

PROGRAMME SPECIFICATION

Post Graduate Certificate in Education Primary (PGCE) (*Mathematics Subject Specialist*):

Professional Graduate Certificate in Education Primary (PGCE) (*Mathematics Subject Specialist*):

1. Awarding institution/body	University of Worcester
2. Teaching institution	University of Worcester and Partnership Schools
3. Programme accredited by:	QTS accredited by the Teaching Agency
4. Final Award	Post Graduate Certificate in Education: Primary (<i>Mathematics Subject Specialist</i>) or Professional Graduate Certificate in Education: Primary (<i>Mathematics Subject Specialist</i>)
5. Programme title	Post Graduate/Professional Certificate in Education: Primary (<i>Mathematics Subject Specialist</i>)
6. Pathways available	N/A
7. Mode and/or site of delivery	Taught sessions at UW including lectures, tutorials, independent study and school-based practice at partnership schools
8. Mode of attendance	Full time
9. GTTR Codes	XOOG
10. Subject benchmark statement	The National College for Teaching and Leadership (NCTL) 2013 Teaching Standards
11. Date of programme specification preparation/revision	June 2013 (Route approved via IQC) August and October 2014 – amendment to regulations.

12. Educational aims of the programme

The Post Graduate Programme has a distinctive philosophy that from the outset is shared with all staff and trainees

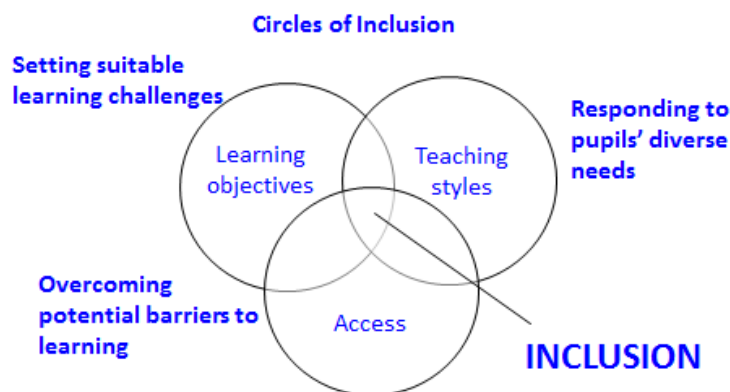
This philosophy is exemplified by the following distinctive features which the team believes make it challenging and exciting for trainees, tutors and teachers in schools:

- A comprehensive pre-course Induction programme including the completion of a pre-course learning journal and a Summer induction conference
- The study of the whole curriculum including The Early Years Foundation Stage, the National Curriculum subjects and Special Educational Needs and Disability
- A tailored pattern of school placements in a variety of educational settings to build on existing trainee skills and expertise that gain insights into the skills, knowledge and working of other education related professionals

- Research by active trainees who build a Primary subject specialism closely aligned to the theory into practice model that underpins the course
- The opportunity to enhance subject knowledge, skills and understanding of the effective use of information and Communication Technology in the 21st century
- The use of professional profiling documents to monitor and support development in knowledge, skills, understanding and competencies in the core subjects and ICT
- The involvement of trainees in recording and assessing their professional development via the Professional Development Profile (PDP)
- A highly personalised academic and personal tutor system that enables trainees to make outstanding progress
- Excellent partnership with schools through the delivery of the course and the support and assessment of trainees on school experience.

Key underpinning principles of effective and high quality teaching and learning are embedded across all PGCE modules. At the heart of this is an understanding of inclusive pedagogies based on the following model that supports trainees in enabling all learners to achieve.

AN INCLUSIVE PEDAGOGY



Educational aims

The PGCE Primary *Mathematics Subject Specialist* programme will –

- Provide trainees with a theoretical and practical knowledge and understanding of how children learn and develop in Mathematics.
- Develop trainees' skills, knowledge and understanding as classroom teachers through this process
- Provide an awareness of how different patterns of organisation and styles of teaching, best support effective learning and provide equality of opportunity for all children

- Enable all trainees to develop an understanding of Special Educational Needs and Disability
- Develop the ability to work professionally with colleagues throughout the school and develop their leadership skills.

Trainees are expected to

- Develop and demonstrate the knowledge, skills and teaching competencies which will enable them to observe, plan, teach, organise and assess children's progress and learning specifically in Primary Mathematics and also in other curriculum subjects.
- Learn how to plan and manage the children's learning, and begin to work in co-operation with other professionals, parents and each other, in order to ensure quality teaching and learning experiences and realistic outcomes for all children.

