Programme Specification for
Postgraduate Certificate in Education with QTS and
Professional Graduate Certificate in Education with QTS

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institutions**	University of Worcester (UW) Barr Beacon SCITT (BB) Devon Secondary Teacher Training Group (DSTTG)
3.	**Programme accredited by**	QTS recommendations made by the individual teaching institution to the National College of Teaching and Leadership (NCTL).
4.	**Final award or awards**	Postgraduate Certificate in Education (PGCE M) (60 credits at Level 6, 60 credits at Level 7) or Professional Graduate Certificate in Education (PGCE) (120 credits at Level 6, or 90 credits at Level 6 and 30 credits at Level 7)
5.	**Programme title**	Postgraduate Certificate in Education (PGCE M): Secondary Professional Graduate Certificate in Education (PGCE): Secondary Secondary routes into teaching covered by this programme; Core, School Direct (Training) and School Direct (Salaried).
6.	**Pathways available**	Subject pathways: Economics and Business (14-19); (UW) Computer Science; (UW, BB) Design & Technology (Food & Textiles); (UW) English; (UW, BB, DSTTG) Geography; (UW, BB) History; (UW, BB) Mathematics; (UW, BB, DSTTG) Modern Languages French; (UW, BB, DSTTG) Modern Languages French with German; (UW) Modern Languages French with Spanish; (UW) Modern Languages German with French; (UW) Modern Languages German; (UW, BB, DSTTG) Modern Languages Spanish; (DSTTG, BB) Modern Languages Spanish with French; (UW) Performing Arts - Drama (DSTTG) Performing Arts - Music; (DSTGG) Physical Education (PE); (UW, BB) Psychology (14-19); (UW, BB) Religious Education; (UW) Science (Biology); (UW, BB) Science (Chemistry); (UW, BB, DSTTG) Science (Physics). (UW, BB, DSTTG) All 11-16 with post 16 enhancement unless otherwise stated.
7.	**Mode and/or site of delivery**	**Site of Delivery;** • University of Worcester • Barr Beacon School, Aldridge, Walsall • College House, Newton Abbott, Devon (Devon Secondary Teacher Training Group) Plus partnership schools.

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The content, structure, delivery and assessment of programmes are designed to:

a) enable trainee teachers to meet all the standards for QTS across the age range of training; and

b) ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Teachers' Standards (2013) for QTS.

All trainees are required to spend 120 days in at least two contrasting schools/colleges. All School Direct trainees will commence the programme at the start of the school term in September. School Direct (Salaried) trainees will continue to work in schools until the end of the school's summer term.

PGCE (Core) Programmes: The Professional Studies element is delivered through collaboration between the individual teaching institution and partnership schools. Subject sessions are delivered by the teaching institution tutors and/or teachers in partnership schools/ schools within an alliance.

School Direct (Training): The Professional Studies element is delivered through a collaborative programme arranged between the individual teaching institution and Lead Schools. Subject sessions are delivered by the teaching institution tutors and/or teachers in partnership schools/ schools within an alliance.

School Direct (Salaried): For the period of training all trainees are employed as unqualified teachers at a school.
No applicant on the School Direct salaried route is required to perform more than 80 per cent of the teaching duties normally required of a full-time qualified teacher.
The Professional Studies element is delivered through a collaborative programme arranged between the individual teaching institution and Lead Schools. Subject sessions are delivered by the teaching institution tutors and/or teachers in partnership schools/ schools within an alliance.

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<td>8.</td>
<td>**Mode of attendance**</td>
<td>One year for all subjects and all routes. Full attendance is compulsory for all components of the programmes.</td>
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<td>9.</td>
<td>**UCAS Code**</td>
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UCAS codes can be found on the respective websites.
UW Core
UW School Direct
Barr Beacon SCITT
Devon Secondary Teacher Training Group

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<td>10.</td>
<td>**Subject Benchmark statement and/or professional body statement**</td>
<td>Teachers' Standards (2013) and ITT Criteria</td>
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<td>11.</td>
<td>**Date of Programme Specification preparation/ revision**</td>
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April 2016 - approval
June 2016 - amendment to UW enhancement activities
July 2016 - amendment to pathways/Section 6.

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12.   Educational aims of the programme

The programme aims to train trainee teachers to meet the Teachers' Standards (2013) for Qualified Teacher Status (QTS) and the Ofsted (2015) ITE Inspection Framework provide 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:

- skilled and inspirational subject specialists;
- confident and reflective practitioners;
- effective communicators who can work in partnership;
- informed intellectuals who promote a love of learning;
- resilient professionals able to demonstrate high standards of personal conduct.

