivered online.

Typically contact hours for the centre-based training will be structured around:

- Interactive small group seminars on campus
- Practical skills sessions on campus
- Scheduled online lecture/discussions.

In addition, students will be expected to engage in tutorials, online research, completing learning activities and accessing learning materials each week. This includes independent study preparing for assessments.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Students will complete two Level 7 modules (Developing Learning and Teaching and Evidence Informed Teaching), with specific hours dedicated to contact time, each totalling 300 hours. This is indicated in the module specifications. Students will also receive individual support from a Personal Academic Tutor. Trainees will have shared delivery between the university and partnership institution. The programme is designed to provide at least 120 days of school experience in at least two schools. Every trainee will receive their entitlement of 1.5 hours per week of mentor support whilst on placement. This is in line with requirements from the Department for Education and Ofsted and monitored through trainees' weekly reflections and quality assured during tutor visits. In addition, students spend time in the University and/or partner school. Students will normally spend a total of 43 weeks engaging with the course. This includes a balance of taught sessions, independent study and school experience. Of this, normally at least 24 weeks will be in school. During university-based days, the anticipated number of contact hours will be 6 hours per day. Students are expected to engage in independent study during university-based days alongside the taught sessions. In total, students will normally spend 37 hours per week engaging with the course during provider-based university-based weeks.

Teaching staff

Students are taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors with Qualified Teacher Status and extensive school experience. The expertise of university tutors is very strong and informed by recent and relevant pedagogical research. This ensures coherent links are made between subject-specific and pedagogical training to enable students to link theory to practice.

Many tutors have an academic writing profile having written or published books. They also present at conferences and deliver high quality CPD. Teaching is informed by research and consultancy, and 14 of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the submission of 'formative' submissions. Each of the two level 7 modules has one or more formal or 'summative' assessment which is graded and counts towards the overall module outcome.

14. Assessment strategy

The design of the postgraduate assessment strategy has been determined by the following considerations in line with the [University Assessment Policy](#):

- That the approach to assessment of the course has been considered holistically
- Assessments when taken together ensure all of the course learning outcomes are tested.
- The need to complete the programme and professional requirements including meeting the level 6 and level 7 academic criteria as set by FHEQ.
- To ensure that assessment is aligned with the learning outcomes
- To provide diversity of assessment modes and tasks (see 'Examples of learning, teaching and assessment methods used in the table below).
- To provide formative assessment opportunities. Where two or three items of assessment are more appropriate for a module students receive feedback on one before they submit the next.
- Where different criteria are used for two assessments in one module then a minimum pass grade must be achieved in both assessments.
- Arrangements are made for moderation of assessments to ensure equivalence in terms of demand (both academically and in terms of student effort) across modules.
- All elements of assessment link to school based professional practice and are cross-

referenced to the Teachers' Standards (2013) and the Core Content Framework (2019).

Examples of assessment used:

| Module | PSEC3000 Meeting the Teachers' Standards (0 credits) | PSEC3002/4002 Developing teaching and learning (30 credits) | PSEC3003/4003 Evidence informed teaching (30 credits) |
|-------------------|---|--|--|
| Assessment task 1 | Submission of a (digital) portfolio hyperlinked to a series of tasks linked to the Teachers' Standards (DfE 2013) plus a <i>viva</i> <i>voce</i> | Learning resource 1,500 words equivalent (40%) | Critical literature review (2,000 words) (65%) |
| Assessment task 2 | | Reflective commentary 2,500 words (60%) | Digital presentation 1,500 words equivalent (35%) |

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates are included in course handbook.

15. Programme structures and requirements

Despite the discrete nature of the modular structure, all content is seen both as a continuum and intertwined. It is revisited in increasing detail as the programme progresses and with ever more specific links to the teaching practice as this develops. The curriculum is thus spiral in its form across three phases.

The programme monitors, evaluates and moderates all aspects of provision through detailed self-evaluation leading to rigorous development planning to secure improvements in the quality of training and the assessment of students.

The course is framed by the Professional Studies programme. This teaches generic, whole-school issues such as behaviour management, assessment and aspects of 'meeting pupils' needs'. Subject studies build on this and provide specific exemplification of these areas as well as pedagogy.