Ultimately trainees will be trained to meet The National College for Teaching and Leadership (NCTL) 2013 Teaching Standards and be recommended for Qualified Teacher Status (QTS).

Trainees will:

- Develop a critical and evaluative understanding of the processes and practice of teaching and learning through demonstration of knowledge, skills and understanding related to high quality and effective practice
- Develop a clear framework of their own professional values and demonstrate a critical and reflective attitude towards their practice, showing an articulation of the interdependent relationship of practice and theory
- Develop and deepen knowledge and understanding of the Mathematics in the primary classroom
- Develop and deepen knowledge and understanding of the curriculum in the primary classroom
- Develop and deepen understanding of the pedagogy and practice linked to mathematics and other curriculum areas
- Develop and deepen critical thinking, reflective practice and the ability to reflect on current pedagogy
- Develop an understanding of research-informed learning
- Develop and deepen a core set of values and beliefs
- Demonstrate and understand professional behaviours and codes of conduct.

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

This programme is designed to meet specific requirements laid down by DfE and the NCTL and against which judgements by OFSTED inspections will be made. The work of practising teachers should also be informed by an awareness of legislation concerning the well-being of children and young people set down in 'Working together to safeguard children' (DFE 2013)

http://media.education.gov.uk/assets/files/pdf/w/eguia_working_together_2013.pdf

<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Further information on safeguarding and school placements can be found in the full course handbook.

In relation to the University Learning, Teaching and Assessment Strategy (http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_%282%29.pdf), the course will enable all trainees to aspire to be autonomous learners; provide a programme which embraces key/transferable skills; disseminate good practice in learning and teaching; support trainees of varying experiences, needs and backgrounds and monitor the quality of the student experience. There will be a range of teaching, learning and assessment methods including lectures, workshops, peer group activities, seminars, directed reading, independent research, directed study, presentations, tutorials, fieldwork and use of both formative and summative assessment which will draw on evidence, reflection, analysis and evaluations.

This post graduate programme is designed to meet specific requirements laid down by DfE and the NCTL and against which judgements by OFSTED inspections will be made. The work of practising teachers should also be informed by an awareness of 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 will meet the Government Teacher's Standards for Qualified Teacher Status. In addition, for the award of the Professional Certificate (PGCE), trainees will be able to:

- Critically review, consolidate and extend a systematic and coherent body of subject-specific pedagogy in Early Years and Primary education
- Engage as research active trainees in school-based subject-specific specialist research
- Demonstrate a deep understanding of key aspects of effective teaching and learning with a particular focus on critical and reflective practice, behaviour management and Special Education Needs and Disability
- Critically evaluate educational concepts and evidence from a range of sources
- Demonstrate accountability for determining their own progress and that of pupils.

In addition, for the award of the Post Graduate Certificate (PGCE {M}), trainees will satisfy the demands of level 7 expectations and will be able to:

- Display mastery of a complex and specialised area of subject pedagogy
- Demonstrate expertise in research skills related to developing practice
- Systematically and critically engage with the professional knowledge base related to teaching and learning, research and advanced scholarship
- Conduct research into school policy and teaching and learning, using and modifying advanced educational research methods
- Design and apply appropriate research methodologies to classroom and policy practice
- Communicate results of research to a variety of audiences including peers, academic staff practitioners in schools and settings and, where possible, through publication and presentation to the wider academic and research field

- Develop and critically evaluate new educational skills and techniques
- Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school
- Demonstrate accountability for working with other adults

The Post Graduate Team are committed to trainees being 'independent or autonomous learners, able to formulate effective strategies for high level learning such that they can succeed at their studies and manage their own continuing development'. This will ensure they 'will be capable of conducting effective research and will have the knowledge and skills to apply and disseminate their findings within relevant communities, and to communicate outcomes effectively to a variety of audiences'. This will also equip them 'with the skills, attributes and knowledge to be able to manage and be effective within their own career and make a significant contribution to society' (UW Learning and Teaching Strategy September 2010/11).

In order to meet the learning outcomes of the course and of the modules, learning and teaching activities have been designed to reflect a range of outputs that include-

Directed Study Tasks (DSTs)

- During a taught module, trainees may be required to complete one or more DSTs. These form part of the taught course and are designed to promote trainees' learning through independent and group tasks. Module tutors monitor trainees' completion of DSTs.

