

Programme Specification for
Postgraduate Certificate in Education and
Professional Graduate Certificate in Education
Postgraduate Certificate of Educational Studies (60 credits at Level 7) without Qualified
Teacher Status

1	<p>Awarding institution/body University of Worcester</p>
2	<p>Teaching institution University of Worcester</p>
3	<p>Programme accredited by QTS recommendations made by University of Worcester to the National College of Teaching and Leadership (NCTL)</p>
4	<p>Final award Postgraduate Certificate in Education (PGCE {M}) or Professional Graduate Certificate in Education (PGCE) or Postgraduate Certificate of Educational Studies (60 credits at Level 7) without Qualified Teacher Status</p>
5	<p>Programme title Postgraduate Certificate in Education (PGCE (M)): Secondary Professional Certificate in Education (PGCE): Secondary To include: School Direct (Training) and School Direct (Salaried) routes</p>
6	<p>Pathways available Subject pathways: Biology; Chemistry; Computer Science; Design & Technology(food & textiles); Economics with Business Studies (14-19); English; Geography; History; Mathematics; Modern Languages; Physical Education (PE); Physics; Psychology (14-19); Religious Education</p> <p>All 11-16 with post 16 enhancement unless otherwise stated. There are also four optional pathways which provide an emphasis on: Special Educational Needs (SEN) and Disability; Citizenship; English as an Additional Language; Technology Enhanced Learning. All these pathways can be combined with the other subject pathways. There is an additional 14-19 PE pathway option within PE (available to PE trainees only).</p>
7	<p>Mode and/or site of delivery 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 standards for QTS.</p> <p>PGCE (core) Programmes: The Professional Studies element is delivered through collaboration between the University and partnership schools. Subject sessions are delivered by University tutors and partnership schools. School Direct (Training) Programmes: The Professional Studies element is delivered through a collaborative programme arranged between the University and Lead Schools. Subject sessions are delivered by University tutors and partnership schools. School Direct (Salaried): For the period of training all trainees are employed as unqualified teachers at a school, and (except applicants employed in academies or independent schools) are paid in accordance with at least point one on the unqualified teachers' pay</p>

scale for the period of their training. These applicants are only admitted to employment-based programmes by either the National College for Teaching and Leadership or by an accredited provider.

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 employing school delivers the Professional Studies programme. Subject sessions are delivered by University tutors and partnership schools.

8 Mode of attendance
Full time for all subjects and all routes. All aspects of the course are compulsory and full attendance is compulsory for all aspects.

9 UCAS Teacher Training Codes

Computer Science	IX99
Design & Technology (Food & Textiles)	W9XD
Economics with Business Studies	NL11
English	QXXX
Geography	2NNK
History	V1X1
Maths	GX11
MFL (French)	R1X1
MFL (French, German, Spanish)	R9X1
MFL (German)	R2X1
MFL (Ital with F)	RX31
MFL (Ital with G)	RX3C
MFL (Spanish)	R4X1
PE	X9C6
Psychology	CX81
Religious Education	2M2S
Science (Biology)	CX11
Science (Chemistry)	F2X1
Science (Physics)	F3X2

10 Subject Benchmark statement and/or professional body statement
[Teachers' Standards 2012](#) and [ITT Criteria](#)

11 Date of Programme Specification preparation/revision
December 2010 (updated), August 2012/December 2012 (new template), August 2013 (updated), July 2014 (updated), August and October 2014 – amendment to regulations. January 2015 (addition of RE), March 2015 (addition of geography), May 2015 (updated for 2015/16)

12 Educational aims of the programme
To train trainee teachers to meet the NCTL standards for Qualified Teacher Status (QTS). In addition to create teachers who:

- are skilled;
- are reflective;
- are critically evaluative;
- are able to form effective relationships;
- are able to promote their own development;
- can demonstrate the values inherent in the profession.

To provide the opportunity for trainee teachers to gain 60 credits at Master's level.

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

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_\(2\).pdf](http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_(2).pdf) the course enables all trainees to aspire to be autonomous

learners providing a programme which embraces key/transferable skills; disseminates good practice in learning and teaching; supports trainees of varying experiences, needs and backgrounds and monitors the quality of the trainee experience. There are 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 postgraduate programme is designed to meet specific requirements laid down by the DfE and the NCTL and against which judgements by OFSTED inspections are made. The work of practising teachers is 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 Department for Education (2012) 'Teachers' Standards.

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.

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 with Business Studies 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.

PGCE Core: The course is designed so that trainees complete a short placement of 38 days in their first placement school (this includes a ten day induction period at the start of the course when trainees complete directed tasks) and then a longer 82 day placement in a second school (including a preliminary visit).