The course is designed to allow for 4 different routes (two with QTS and 2 without):

- A Postgraduate Certificate of Education with Qualified Teacher Status (60 credits at Level 7); and
- A Professional Graduate Certificate of Education with Qualified Teacher Status (60 credits at Level 6, or 30 credits at Level 6 and 30 credits at Level 7).
- A Postgraduate Certificate of Education (60 credits at Level 7); and
- A Professional Graduate Certificate of Education (60 credits at Level 6, or 30 credits at Level 6 and 30 credits at Level 7).

In addition, all students must be able to demonstrate that they have met all of the Teachers' Standards and have taught in 2 schools across the age range of training in order to be recommended for QTS

Students who are unsuccessful in passing the QTS professional elements, but who successfully complete all postgraduate elements, will be awarded 60 credits at Level 7 to gain the Postgraduate Certificate in Educational Studies.

The programme complies with all current legislation relevant to ITT including:

[Initial Teachers Training \(ITT\) criteria: supporting advice](#)

| Module Code | Module Title | Credits (Number) | Level | Postgraduate Certificate in Education (PGCE M) | Postgraduate Certificate in Education (PGCE) non-QTS | Professional Certificate in Education (PGCE) | Professional Certificate in Education (PGCE) non-QTS |
|----------------------|--|------------------|-------|--|--|--|--|
| PSEC 3000 | Meeting the Teachers' Standards | 0 | | ✓ | | ✓ | |
| PSEC 3002 | Developing Teaching and Learning (level 6) | 30 | 6 | | | ✓ | ✓ |
| PSEC 4002 | Developing Teaching and Learning (level 7) | 30 | 7 | ✓ | ✓ | * | * |
| PSEC 3003 | Evidence Informed Teaching (level 6) | 30 | 6 | | | ✓ | ✓ |
| PSEC 4003 | Evidence Informed Teaching (level 7) | 30 | 7 | ✓ | ✓ | * | * |
| Total Credits | | 60 | | | | | |

**Students can be awarded a Professional Certificate in Education (PGCE) with 30 credits at level 7(M)*

The University of Worcester ~~(core)~~ course is full time course. T

16. QAA and professional academic standards and quality

The course is bound by the [Teachers' Standards \(2013\)](#): and has been mapped to the [FHEQ qualification descriptors](#). This award is located at Level 7 of the [OfS sector recognised standards](#).

17. Support for students

The University has an [Equality, Diversity and Inclusion Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation.

Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

The following roles, activities and documents provide support for students on this programme:

- Course Leader.
- Subject tutor.
- A nominated personal academic tutor to provide pastoral support, academic advice and guidance, and assistance with personal development planning, as appropriate.
- Course Handbook. All materials are also on the virtual learning environment (VLE).
- An Assessment Handbook that includes module outlines, module codes, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Learning and study guides, including assessment guidance, Partnership Handbook (for Schools) available for students and mentors and Meeting the Teachers Standards Booklets
- [Student Services](#) provide a range of support including: programme advisers; finance, welfare and accommodation advice, and additional Study Guides. This includes the [Disability and Dyslexia Service](#) in the University.
- Student representation on the Course Representative Committee and Student: Staff Liaison Committee to address course-wide issues. These take place in each separate teaching institution. The programme has an Institute Representative.
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results.

- Induction includes library, media and facilities.
- Library Services supports students, staff and local community on & off campus and in The Hive including education specific subject guides.
- Partners provide additional support which is responsive to individual student requirements, such as additional academic and pastoral support.

18. Admissions

Admissions follow the [Initial Teacher Training \(ITT\):criteria and supporting](#) guidance from the Department for Education.

Admissions policy

The PGCE programme seeks to recruit suitably qualified graduates within the subjects offered. Legislation does not specify that students must have a degree in a particular subject or discipline. It is the standards for QTS that specify the subject knowledge required for the award of QTS. Consideration is therefore given to graduates with extensive and relevant work experience.

The University of Worcester and partners welcome applicants from under-represented groups including those with disabilities, including those with specific learning difficulties and/or mental health difficulties. The programme celebrates diversity, equality of opportunity and widening of access for disadvantaged groups.