Professional Enquiry Tasks (PETs)

- During both serial and block school experience, trainees are required to complete one or more PETs. These form part of the course and are designed to promote trainees' learning, develop and deepen their understanding of theory into practice and enable them to develop high quality teaching and learning in Early Years and Primary settings.

Peer group presentations

- Trainees will be given a specific presentation brief and be required to work collaboratively to present to each other whilst being critically and supportively peer assessed.

14. Assessment Strategy

The design of the Post Graduate assessment strategy has been determined by the following considerations:

- The need to determine satisfactory completion of programme and professional requirements, including the meeting of level 6 and 7 academic requirements set out in the Postgraduate Regulatory Framework (PRF);
- To enable all participants in the programme to determine the extent to which the learning objectives for each module have been met;

- To provide a variety of assessments to meet the differing learning styles of trainees, as not all of them perform well in one type of assessment;
- The required evidence of a trainee's progress and information enabling tutors to diagnose learning difficulties experienced by the trainees and to monitor and support the programme effectively;
- To give feedback to trainees on their progress and development;
- To support in moving from dependent to independent learning.

Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills required and which encourage increasing levels of independence as well as the development of critical analysis, reflection and evaluation.

Each of the elements of the programme (Mathematics, Curriculum subjects, Professional Studies, Independent subject specialism research and School experience (SE)) is seen as supporting and complementing the others. For example, to triangulate learning, many of the university-based assignments will draw upon experiences encountered by trainees whilst on school experience (SE), and the university-based learning will be put into practice and assessed through tasks and teaching whilst on SE. The programme is rooted in a theory into practice model. Placement learning and the standards for QTS are demonstrated during 120 days of school experience.

Assessment of Mathematics, Curriculum subjects Pedagogy and Management (PAM) and Independent subject specialism research

Both formative and summative assessments are seen as essential components within the postgraduate programme. All assessments at level 6 have a strong diagnostic element in that they will be a vehicle for informing trainees of progress in the various elements of the programme. All assessments at level 7 emphasise the importance of higher level thinking skills, and an ability to analyse, evaluate and synthesise information with a particular focus on the relationship between theory and practice. The style of assessment has been determined by module leaders, taking account of teaching and learning styles, the content and learning outcomes for each module and the point within the degree at which both teaching and assessment take place. They include: written reports; journals; practical exercises; audits; individual or group presentations; case study analysis and research reports.

15. Programme Structure and Requirements

The 38-week programme includes 3 modules of 20 credits each at Level 6 and 3 modules of 20 credits at Level 7. Trainees will spend 14 weeks at University in taught sessions and 24 weeks in Schools as part of their school placements: this includes block placements, visit days and research study days.

The course is designed to allow for 3 different exit routes.

- A Post Graduate Certificate of Education Primary (*Mathematics Subject Specialist*) with Qualified Teacher Status (60 credits at Level 6, 60 credits at Level 7)

- A Professional Graduate Certificate of Education Primary (*Mathematics Subject Specialist*) with Qualified Teacher Status (120 credits at Level 6, or 100 credits at Level 6 and 20 credits at Level 7, or 80 credits at Level 6 and 40 credits at Level 7)
- A Postgraduate Certificate of Educational Studies Primary (*Mathematics Subject Specialist*) (60 credits at Level 7) without Qualified Teacher Status.

The vast majority of trainees exit with the full Post Graduate Certificate Primary (*Mathematics Subject Specialist*) with QTS and 60 Masters Credits

Trainees have to successfully complete all professional elements including the NCTL requirements for QTS and also successfully complete 60 credits at Level 7 and 60 credits at Level 6 to be awarded a Post Graduate Certificate in Education with QTS. This course falls within the Postgraduate Regulatory Framework (PRF).

Trainees who are unsuccessful in passing the professional elements at Level 6 but who successfully complete all postgraduate elements will gain 60 credits at Level 7 to gain the Post Graduate Certificate in Educational Studies.

Trainees who gain 20 or 40 credits at Level 7 will be awarded these credits. Those trainees who are not successful in completing all the Level 7 components but who successfully complete the Professional elements of the course along with the NCTL professional requirements for Qualified Teacher Status (QTS) will be awarded 120 credits at Level 6, resulting in a Professional Graduate Certificate in Education and recommendation to the National College for Teaching and Leadership (NCTL) for QTS.

