

Programme Specification
Post Graduate Certificate in Education and Professional Graduate Certificate in Education
(PGCE)

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 or Professional Graduate Certificate in Education: Primary
5. Programme title	Post Graduate/Professional Certificate in Education: Primary
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	X104-(5-11) X124 (3-7)
10. Subject benchmark statement	DfE/Teaching Agency Teachers' Standards 2012 Standards www.education.gov.uk
11. Date of programme specification preparation/revision	September 2012 (new template) <i>March (via IQC) 2012 – change to module title (section 14) PGES 3003 and 4003 changed from Extended Subject Study (ESS) to Primary Subject Specialism (PSS) and change of PSS subject from SEN to SEND</i> <i>July 2012 – removal of references to Every Child Matters to reflect new Government policy. Update name changes of Teaching Agency (was TDA) and also update references made to new Teachers' Standards (2012)</i> 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 students, 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 RE 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 active trainees who build an Early Years/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 students 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 students on school experience.

Educational aims

The PGCE Primary programme will –

- Provide students with a theoretical and practical knowledge and understanding of how children learn and develop
- Develop students' 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

Trainees are expected to

- Develop and demonstrate the knowledge, skills and teaching competences which will enable them to observe, plan, teach, organise and assess children's progress and learning across the full range of the Primary and Early Years 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 students will be trained to meet the Teaching Agency's Standards 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 Early Years and national curriculum.
- Develop and deepen understanding of the pedagogy and practice linked to these subject area/s
- 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

Part of this process will be to ensure the development and attainment of competences that enable students to meet the Teaching Agency (TA) Standards for Qualified Teacher Status (QTS).

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_%282%29.pdf the course will enable all students to aspire to be autonomous learners; provide a programme which embraces key/transferable skills; disseminates good practice in learning and teaching; supports students of varying experiences, needs and backgrounds and monitors 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 TA 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. The course also takes account of the University of Worcester Learning, Teaching & Assessment Strategy (2012)

http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_%282%29.pdf

All students will meet the Government Teacher's Standards for Qualified Teacher Status

In addition for the award of the Professional Certificate (PGCE) students 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}) students will satisfy the demands of level 7 expectations and 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 students 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 modules, learning and teaching activities have been designed to reflect a range of outputs that include-

- **Directed Study Tasks (DSTs)**
- During a taught module students may be required to complete one or more DSTs. These form part of the taught course and are designed to promote students' learning. Module tutors monitor students' completion of DSTs.
- **School-based Tasks (SBTs)** During both serial and block school experience students are required to complete one or more SBTs. These form part of the course and are designed to promote students' learning, develop and deepen their understanding of theory into practice and enable them to translated into high quality teaching and learning in Early Years and Primary settings
- **Peer group presentations**
- Students 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 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 students, as not all of them perform well in one type of assessment;
- The required evidence of a student's progress and information enabling tutors to diagnose learning difficulties experienced by the students and to monitor the programme effectively;
- To give feedback to students 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 (Core subjects, Foundation subjects, Professional Studies 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 students 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 90 days of school experience.

Assessment of core subjects, foundation subjects and Pedagogy and Management (PAM)

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 students 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. Students will spend 20 weeks at University in taught sessions and 18 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 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 vast majority of trainees exit with the full Post Graduate Certificate in Primary with QTS and 60 Masters Credits

Students have to successfully complete all professional elements including the DfE/TA 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).

Students 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.

Students who gain 20 or 40 credits at Level 7 will be awarded these credits. Those students who are not successful in completing all the Level 7 components but who successfully complete the Professional elements of the course along with the DfE/TA 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 Teaching Agency (TA) for QTS.

The purpose of three exit routes is to provide a framework which will allow students to gain a Post-Graduate Certificate in Education (with specified Level 7 modules), but also to allow for those students 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 student who is unsuccessful in gaining Qualified Teacher Status (QTS) but who does successfully complete 60 credits at Level 7.

