

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	Awarding institution/body	General Teaching Council Of England														
2	Teaching institution	University of Worcester														
3	Programme accredited by	TDA														
4	Final award	Qualified to Teach Status QTS														
5	Programme title	GraduateTeacher Programme (GTP) - Secondary														
6	Pathways available	N/A														
7	Mode and/or site of delivery	Employment Based Learning in partnership schools and centre-based training														
8	Mode of attendance	Part time attendance is required at the UW. Trainees are required to attend Secondary PGCE subject sessions based on need. Generally this attendance is between 9.15 and 4.15p.m. Trainees are in full-time employment and training within a school.														
9	UCAS Code	N/A														
10	Subject /Professional Benchmark statements	<p>Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008) (TDA, 2008).</p> <p>The Secretary of State’s Statutory Instrument 2003 No. 1662 Education (School Teachers’ Qualifications) (England) Regulations 2003 (SI 2003/1662).</p> <p>Employment based teacher training scheme general conditions (http://www.tda.gov.uk/partners/recruiting/ebr/ebtt_gen_conditions.aspx)</p>														
11	Date of Programme Specification preparation/revision	<p>Prepared in July 2010 (previously update in April 2010)</p> <p>The following are the revisions made to the programme specification during the academic year 2009/10. Further details of developments to the programme can be found in the EBITT SED 09/10.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">RECORD OF REVISIONS</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">July 2010</td> <td>New template used following AQU update</td> </tr> <tr> <td>July 2010</td> <td>Details of attendance added Section 8</td> </tr> <tr> <td>July 2010</td> <td>Hyperlinks added to professional benchmark statements Section 10, 12, 14 & 16</td> </tr> <tr> <td>July 2010</td> <td>Hyperlinks added to QAA code of practice and mapping of work-based learning against collaborative provision in Section 16</td> </tr> <tr> <td>July 2010</td> <td>Assessment map added Section 14</td> </tr> <tr> <td>July 2010</td> <td>Award map added Section 15</td> </tr> </tbody> </table>	RECORD OF REVISIONS		July 2010	New template used following AQU update	July 2010	Details of attendance added Section 8	July 2010	Hyperlinks added to professional benchmark statements Section 10, 12, 14 & 16	July 2010	Hyperlinks added to QAA code of practice and mapping of work-based learning against collaborative provision in Section 16	July 2010	Assessment map added Section 14	July 2010	Award map added Section 15
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12	Educational aims of the programme	<p><i>The course aims to develop teachers who:</i></p> <ul style="list-style-type: none"> • are able to meet the current DfES/TDA Standards for Qualified Teacher Status; • are skilled in providing an awareness of how different patterns of organisation, and styles of teaching, best support effective learning and provide equality of opportunity for all children; • have a practical knowledge and understanding of how children learn; • have school experience across at least two consecutive key stages; • can 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 in their chosen national curriculum subject area; • can plan and manage the children’s learning; • can begin to work in co-operation with other professionals and parents, in order to ensure quality teaching and learning experiences and realistic outcomes for all children; • are reflective and critical; • can promote their own development 														
13	Intended learning outcomes and learning, teaching and assessment methods															

On completion of the programme, trainees will:

- be required to demonstrate achievement of the standards for QTS as specified in DFES 06/07
- have a knowledge and understanding of the development of children across the secondary age-phase, and be able to implement developmentally appropriate practice within this age-phase
- be able to foster and develop skills, concepts and attitudes necessary for effective learning;
- be able to identify aims and objectives for learning and specific learning outcomes, with clear reference to purpose, progression and differentiation, taking account of individual needs and the school's long and medium term planning in their own medium and short term planning;
- have an awareness of the diversity of needs and abilities within classrooms, including SEN/Inclusion/gifted and talented, and how this affects learning, e.g., Individual Education Plans (IEPs), and the role of the school within the community, as well as the needs of the able child;
- have a working knowledge of the structure and requirements of the National Curriculum for their chosen subject area and its assessment;
- be able to appreciate the 'wider curriculum' and its relationship to the National Curriculum;
- understand the place of cross-curricular elements including personal, social, health education and citizenship in the curriculum;
- have an understanding of and use effectively assessment methods, marking techniques, record keeping and reporting, and be aware of their fitness for purpose;
- have audited and profiled their developing subject knowledge;
- have profiled their developing competences, by satisfactory use of the portfolio; and produced a portfolio of evidence related to the Qualifying to Teach Standards;
- be aware of and effectively use a range of classroom organisation and management techniques that ensure safe and effective working by all pupils;
- develop an awareness and understanding of whole school policy, including homework, and wider management issues;
- be able to relate and communicate confidently and appropriately with other professionals and parents;
- develop appropriate relationships and strategies with pupils which establish high standards of behaviour and discipline;

gain an awareness of their strengths and needs in terms of knowledge, skills, understanding and motivation to allow them to undertake continuing professional development successfully and effectively in their teaching careers;

Learning, teaching and assessment methods

The teaching and learning strategies used will be selected according to the following purposes:

- **Whole group lectures:** GTP trainees are expected to attend all core GTP sessions at UW and are invited to attend specific PGCE subject lectures, which they feel will support gaps in their subject or professional knowledge and as identified in their individual training plan.
- **Peer Group:** This is an important feature of the framework within which trainees develop. As mature students with a range of previous learning experiences, they are expected to engage in a collaborative

approach to learning. All trainees will reflect on their learning through peer coaching developing transferable skills they can employ in their profession.