All trainees are registered on the level 7 (masters') route where they are expected to complete assignments that meet the learning criteria as defined by 'The framework for higher education qualifications in England, Wales and Northern Ireland' (2008). Some trainees, 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 trainees to become autonomous learners. The programmes are designed to support trainees of varying experiences, needs and backgrounds; develop their key/transferable skills; disseminate good practice in learning and teaching and monitor the quality of the trainee experience.

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

Each programme incorporates a range of teaching, learning and assessment methods including lectures, workshops, peer group activities, seminars, directed reading, independent research, directed study, presentations, posters, tutorials and fieldwork. The use of both formative and summative assessment draws on evidence, critical reflection, analysis and evaluations.

All successful trainees will meet the Department for Education Teachers' Standards' (2013). These postgraduate programmes with QTS are designed to meet specific requirements laid down by the DfE and against which judgements by OFSTED inspections are made. It is also informed by and reflects the most recent legislation concerning the well-being of children and young people expressed in government legislation with regard to Special Educational Needs and Disability and equality and diversity.

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

Knowledge and understanding:

On successful completion of the course, trainees will be able to:

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education (PGCE M)	Display mastery of a complex and specialised area of subject pedagogy	PSEC4003 (LO3)

Award	Learning Outcome	Module Code
Professional Graduate Certificate in Education (PGCE)	Critically review, consolidate and extend a systematic and coherent body of subject pedagogy	PSEC3001 (LO1) PSEC3003 (LO2)

Cognitive and intellectual skills:

On successful completion of the course, trainees will be able to:

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education (PGCE M)	Develop and critically evaluate new educational skills and techniques	PSEC4002 (LO1)
Professional Graduate Certificate (PGCE) in Education	Demonstrate a deep understanding of key aspects of effective teaching and learning	PSEC3002 (LO3) PSEC3004 (LO1)

Practical skills relevant to employment:

On successful completion of the course, trainees will be able to:

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education (PGCE M)	Demonstrate expertise in research skills related to developing practice	PSEC4003 (LO1)
	Conduct research into school policy and teaching and learning, using and modifying advanced educational research methods	PSEC4003 (LO3)
	Design and apply appropriate research methodologies to classroom and policy practice	PSEC4003 (LO2)
	Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school	PSEC4002 (LO3)
Professional Certificate in Education (PGCE)	Engage as research active trainees in school based specific specialist research	PSEC3003 (LO2)
	Demonstrate accountability for determining their own progress and that of pupils	PSEC3002 (LO4) PSEC3004 (LO2)

Transferable/key skills:

On successful completion of the course, trainees will be able to:

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education (PGCE M)	Communicate results of research to a variety of audiences including peers, academic staff and practitioners in schools	PSEC4003 (LO1)

	Engage with the professional knowledge base related to teaching and learning, research and advanced scholarship.	PSEC4003 (LO4)
Professional Certificate in Education (PGCE)	Critically evaluate educational concepts and evidence from a range of sources	PSEC 3001 (LO1) PSEC 3004 (LO4)

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 (see map of course delivery).
- 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 trainees 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 trainee effort) across modules.
- All elements of assessment link to school based professional practice and are cross referenced to the Teachers' Standards (2013).

Examples of assessments used:

Module	PSEC3001 Assignment 1 An introduction to teaching and learning (30 credits)	PSEC3002/4002 Assignment 2 Developing teaching and learning (30 credits)	PSEC3003/4003 Assignment 3 Evidence informed teaching (30 credits)	PSEC3004 Assignment 4 Meeting the Teachers' Standards (30 credits)
Assessment task 1	Induction tasks 4,500 words equivalent (100%)	Learning resource 1,500 words equivalent (40%)	Critical literature review 2,000 words (65%)	Action Plan with supporting evidence 1,500 words equivalent (40%)
Assessment task 2	n/a	Reflective commentary 2,000 words (60%)	Digital presentation 1,500 word equivalent (35%)	Action Plan with supporting evidence 1,500 words equivalent (40%)
Assessment task 3	n/a	n/a	n/a	Career Entry Profile 1,000 words

				equivalent (20%)

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.

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 trainees.

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 2 different routes:
- A Postgraduate Certificate of Education with Qualified Teacher Status (60 credits at Level 6, 60 credits at Level 7); and
- A Professional Graduate Certificate of Education with Qualified Teacher Status (120 credits at Level 6, or 90 credits at Level 6 and 30 credits at Level 7.

- There is also an exit route available for those trainees who achieve all of the academic outcomes at level 6 & 7, but do not meet the QTS Standards by the end of the course. The exit award is a Postgraduate Certificate of Educational Studies (60 credits at level 6 and 60 credits at Level 7) without Qualified Teacher Status (not available at partner institutions).