Module code	Module	Credits	Assessment
PAM1 PGPM 4001	Pedagogy and Management Assignment 1	20 at Level 6 or 7	3,000 word assignment
PAM2 PGPM 4002	Pedagogy and Management Assignment 2	20 at Level 6 or 7	4,000 word Professional Portfolio
PGPS 4003	Primary Subject Specialism	20 at Level 6 or 7	3,000 word assignment
PGCR 3001	Core Subjects and ICT	20 at Level 6	Subject profiles including ICT e-portfolio
PGFS 3003	Foundation Subjects, RE and SEND	20 at Level 6	Directed study tasks as outlined in component outlines
PGES3004	School Experience	20 at Level 6	Completion of Professional Development Portfolio (PDP) in relation to National Standards for QTS

It is the intention that all students are recruited to and then register for the Post Graduate Certificate in Education 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	School Placements
Pedagogy & Management (PAM) English, Mathematics, Science, ICT Geography Music	Serial days in school prior to SE 1 5 weeks block

Art PE Primary Subject Specialism (PSS) SEN	Primary Subject Specialist (PSS) research days
BLOCK SCHOOL EXPERIENCE –SE 1	SE 1: 5 week block school experience
Pedagogy & Management, English, ICT, Mathematics, Science, Art, Music, Geography, SEN and Primary Subject Specialism	

TERM 2

Pedagogy & Management, ICT, English, Mathematics, Science, History , D&T, RE, SEN and PSS	Serial days in school prior to SE-2
BLOCK SCHOOL EXPERIENCE – SE 2	SE 2: 4 week block school experience
Pedagogy & Management English, Mathematics, Science & ICT History, D & T RE SEN Primary Subject Specialism	2 PSS days in school after SE 2

TERM 3

Pedagogy & Management, ICT, English, Mathematics, Science	Serial day in school prior to SE-3
BLOCK SCHOOL EXPERIENCE –SE 3	SE 3: 8 week block school experience
Pedagogy & Management, ICT, English, Mathematics, Science	

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 students

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 students 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, 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

The course recruits graduates with high quality degrees (minimum 2:2) classification. All applicants must have recent relevant Primary /Early Years' experience linked to the age group for which they are applying to teach. We welcome mature students. The University welcomes applications from members of ethnic minority groups and from candidates with disabilities. The University seeks students 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

GCSEs: C grade or higher in English Language Maths and Science (or recognised equivalents) **at the time of application.**

Degree: 2:2 or above from a British university or an award recognised as equivalent. Further details can be obtained from Registry Admissions Office (01905 855111)

QTS Skills test- passes @63% or above

Experience- Recent relevant school/setting experience

A chosen Primary Subject Specialism: usually at A level, degree level or based on significant school experience.

Admission procedures: Applications for the Primary PGCE are made through the Graduate Teacher Training Registry (GTTR). The Registry usually opens mid-October. 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 where you will respond to a pre-set question (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.
- Capacity to write at Masters' level
- Knowledge and Understanding of high quality teaching and learning in Primary/Early Years' education

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 the Teaching

Agency skills' tests and an additional 10 days in a Primary /Early years setting. This decision will be within 15 days from the date of interview.

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 students 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 students 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 student 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 the minutes of the meetings pass 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. The course has also been regularly inspected by OfSTED (2008) and (2010) when they have surveyed Primary ITE provision at the University 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 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.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- 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 student 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	Passed a minimum of 60 credits at level 6 and 60 credits at level 7
Professional Certificate of Education	Passed a minimum of 120 credits at level 6
Postgraduate Certificate in Educational Studies	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 course remains in very good health. A very high percentage of graduates from the course find employment as teachers, most recent data indicates a rate of 87% across Primary

An Ofsted Inspection (2010) concluded that the quality of the course was outstanding and in 2008 the University of Worcester was designated as a Grade A provider for primary initial teacher education. 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)*

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 has been specifically targeted as national priorities including behaviour management (86% good or very good) and systematic synthetic phonics (86% good or very good)

Due to its Grade 1 and Ofsted outstanding rating the PGCE has year on, received additional places, growing to 182 in the academic year 2011-2012. 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%

Outcomes from 2011-2012 course review meeting trainees recognise the challenges of the course; they see its strengths as

- The academic and peer support network
- The focus on critical and reflective practice and the connection between theory into practice
- The strength of the teaching team in developing both pedagogy and subject knowledge
- The focus on research and subject specialisms

The course team will continue to embed this good practice and recognise and target those areas where they feel further improvements could be made

- Consider the reviews of some key subject specific paperwork to reduce unnecessary duplication
- Increase some of the school based activities to focus more on Primary subject specialisms

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 students. 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 students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students 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 trainees gain teaching employment in Primary and Early Years' schools across the West Midlands. Current employability rates 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

Students 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. Students are also offered to take part in additional qualifications to improve employability skills. These currently include a CEOP (Child Exploitation and Online Protection) certificate, Signalong and First Aid training. Further sports qualifications are offered in partnership with the Institute of Sports and Exercise (swimming qualifications, coaching certificates).

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 lead keynote talks and lead some teaching sessions. All students have access to the University Careers Service.

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