- **Directed Study:** Trainees will be required to reflect upon and further research issues raised within lectures and workshops and either to feedback the outcome to the whole group or produce written material for group resource purposes.
- **Seminars:** Trainees will make presentations for group discussion and evaluation.
- **Individual Study.** GTP trainees will research into good teaching and learning in their curriculum subject area and produce a written assignment for submission to University for assessment. They will complete interim and final commentaries along with their Professional Development Portfolio.
- **Tutorials:** These are provided by individual tutors, either to individuals or small groups, to target support in areas of need, both in UW and in school.
- **Websites:** Trainees will be required to access appropriate websites including those of the DfE and TDA in order to ensure that they are aware of the most up to date material relevant to their programme and its component elements.
- **VLE:** Trainees will have access to University teaching and learning materials along with supplementary resources via the Virtual Learning Environment (VLE) Blackboard.

	Examples
Knowledge and understanding	Assignment, independent study
Cognitive and intellectual skills	Reading of research, assignment
Practical skills relevant to employment	Professional dialogue with mentor/tutor, training and teaching in situ, observations
Transferable/key skills	Use of ICT to include VLE, communication through directed study tasks

14 Assessment Strategy

Regulation of assessment

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services website](#) or see the [Student Handbook](#).

How work is assessed

There is a balance of formative and summative assessment on the course. Key assessment points are spread out over the year and there are a range of assessment techniques. The assessment criteria for the various assessment tasks aim to demonstrate how the trainee has met the QTS standards in a holistic way rather than an atomistic way.

Assessment of School Experience

The Professional Development Portfolio

The portfolio is based on the [Standards for the Award of Qualified Teacher Status](#) (TDA, 2008). The portfolio is designed to be formative in helping trainees to work towards achieving these standards. It is also used in summative assessment of practice of teaching.

The standards are set out under the following headings in the portfolio:

1. Professional attributes
2. Professional knowledge and understanding
3. Professional skills

Trainee teachers are required to build up a portfolio which will at the end of the course provide evidence of

achievements against the Qualified to Teach (QTT) standards.

15 Programme structures and requirements

COURSE STRUCTURE

The GTP is a school based course, which is quality assured by UW. The course varies in length from one term to three terms full time, depending on need. There is also provision for the course to be undertaken part time. The course has three start dates: September, January and April.

ASSESSED COMPONENTS

Trainees are required to complete an assignment

A portfolio with two commentaries

Teaching experience in two schools

Qualified Teacher Status

Candidates are recommended for Qualified Teacher Status to the Secretary of State for Education after the successful completion of the following: teaching experience; portfolio; assignment; and the Teacher Development Agency Skills Tests.

16 QAA Academic Infrastructure

The University of Worcester does not award for GTP, however [TDA requirements and standards \(2008\) for Initial Teacher Training \(ITT\)](#) provision must be met in order that recommendation be made for QTS for those with passing portfolios. QAA procedures are implemented and applied in line with Section 2 and 9 of the [QAA Code of Practice](#).

Quality Assurance Code of Practice: Mapping Section 9 (Work-based and placement learning) to Section 2 (Collaborative provision)

Section 9: Work-based and placement learning	Precept 1: Intended learning outcomes and assessment	Precept 2: Responsibilities for academic standards and quality	Precept 3: Responsibilities of partners	Precept 4: Responsibilities and entitlements of students
Section 2 Precepts	A2, A10, A12, A14, A18, A20, A21, A22, A23	A1, A3, A9, A10	A3, A9, A10, A12	A26, A27, B4
GTP Documentary Evidence	Partnership Agreement; Programme Specification	Partnership Agreement; QA checklist of schools	Partnership Agreement; QA checklist of schools	GTP Handbook; Partnership Agreement

Section 9: Work-based and placement learning	Precept 5: Information support and guidance for students	Precept 6: Information, support and guidance for partners	Precept 7: Staff development	Precept 8: Monitoring and development
Section 2 Precepts	A26, B4, B5, B6, B7		A17, B6	A16, B2, B5
GTP Documentary Evidence	GTP Handbook; Partnership Agreement; E- News; Course Committee agenda/minutes; Module outlines; Definitions and	Mentor training notes; Mentor materials; Definitions and Principles for Regional Training	Tutor meeting agenda/minutes; Joint observation forms	E-News; Trainee, mentor and tutor evaluations; external examiner report; SED;