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

- Initial teacher training (ITT) criteria: supporting advice document on https://www.gov.uk/government/publications/initial-teacher-training-criteria-supporting-advice

Award map

Course Title:
Postgraduate Certificate in with QTS and
Professional Graduate Certificate in Education with QTS

Module Code	Module Title	Assessment mode	Credits	Status (Mandatory (M) or Optional(O)
PSEC3001	Introduction to learning and teaching	• Induction booklet	30 (L6)	M
PSEC3002 PSEC4002	Developing learning and teaching	• Leaning and teaching resources • Reflective commentary	30 (L6 or L7)	M
PSEC3003 PSEC4003	Evidence informed teaching	• Literature review • Digital presentation	30 (L6 or L7)	M
PSEC3004	Meeting the Teachers' Standards	• Two action plans with supporting evidence • Career Entry Profile	30 (L6)	M

To be eligible for the Postgraduate Certificate in Education (60 credits at level 6 and 60 credits at level 7) with QTS, trainees must take PSEC3001, 3004 and 4002 and 4003.

To be eligible for the Professional Graduate Certificate in Education (120 credits at level 6 or 90 credits at Level 6 and 30 credits at Level 7) with QTS, trainees must take PSEC3001 and 3004, plus 3002 and 3003 (or one of 4002 or 4003).

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 at Levels 6 & 7.

17. **Support for trainees**

The University has an Equal Opportunities 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 trainees to allow them to manage their own learning development.

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

- Programme Leader.
- Dedicated subject tutor.

- A nominated personal academic tutor to provide pastoral support, academic advice and guidance, and assistance with personal development planning, as appropriate.
- Mentors in school.
- Course Handbook. All materials are also on the virtual learning environment (VLE).
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Learning and study guides, including assessment guidance, mentor handbooks available for trainees and mentors.
- 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 Trainee Consultative Committee and Course Management 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 (DSTTG & TLI this will be delivered at their training base by UW colleagues).
- Library Services supports trainees, 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 trainee requirements, such as additional academic and pastoral support.

18. **Admissions**

Admissions follow the statutory guidance and accompanying notes from the National College of Teaching and Leadership (NCTL).

Admissions policy

Each PGCE programme - Core, School Direct (Training) and School Direct (Salaried) - seeks to recruit suitably qualified graduates within the subjects offered. Legislation does not specify that trainees 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 who 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 in the GCSE examinations in English 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 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.

From the UCAS Forms

Essential	Notes
An honours degree 2.2 or above or an equivalent	Trainees in maths and physics may be eligible for the course without a 2:2 classification if they have a degree in a relevant subject, with at least a B at A level in maths, further maths or physics (or equivalent)
A degree at least 50% subject related	Additional experience in a work related field will be considered
A-levels /equivalent in appropriate subjects for the subject(s) to be taught.	
Good range of GCSEs/equivalents	
Clearly written personal statement	
Positive reference with no caveats. At least one reference based on knowledge of the candidate in an educational setting or training role	
GCSE English language & mathematics/equivalents at grade C or above before the start of the course	
The numeracy and literacy skills tests must be passed before the start of the course	
Work experience for School Direct Salaried Route in line with ITT Criteria (2015)	

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 trainees will also be subject to a Prohibition List check. Registry keeps records showing that trainees 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 trainees 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 trainees that they recruit.

An applicant's health and physical capacity to teach are also assessed via the pre-enrolment heath questionnaire (those taught at UW only). It is the sole responsibility of partners to carry out this check for the trainees 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. **School experience and wider professional responsibilities** – applicants are expected to demonstrate relevant experience in schools/colleges or other settings including the appropriate age group. They should be able to reflect and critique on the professional responsibilities of the teacher and initiate responsibility for continued personal development.

3. **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 a face to face interview conducted by two key people selected from tutors, mentors and classroom teachers. 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. **Methods for evaluating and improving the quality and standards of teaching and learning**

Quality mechanisms and roles will chiefly be:

- Each teaching institution will write and submit an Annual Evaluation Report (AER)/Self-Evaluation Document (SED).
- External Examiners reporting on the provision in each teaching institution and one External Examiner to report on standards across the PGCE programme. The university employs external examiners to look at provision across the core route and an additional examiner, who moderates the quality of provision across the partner providers. Reports are shared with all stakeholders via the course management committee and the VLE. The reports feed into the course improvement and development plans.
- Evaluations from trainee teachers are collected three times per year (December, April (as part of the UWSS) and at the end of the course) as well as at interim points as applicable (the results of these evaluations are fed back to trainees via the student consultative committee representatives and via the VLE).
- Annual mentor evaluations from each partner teaching institution.
- Each Teaching Institution will continue to be regularly inspected by Ofsted.
- Course Management Committee with trainee representation each term with representatives of trainee teachers from the Core and School Direct routes, Newly Qualitied Teachers (NQTs), and former trainees, tutors and mentors. This committee is responsible for the running of the course. Each partner teaching institution will hold these meetings.
- Student Consultative Committee (SCC) for Core and School Direct with a representative from each subject (StARs) and one trainee is elected as the Institute Representative for the Programme. Each partner teaching institution will hold meetings. An Institute Representative is responsible for gathering feedback, by email, from StARs from all partner teaching institutions.
- Internal moderation and verification of assessment.
- Feedback from partners.
- External verification of assessment and External Examiner's Reports.
- Post Examination Board Moderation Group (reviews patterns and any anomalies in the reported outcomes from modules and suggestions improvements).
- Periodic review every 6 years.