School Direct: This enables schools to take a leading role in ITT. Both programmes (training and salaried) ensure trainees gain experience in two schools. The agreed calendar outlines the delivery of taught sessions at the University of Worcester and the school based training.

School Direct (Salaried) is an employment based programme and the time spent on placement is determined by the employing school.

In addition for the award of the Postgraduate Certificate (PGCE {M}) all trainees will be able to:

- Display mastery of a complex and specialised area of subject pedagogy
- Demonstrate expertise in research skills related to developing practice
- 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 and practitioners in schools
- 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

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 pedagogy
- Engage as research active trainees in school based specific specialist research
- Demonstrate a deep understanding of key aspects of effective teaching and learning
- Critically evaluate educational concepts and evidence from a range of sources
- Demonstrate accountability for determining their own progress and that of pupils

14 Assessment Strategy

The design of the PGCE 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 FHEQ.
- 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 assessment 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 trainee and to monitor the programme effectively.
- To give feedback to trainees on their progress and development.
- To support trainees in moving from dependent to independent learning.

Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills to encourage increasing levels of independence as well as the development of critical analysis, reflection and evaluation. Each element of the programme (subject sessions, professional studies sessions and school experience) support and complements the others. For example, to triangulate learning, many of the university-based assessments will draw upon experiences encountered by trainees whilst on school experience and the university-based learning will be put into practice and assessed through tasks and teaching whilst on school experience. 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

Both formative and summative assessments are seen as essential components within the PGCE programme. All assessments at level 6 have a strong diagnostic element in that they are 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, critically evaluate and synthesise information with a particular focus on the relationship between theory and practice.

Master's Level Work

Trainees will be registered on the PGCE (M) from the beginning of the course.

Trainees will have the opportunity, after Christmas, to opt out of M level work. These trainees will follow the Professional Certificate in Education.

Module code	Module	Credits	Assessment
PGCS 4001	Introduction to teaching and learning	20 at Level 6	3,000 word assignment
PGCS 4002 PGCS 5002	Developing teaching and learning	20 at Level 6 or 7	3,000 word assignment
PGCS 4003A	Educational investigation	20 at Level 6	3,000 word study tasks as outlined in the assessment handbook
PGCS 4004 PGCS 5004	Becoming a professional	20 at Level 6 or 7	Portfolio and 3,000 word commentary
PGCS 4003B PGCS 5003B	Educational investigation (Research Project)	20 at Level 6 or 7	Research project oral presentation and supporting folder of evidence (3,000 word equivalent) This is to include a 1,500 word literature review
PGCS 4005	Meeting the standards	20 at Level 6	School Experience Report

In addition: a successful main school experience as shown by the final school report. There are also two formative school reports (December and March)
It is necessary to pass all assessments and hence each module.
(Full assessment criteria can be found in the Assessment Guidance Booklet)

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 and improvement 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 3 different exit routes:

- A Postgraduate Certificate of Education with Qualified Teacher Status (60 credits at Level 6, 60 credits at Level 7)
- A Professional Graduate Certificate of Education 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 (60 credits at Level 7) without Qualified Teacher Status

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

- The Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) as amended, set out the statutory requirements for QTS in England.
- The Education (Specified Work and Registration) (England) Regulations 2012 (SI 762) as amended, specify what requirements must be satisfied by individuals who are not qualified teachers in order to carry out specified work in schools.
- Legislation relating to equality, discrimination and employment. Providers have a duty to promote equality of opportunity. The programme ensures that provision complies with the Equality Act 2010.
- Requirements of the Data Protection Act 1998, in relation to holding and processing personal data, and to the Freedom of Information Act 2000.

16 QAA and Professional Academic Standards and Quality

The course is bound by the Teachers' Standards:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

and has been mapped to the FHEQ qualification descriptors at Levels 6 & 7 (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>)

17 Support for trainees:

In University:

- Accommodation team supports trainees in finding somewhere to live
- Disability and Dyslexia Service in University <http://www.worcester.ac.uk/trainee-services/disability-and-dyslexia.htm>
- Induction includes library, media and facilities.
- Learning support services are all introduced to trainees at the start of the course.
- Registry services support trainees through handbooks and SOLE page information.
- Subject groups.
- Subject tutors, who also act as academic tutors.
- Trainees' views are represented by course representatives through a Trainee Consultative Committee and by representation on the Course Management Committee.
- Trainees have detailed handbooks and guidance documents with support details for assignments, including the range of services they can access. All materials are also on Blackboard .
Trainees will be supported by information from [ICT Services](#), [Library & Learning Services](#) (previously ILS) and by [Student Services](#).