The purpose of three exit routes is to provide a framework which will allow trainees to gain a Post Graduate Certificate in Education (with specified Level 7 modules), but also to allow for those trainees who meet all of the Level 6 modules on offer and all professional requirements, thereby gaining 120 credits at Level 6, to qualify to teach with a Professional Graduate Certificate in Education. The final exit award is available for any trainee who is unsuccessful in gaining Qualified Teacher Status (QTS) but who does successfully complete 60 credits at Level 7.

Course Map

Module Code	Module Title	Credit and Level	Assessment
Module 1 PGPM 3001	Pedagogy and Management PAM 1	20 credits Level 6	3,000 word assignment
Module 2 PGMR 4001	Mathematical Content Knowledge	20 credits Level 7 or Level 6	4,000 word Professional Portfolio
Module 3 PGSS 4003	Primary subject specialism	20 credits Level 7 or Level 6	3,000 word assignment
Module 4 PGMM 4002	Mathematical Pedagogy	20 credits Level 7 or Level 6	3,000 word assignment
Module 5 PGMS 3003	Foundation Subjects, English Science and ICT	20 credits Level 6	Subject profiles including ICT, Science e-portfolio. Directed study tasks as outlined in component outlines
Module 6 PGSE 3004	School Experience	20 credits Level 6	Completion of Professional Development Portfolio (PDP) in relation to National Standards for QTS

It is the intention that all trainees are recruited to and then register for the Post Graduate Certificate in Education Primary (**Mathematics Subject Specialist**) and complete Level 6 (professional based modules) and Level 7 (professional and M level modules).

Indicative Course Diagram- maybe subject to minor alterations

TERM 1

University Based Sessions	
Pedagogy & Management (PAM) Mathematical Pedagogy English Science ICT	Geography Music Art PE Primary Subject Specialism (PSS)
BLOCK SCHOOL EXPERIENCE –SE 1	
Serial days in school prior to SE 1 Primary Subject Specialist (PSS) research days 8 week block school experience	
Return to University Based sessions	
Pedagogy & Management (PAM) Mathematical Pedagogy English Science ICT	Geography Music Art PE Primary Subject Specialism (PSS)

TERM 2

University Based Sessions	
Mathematical Content knowledge Mathematical Pedagogy English Science ICT	History D&T Primary Subject Specialism (PSS)
BLOCK SCHOOL EXPERIENCE –SE 2	
Serial days in school prior to SE 2 Primary Subject Specialist (PSS) research days 6 week block school experience	
Return to University Based sessions	
Mathematical Content knowledge Mathematical Pedagogy English Science ICT	History D&T Primary Subject Specialism (PSS)

TERM 3

University Based Sessions
Mathematical Content knowledge Mathematical Pedagogy English Science ICT
BLOCK SCHOOL EXPERIENCE –SE 3
Serial days in school prior to SE 2 Primary Subject Specialist (PSS) research days 9 week block school experience
Return to University Based sessions
Mathematical Content knowledge Mathematical Pedagogy English Science ICT

16. QAA and Professional Standards and Quality

The course is bound by the National Teacher’s Standards and has been mapped to the FHEQ qualification descriptors at levels 6 & 7, the UK Quality Code for Higher Education <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

17. Support for trainees

The University has an Equality Framework promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

http://www.worc.ac.uk/personnel/documents/DEC1212b_Equality_Framework_14_6_12.pdf

The Disability and Dyslexia Service 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. Details of these services are available in the course handbook. <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

The University of Worcester prides itself on its personal and academic tutoring system, recognised externally for the outstanding support that trainees receive. (Ofsted 2010). Within the PGCE programme; there is a comprehensive personal tutoring system. Each trainee is allocated a personal and academic tutor who is also the Pedagogy and Management tutor. Trainees are invited to attend a pre course Induction conference where the tutoring programme is explained and where key support services are signposted. The full induction programme introduces all trainees to all support services across the University.

18. Admissions Policy

All applicants must have recent relevant Primary /Early Years' experience. We welcome mature trainees. The University welcomes applications from members of ethnic minority groups and from candidates with disabilities. The University seeks trainees from a variety of backgrounds and with differing personality and characteristics. Successful candidates need to demonstrate lively minds together with the ability to communicate their interest and enthusiasm to pupils, professional colleagues, parents and other adults. It is desirable they display qualities of self-confidence, resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others.