Entry requirements

- A standard equivalent to a grade C grade 4 in the GCSE examinations in English Language and mathematics*
- A first degree of a United Kingdom higher education institution or equivalent qualification

*It is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C grade 4 may be given an opportunity to show that they can nevertheless meet the required standard, either by taking a University of Worcester equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

See [Admissions Policy](#) for other acceptable qualifications.

| Essential |
|--|
| Usually an honours degree 2.2 or above or an equivalent |
| Usually a degree at least 50% subject-related. Additional experience in a work -related field will be considered |
| Usually A-levels /equivalent in appropriate subjects for the subject(s) to be taught. |
| Good range of GCSEs/equivalents |
| Clearly written personal statement |
| Positive reference. Where possible at least one reference based on knowledge of the candidate in an educational setting or training role |
| GCSE English Language and mathematics/equivalents at grade C/level 4 or above before the start of the course |

Statutory guidance, *Safeguarding Children and Safer Recruitment in Education*, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal record check including a check of the children's barred list. In addition, all students will also be subject to a Prohibition List check. Registry keeps records showing that students have met the requirements of these checks. Additionally, the University obtains references and certificates of good conduct from the relevant authority overseas in respect of students who have spent time living overseas (those taught at UW only). It is the sole responsibility of partners to carry out these checks for the students that

they recruit.

An applicant's health and physical capacity to teach are also assessed via the pre-enrolment health questionnaire. It is the sole responsibility of the accredited provider to carry out this check for the students that they recruit.

Selection criteria

All entrants, as part of the selection procedures, take part in a rigorous selection process designed to assess their suitability to teach. This includes assessment relating to:

1. Subject and curriculum knowledge – applicants are expected to demonstrate an in-depth awareness of their specialist subject and how it may be taught, provide clear evidence of having researched the subject and breadth and depth of subject and curriculum knowledge.

2. Aptitude for teaching – applicants are expected to demonstrate evidence of being self-reliant and able to take a lead role when working in a team. They should show a high level of resilience and an ability to manage stressful situations. They should also be a confident and articulate communicator both verbally and in writing.

Applicants who are selected attend an interview conducted by two key people selected from university mentor, Regional Training Hub Leads, and ITT mentors. During the interview process the interviewees are required to complete a written task which is assessed. Other interview activities may include a presentation and/ or group task. For those being interviewed in a school it is likely that the applicant will be required to teach a group of pupils and/or answer questions from a pupil panel.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark for level 7 modules is D- for each module.
- At level 6 modules are pass or fail
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Students who fail PSEC3000 'Meeting the Teachers' Standards' (teaching practice) have the right to one reassessment opportunity only.

- Reassessment items at level 7 that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade at level 7 for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements of Awards

| Award | Requirement |
|--|---|
| Professional Graduate Certificate in Education with QTS: Secondary | Passed a minimum of 60 credits at level 6 including the professional practice 'Meeting the Teachers' Standards' module. |
| Postgraduate Certificate in Education with QTS(PGCE): Secondary | Passed a minimum 60 credits at level 7 including the professional practice 'Meeting the Teachers' Standards' module. |
| Postgraduate Certificate of Educational Studies | Passed a minimum of 60 credits at Level 7 |

The awards of Professional Graduate Certificate Education & Postgraduate Certificate Education are not graded.

20. Graduate destinations, employability and links with employers

Graduate destinations

Due to the nature of the programme this course has a high employment rate. As an indicator, on average over the last three years, 88% of trainees have secured jobs in teaching.

Students are supported in ensuring they are highly employable in a variety of ways. These include:

- Attendance, and making presentations, at national conferences;
- Delivering master classes in schools;
- Meeting with panels of head teachers; and
- Becoming STEM Ambassadors.

There are also eight **optional enhancement activities (EAs)** for those students following the PGCE at UW which provide an emphasis on:

- Special Educational Needs and Disability (SEND);
- Citizenship and PSHE
- English as an Additional Language;
- Technology Enhanced Learning;
- Careers Education;
- Teenage Mental Health
- Education in Climate Emergency
- Aspiring Leaders.

All optional enhancement activities (EAs) are combined with the subject pathways as detailed in the UW Course Handbook.

Links with employers

Schools play a significant role in the design and delivery of the training provision. The management structure of the course demonstrates the central role schools play in all aspects of provision. For example, over 100 partnership schools host placements, provide taught sessions both in school and university and are involved in interview panels for prospective candidates. In addition, selected school mentors are members of the Secondary Governance Board, Student: Staff Liaison Committee and work as course moderators. ITT Mentors in school are also central to the assessment of students for the award of QTS.

A partnership agreement sets out the roles and responsibilities of each partner. The agreement is underpinned by other practices, such as well-understood procedures for communication between partners and agreed arrangements for the co-ordination of the training.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.