In School

- Professional mentor in school.
- Subject mentor in school.

18 Admissions

Each PGCE programme - Core, School Direct (Training) and School Direct (Salaried) - seeks to recruit suitably qualified graduates within the subjects offered. Applicants from ethnic minorities and people with disabilities (subject to the needs of 'Fitness to teach') are welcomed. The University of Worcester is keen to support applicants to become teachers whose careers and academic backgrounds are untypical.

Entry requirements

The programme ensures all of the following:

- That all entrants have achieved a standard equivalent to a grade C in GCSE examinations in English and mathematics*.
- All entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification.
- That all entrants have passed the professional skills tests prior to entry.

*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 an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

Admissions Procedures

Candidates who present a suitable UCAS Teacher Training application will be interviewed. The interview will consist of a written task, a group task, a presentation and an individual interview. The criteria for acceptance are:

From the UCAS Forms

Essential

- Honours degree 2.2 or above or an equivalent (apart from mathematics applicants)
- Degree at least 50% subject related (an exception is a modern language, for native speakers)
- A-levels /equivalent in appropriate subjects for the subject(s) to be taught, except in the case of candidates for psychology.
- Good range of GCSEs/equivalents
- Clearly written personal statement
- Positive reference with no caveats
- 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 within 2 months of an offer being made and 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 a Disclosure and Barring Service (DBS) criminal records check including a check of the children's barred list. Registry keeps records showing that trainees have obtained them. 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.

An applicant's health and physical capacity to teach are also assessed via the pre-enrolment health questionnaire.

Admissions/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
2. School experience and wider professional responsibilities
3. Aptitude for teaching

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

Schools play a significant, and often leading, role in the design and delivery of training provision. The management structure demonstrates the central role that schools play in all aspects of provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of QTS. The course has an overarching Partnership Advisory Group Committee (PAG) consisting of partnership Deputy Headteachers and Professional Mentors.

There is a Course Management Committee (CMC) for PGCE and School Direct with representatives of trainee-teachers, Newly Qualified Teachers (NQTs), and former trainees tutors and mentors. This committee is responsible for the running of the course. There is also a Trainee Consultative Committee (TCC) for PGCE and School Direct with a representative from each subject.

External moderators have a key role to play in ensuring consistency of standards across as well as within the Partnership. The Partnership ensures that external moderators have relevant expertise and experience to enable them to carry out their roles competently. The views of external examiners and course moderators are taken into account fully when reaching decisions about trainees' achievement of the standards for QTS. The university employs five External Examiners and four Course Moderators. One external examiner has a remit specifically for School Direct. Course Moderators are Professional Mentors who work within the Partnership.

Evaluations are received from trainee teachers three times per year (December, April and at the end of the course) as well as at interim points as applicable.

Mentors provide an annual evaluation of the partnership with the University. Each subject tutor completes an annual AER (Annual Evaluation Report) which sets out the long and short term plans for the subject course. These AERs then feed into the programme AERs (Core and School Direct) and the programme SED (Self Evaluation Document). The course has improvement and development plans that are monitored by the Course Committee and PAG Committee.

The course has been regularly inspected by Ofsted and was judged as 'Good' (March 2014). NQTs are surveyed annually by the NCTL.

All tutors are engaged in subject specific or generic educational research. Specialisms include, 'Citizenship', 'Collaborative learning in teacher education', 'risk taking', Science, Technology, Engineering and Maths (STEM) and publication of books - 'How to be a Brilliant English Teacher' and 'How to be a Brilliant Mentor'. Tutors are regularly engaged with subject and pedagogical developments and keep up to date through pursuit of their own CPD.

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 each Level 7 module is 50%.
- 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 outlines.

Requirements to meet the Teachers' Standards

Trainees can only be recommended for the award of QTS if they meet all the standards for QTS. In order to ensure accuracy and reliability there are clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

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
Professional Graduate Certificate in Education: Secondary	Passed a minimum of 120 credits at level 6
Postgraduate Certificate in Education (PGCE): Secondary	Passed a minimum of 60 credits at level 6 plus 60 credits at level 7

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

21 Indicators of quality and standards

Data is collected and analysed using a variety of methods to inform understanding of the effectiveness of provision. For example, data is collected and analysed in the following ways:

- Training sessions: in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme – this is done through online evaluations at interim points in the course.
- Trainees' evaluations of how their training needs have been met: in July 2014, 98% of trainees across all training routes rated the quality of the course as good/very good.
- Tutors' annual evaluation reports of the training programme and how it is administered.
- Trainees' perceptions of their training through the end of course evaluation and through regular course representative meetings.
- Feedback from past trainees. The NCTL conducts an annual survey which has its focus on Newly Qualified Teachers (NQT). This survey is carried out six months after trainees have finished their training. These results are then scrutinised and used as part of the annual Self Evaluation Document (SED). The results from the 2013 NQT survey indicated 100% satisfaction of trainees in preparing them to teach their specialist subject. This is compared to a sector average of 89%.
- Feedback from internal and external moderation about the effectiveness and accuracy of the assessments of trainees against the standards for QTS; feedback from external moderators about the effectiveness of training provision in helping trainees to meet the standards for QTS; feedback from all involved in the training about the implementation of equality policies. The PGCE course underwent periodic review in May 2013. The review confirmed confidence in the course for the next five years. The review team highlighted several areas of good practice having spoken to trainees, mentors and the course team including: invaluable feedback from mentors; encouragement for trainees, from tutors and mentors, to take risks in their teaching; excellent communication within the partnership; the focus on addressing the individual needs of trainees; the inclusion of past trainees, including NQTs, in the management of the course.
- Feedback from the NCTL and Ofsted. The course has been regularly inspected by Ofsted and was judged 'Good' in March 2014. Ofsted (2014) noted:
 - *'Trainees are overwhelmingly positive about the quality of their training, both in schools and at the University'*
 - *'Trainees possess a strong desire to become good and outstanding teachers'*
 - *'Trainees are especially positive about the quality of school-based mentoring and training, support from university tutors and the quality of school placements'*

- *'Subject tutors add distinctive elements to their training that broaden trainees experience and make them more employable.'*
- *'Rates of employment are high'*
- *'Subject leaders are experts in their own field'*
- *'Trainees state that they are inspired by the quality of teaching sessions by tutors because they model best practice'*
- *'High quality mentoring, pastoral care and support provided for trainees that ensures they (trainees) make good progress throughout the course'*
- *'Trainees on all routes and in all subjects achieve well because overall training meets their individual needs'*
- *'As a result of good training NQTs and trainees demonstrate the ability to use a wide variety of strategies to manage students' behaviour effectively. They quickly build positive relationships with students in their care.'*
- *'Trainees display secure knowledge and understanding about how to support disabled students and those students with special educational needs'*
- *'The well designed Professional Studies programme for post graduate trainees is a strong element of the course and positively received by trainees'*
- *'Internal moderation provides a system of checks and balances within the partnership to ensure that trainees in different settings are assessed accurately and reliably. The partnership ensures that arrangements for internal moderation are in place and that they work effectively. The roles and responsibilities of those carrying out such arrangements are detailed in the partnership agreement'*

Internal moderation procedures include, for example:

- the involvement of course moderators (professional mentors) with relevant expertise to standardise assessment across subject routes and training routes
- detailed scrutiny by a moderating panel (course tutors and the Course Leader) of a sample of trainees, including any judged by an assessor as on the pass/fail borderline, or likely to fail
- joint observations of trainees' teaching, conducted by professional mentors and subject mentors in school as well as joint observations between tutors across different subjects and routes
- discussions by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement, and
- arrangements for feeding back information to the partnership about the accuracy and consistency of assessment arrangements and about elements of good practice to support improvements. This includes feedback from tutor visit forms and the moderation of school reports where applicable.

22 Graduate destinations, employability and links with employers

Graduate destinations

95% of trainees who passed the PGCE course in July 2014, and who were seeking employment, secured a teaching post by September 2014. The high proportion of trainees achieving posts in the region was recognised by Ofsted *'Rates of employment are high. Many past trainees gain posts of further responsibility within schools locally and further afield.'* (Ofsted 2014:15). School Direct employment for July 2014 showed 100% employment rate but it should be noted that this was a very small cohort .

Trainee employability

The course has a strong focus on offering additional opportunities to ensure a high rate of employability. These opportunities include: attending and presenting at national conferences, delivering master classes in schools, becoming a STEM Ambassador,

working with local museums, participating in the pathways.

Links with employers

A partnership agreement sets out the roles and responsibilities of each partner. Provision that is not school-led assures the significant role of schools in recruiting, selecting, training and assessing trainee teachers. The partnership consists of over 100 secondary schools and FE colleges. 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 and Grammar and Independent schools. The university also works with a number of teaching alliances.

The partnership extends over a wide geographical area including Worcestershire, Herefordshire, South Shropshire, the Black Country, Birmingham, Warwickshire and Gloucestershire. Schools are heavily involved in course design and development through the Partnership Advisory Committee, the Course Management Committee and the Subject Coordinating Groups.

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, and learning and assessment methods for each module can be found in the module outlines and the course 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