Entry requirements

Prior to entry to the maths specialist pathway, trainees must have:

- as a minimum, an honours degree (2:2) or equivalent in mathematics, science, engineering or mathematics related degrees;
- Grade C in GCSE or equivalent in English, Mathematics and Science – these GCSE (or equivalent) qualifications should have been obtained at the time of application;
- successfully completed the NCTL Professional Skills test for English and Mathematics;
- recent relevant work experience in a primary school or nursery setting before applying for the course, ideally 5-10 days practice in a primary, Foundation or Nursery setting (within the year prior to application);
- applications for the Primary PGCE made through UCAS- <http://www.ucas.com/how-it-all-works/teacher-training>

Applicants will be asked to write a relevant personal statement and provide two referees. Successful applicants will be invited for interview during the Autumn and Spring terms. The selection process consists of

- a written English essay task (25 minutes)
- an observed group discussion
- an interview with two academic /school staff

At the end of the process judgements will be made and A-E grades awarded for

- Personal skills , qualities and attributes including non-cognitive , key teacher competences e.g. drive to succeed, emotional resilience
- Capacity to write and reflect critically at Masters' level

- Knowledge and understanding of high quality teaching and learning in Primary/Early Years' education that demonstrates the capacity to be an outstanding Maths specialist teacher
- Excellent spoken and written communication skills

Admissions/selection criteria

Following interview, successful candidates will be informed via UW Registry if they have been offered a place conditional to fulfilling all pre course entry requirements including an additional 10 days in a Primary /Early years setting and the completion of a pre course learning journal.

19. Methods for evaluating and improving the quality and standards of teaching and learning

These follow the general procedures set out in the University's framework for the management of quality assurance and enhancement. Procedures are undertaken for post graduate modules which ensure that trainees can give feedback on the progress of modules so that adjustments can be made, as appropriate. The holding of Student Academic Rep (StAR) meetings allow specific issues raised by trainees to be taken forward by student representatives, as necessary, to the Course Management Committee.

Review and evaluation of the course will continue to use a cumulative process which derives data from trainee and tutor evaluations of modules and the annual External Examiners' reports. These inform the Course Management Committee, which is charged with monitoring and evaluating the health of the course and passing the minutes of the meetings to the Institute Board. The Course Leader's Annual Evaluation Report takes account of the evidence collected and analysed during the year. These Annual Evaluation Reports include an action planning section, which is commented upon in subsequent years' reports, and which guide the future planning of the course team.

Existing Primary ITE provision has been regularly inspected by Ofsted (2008) and (2010) and this has provided positive feedback. Ofsted (2010) reported

University-based training is well planned and includes a broad range of strategies to ensure trainees receive an outstanding training experience. School placements are very carefully planned to meet the needs of each trainee.

In December 2012, Undergraduate and Post Graduate ITE underwent a very successful Periodic Review. The Panel recommended re-approval of the current courses for a period of 5 years with no conditions or recommendations and listed many "features of good practice and innovation worthy of dissemination across the University".

The ability of the course team to reflect critically and to continuously develop the courses whilst also meeting the requirements of the regulatory body.

In all these ways, a continuous cycle of monitoring, evaluation and implementation can be offered at institutional, the whole course and individual component level.

20. Regulation of assessment

The course operates under the University's Postgraduate Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- Level 6 modules are marked on a pass/fail basis; Level 7 modules are graded.
- The minimum pass mark for Level 7 modules is 50% 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.
- All modules have attendance requirements Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

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 50% 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 [Postgraduate Regulatory Framework](#).

Retrieval of failure

- With the exception of the School Experience module, where a fail grade has been awarded for a module, a trainee will be entitled to a maximum of two attempts to retrieve the failure unless the failure was due to non-attendance.
- The Board of Examiners may require a trainee to either retake the module or be reassessed in the module. A trainee who achieves an overall mark of less than 25% will normally be required to retake the module.
- A trainee, who fails a Level 7 module, may choose to be reassessed in the module at Level 6.
- If, following reassessment, the module has been passed, the module grade will be capped at 50%, if a Level 7 module.
- If a trainee is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- 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 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
Postgraduate Certificate of Education Primary (<i>Mathematics Subject Specialist</i>)	Passed a minimum of 60 credits at level 6 and 60 credits at level 7
Professional Certificate of Education Primary (<i>Mathematics Subject Specialist</i>)	Passed a minimum of 120 credits at level 6
Postgraduate Certificate in Educational Studies Primary (<i>Mathematics Subject Specialist</i>)	Passed a minimum of 60 credits at level 7

The awards of Postgraduate and Professional Certificate of Education are not graded.