		Principles for Regional Training			Improvement planning	
<p>17 Support for students</p> <ul style="list-style-type: none"> • Professional Mentor and Subject Mentor in school who are responsible for the schools training programme; • Graduate Teacher Programme Coordinator (Secondary) and Graduate Teacher Programme Course Leader who are available by e-mail and telephone. Also run a professional studies group for GTP trainees throughout the year. • UoW Subject Tutor who will make themselves available by e-mail and telephone, and who will visit the trainee in school twice per term; • Whole group lectures: GTP trainees are invited to attend specific PGCE lectures (subject studies), which they feel will support gaps in their subject or professional knowledge and as identified on induction and in their individual training plan; • Directed Study: Trainees will be required to reflect upon and further research issues raised within lectures and workshops and either to feedback the outcome to the whole group or produce written material for their portfolio; • the course handbook section 1 • Online support • Tutorials: These are provided by individual tutors to individuals, to target support in areas of need, both in UoW and in school; • Websites: Trainees will be required to access appropriate websites including those of the DfES and TDA in order to ensure that they are aware of the most up to date material relevant to their programme and its component elements. <p>In addition, trainees will also receive;</p> <ul style="list-style-type: none"> • Weekly review meetings from their subject mentor to discuss progress and agree targets to work on for the next week; • Formal observations of their teaching three times per week (or as stated on the training plan); • Half termly periodic review meetings; • Group email; • Guidance on subject support and pedagogical methodology; • A detailed handbook; • Newsletters; • Support from the learning support Services (Library, IT, Media and Print) and Student Welfare Services (Careers, Counselling). 						

18 Admissions policy, criteria and procedures

- a degree of a British university or an award recognised as equivalent by the Qualifications Branch of the DfE
- a degree at least 50% subject related (exception MFL for native speakers)
- A levels/equivalent in appropriate subjects for the subject(s) to be taught
- a good range of GCSEs / equivalents
- completed an application form with a CV
- a positive reference with no caveats
- attained grade C or better in GCSE (or recognised equivalents) in English Language and Mathematics

Particular consideration will be given to people who have come through unusual routes but whose experience can be considered to be equivalent to the above. The University wishes to recruit trainees who have a strong commitment to teaching as a career. It is expected that candidates for interview will have gained some appreciation of the demands and expectations of teaching as a result of experience in secondary schools. A conscious decision about commitment to teaching would be based on this experience. Further work with children, in a paid or voluntary role, would also be deemed valuable. Care is taken to ensure that prospective candidates are aware of the emphasis placed upon a period of relevant experience before attending for interview. Candidates are advised to draw attention to any experience of this type when completing their application form.

The University operates an Equal Opportunities Recruitment Policy and welcomes applications from members of minority ethnic groups. Sympathetic consideration will also be given to the ways in which the University can help the special needs of disabled applicants. The University seeks trainees from a variety of backgrounds and with differing personality 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 probable they will 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.

Accreditation of Prior Learning.

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for accreditation of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

- GTP Steering group
- Course Management Committee meetings
- GTP team meetings
- Mentors evaluation
- Trainees evaluation
- Tutor evaluation
- Institute of Education Quality Assurance Meetings
- Mentor development
- Internal moderation to include final assessors
- External examiner report
- Self Evaluation Document (SED)
- NQT survey
- Staff Appraisal

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module at Level 6.
- 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 assessed components of the course have to be passed
- The examination board meets three times per year

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked.
- Students 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.

Retrieval of failure

- Students are entitled to resit failed assessment items
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.

20 Indicators of quality and standards

There is a large and high quality recruitment base to the programme and a high take up of employment into the profession.

The academic standards set by the University are appropriate and rigorous and compare well with similar programmes nationally. (External examiner, 2010)

The quality of placements and school-based training clearly demonstrates the effectiveness of the provision. (TDA, 2009)

The Ofsted 2010 inspection rated the GTP provision at UW as “outstanding”. ([http://www.ofsted.gov.uk/oxedu_providers/full/\(urn\)/70198](http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/70198))

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

22 Employability and graduate destinations

The programme prepares for teaching across the age range 11 to 18. A Career Entry Development Profile Session is held at UW in order to guide trainees into their induction year. It is expected that trainees will prepare a formal statement relating to discussions held with their UW tutor and Lead Mentor in school. Employment rates are typically very strong; on average at least 96% of the cohort enters the teaching profession in full-time, part-time or supply capacity in the year following their training. Many remain in the school where they undertook their GTP training.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. 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.

More detailed information on the learning outcomes, content and teaching, learning and assessment can be found in the following documents:

- GTP Secondary Handbook (reviewed annually)
- Web address: <http://www.worcester.ac.uk>

Uploaded to web 15/11/10