20. **Regulation of assessment**

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.

- Trainees 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 assignment briefs - available on the Virtual Learning Environment (VLE) and in the Assessment Guidance booklet.

Submission of assessment items

- Trainees who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Trainees who submit work later than 5 days but within 14 days 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 see Taught Courses Regulatory Framework.

Retrieval of failure

- With the exception of the School Experience module, trainees are entitled to resit failed assessment items for modules that are awarded a fail grade, unless the failure was due to non-attendance.
- A trainee who fails a level 7 module may choose to be reassessed in the module at level 6.
- Re-assessment items are graded at D-.
- If a trainee is unsuccessful in the reassessment, they have the right to retake the module.
- A trainee who fails the School Experience module may be permitted by the Examination Board to retake the module. The Board will determine the form, duration and timing of the retake.
- A trainee who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
Professional Graduate Certificate in Education with QTS: Secondary	Passed a minimum of 120 credits at level 6
Postgraduate Certificate in Education with QTS(PGCE): Secondary	Passed a minimum of 60 credits at level 6 plus 60 credits at level 7
Postgraduate Certificate of Educational Studies	Passed a minimum of 60 credits at Level 7 and 60 credits at level 6 (without Qualified Teacher Status)

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

21. **Indicators of quality and standards**

The University of Worcester was inspected by Ofsted in March 2014 and gained an overall quality grade of 'good'. The report noted as key strengths:

- the highly committed and reflective trainees who demonstrate the determination to become good or better teachers.

- the further development of trainees' subject knowledge, by highly qualified course leaders, and the good training that effectively combines academic rigour with a strong emphasis on practical experience in schools.
- the high quality mentoring, pastoral care and support provided for trainees that ensures they make good progress throughout the course.
- the full engagement of schools within the partnership to ensure that the programmes fully prepare trainees to teach their subjects as part of the new National Curriculum.
- the highly experienced visiting tutors who provide effective support to trainees on school placements.
- the drive and passion, from programme leaders, subject tutors and professional mentors, to improve provision further and strengthen partnerships with local schools.

Student satisfaction surveys are consistently positive. Results of the University of Worcester 2015 exit survey indicated

- 100% (116) – said…I am confident the training programme will make me a good or better teacher
- 99% (115) – said…I am confident that the support I have received will make me a good or better teacher
- 98% (114) – said…overall, the quality of my training at University was good or very good

External examiners provide further indicators of the quality of the course noting in 2015:

"… *[A]s always a particular strength of the partnership remains the **high levels of support trainees receive from subject specialist tutors and the mentors and professional tutors in partnership schools**. Whilst this has been an ever-present feature of the programme it should not be taken for granted and warrants repeated congratulations to all involved.*"

22.   Trainee destinations, employability and links with employers

Trainee destinations and employability

Due to the nature of the programme this course has a high employment rate. As an indicator 100% of those trainees who passed the PGCE course in July 2015 secured a teaching post on leaving the course.

Trainees 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 six **optional enhancement activities (EAs)** for those trainees following the PGCE **at** UW which provide an emphasis on:

- Special Educational Needs and Disability (SEND);
- Citizenship;
- English as an Additional Language;
- Technology Enhanced Learning;
- Second Subject; and
- Aspiring Leaders.

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

Trainees are supported in a variety of ways in preparation for applying for teaching posts. These include:

- A comprehensive understanding of the interview process;
- Support with writing letters of application;
- Support with planning interview lessons;
- Mock interviews; and
- Writing references.

Links with employers

A partnership agreement sets out the roles and responsibilities of all stakeholders (each teaching institution is responsible for their own partnership agreement). Provision that is not school-led assures the significant role of schools in recruiting, selecting, training and assessing trainee teachers. Each teaching institution has their own partnership with secondary schools and FE colleges in their region. Partnership schools vary in type from 11-16, 13-19, and 11-19. Partnership schools include: Teaching Schools, Academies, Faith Schools, Middle Schools, Special Schools, Grammar and Independent schools. Each teaching institution also works with a number of teaching alliances.

Schools are heavily involved in course design and development through the Partnership Advisory Committee and the Course Management Committee.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical trainee 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. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.