21. Indicators of quality and standards

Internal and external data indicates that the PGCE course remains in very good health. A very high percentage of graduates find employment as teachers - most recent data indicates a rate of 92% across Primary.

An Ofsted Inspection (2010) concluded that the quality of the PGCE course was outstanding and in 2008 the University of Worcester was designated as a Grade A provider for Primary Initial Teacher Education by the then Training and Development Agency (TDA) (now The National College for Teaching and Leadership (NCTL)). The report commented particularly on

- the comprehensive and rigorous cycle of self-evaluation, improvement planning, implementation and monitoring with absolute clarity of focus on improving the outcomes for trainees
- the coherence between the elements of the course and the impact of this on trainees' progress
- the strength of the Primary partnership model
- the close attention to meeting trainees' individual needs , particularly in allocating school placements
- the extremely high quality personal support for trainees and the impact this has on their progress and on retention.

External Examiners' reports consistently refer to the way in which the Course Team maintain the highest of standards on the PGCE programme and work closely with all partnership schools

- *The University of Worcester ITE provision remains a benchmark for other courses to aspire to (2010-2011)*
- *Partnerships with the schools visited were strong and colleagues in school praised the collaborative work achieved to promote students' progress (2011-2012)*
- *Trainees observed in schools as part of their progression to the award of Qualified Teacher Status demonstrated the desire to reflect and continually improve their personal practice. The tracking system used within the programme greatly supported trainees ability to gain a*

clear understanding of the standard of their practice and their reflections and knowledge of ways to further develop it. (2012-2013)

The NQT survey data continues to be very encouraging with an increase in a number of areas which mirrors the data from the end of module evaluation data. This has been particularly effective in areas that have been specifically targeted as national priorities including behaviour management and systematic synthetic phonics.

Due to its Grade 1 and Ofsted outstanding rating, the PGCE has year on year, received additional places, growing to 240 in the academic year 2013-2014. This includes the launch of this Primary Maths Specialist route from September 2013. As a result of the rigour as part of the recruitment process, very few trainees drop out resulting in very low attrition rates. In the last academic year the attrition rate was less than 4% at 3.85%.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the Institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to trainees. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled trainees, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to trainees to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations , employability and links with employers

Graduate destinations

The vast majority of PGCE trainees gain teaching employment in Primary and Early Years' schools across the West Midlands. Current employability rate for UW ITE trainees is 92%. Many gain leadership posts as subject leaders or SENCOs within five years of leaving. University of Worcester trainees have opportunities to continue their Masters' level study here, many taking the opportunity to complete the NQT Masters' module.

Student employability

Trainees undertaking the Post Graduate programme have many opportunities to build links with employers. Throughout their study, trainees will spend time in at least two different primary schools/settings in the West Midlands as part of work-based learning. Other trainees will be able to spend time in Special Education Needs schools and bases in Worcestershire, Herefordshire, Gloucestershire and West Midlands. All trainees complete between 5- 10 in an Early Years / Primary setting prior joining the course. They also complete a pre course learning journal that complements the Professional Development Portfolio (PDP).

The University of Worcester is committed to ensuring that trainees, alongside course demands, also have opportunities to develop "employability" skills. The course runs mock teaching interviews,

liaises with local partnership schools to capitalise on local knowledge regarding key questions and interview tasks. Trainees are also offered to take part in additional qualifications to improve employability skills. These currently include Primary maths conference which involves practitioner from school. A CEOP (Child Exploitation and Online Protection) certificate, Singalong and First Aid training. Further sports qualifications are offered in partnership with the Institute of Sports and Exercise (swimming qualifications, coaching certificates). 2012-2013 saw the launch of an SEND Sports and Disability conference for all PGCE trainees: this joint conference was planned and delivered by Staff from both the Institute of Education and the Institute of Sport and Exercise Science. Trainee feedback on this was excellent.

Links with Employers

We have links with approximately two hundred primary, first and middle schools and a large number of nursery settings. A number of these schools play a part in course design and development. All schools are regularly invited to attend Lead Mentor and Class teacher training sessions. Key partnership staff sit on the Course Management Committee supporting on-going course leadership and management. Key leadership staff, including local Headteachers, support the interview and selection process and deliver keynote talks and lead some teaching sessions. All trainees have access to the University Careers Service.

Please note: This specification provides a concise summary of the main features of the Overall 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 the module outlines and PGCE handbook provided to all trainees at the start of the course. 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](#).