

PROGRAMME SPECIFICATION

1	Awarding institution/body	University of Worcester
2	Teaching institution	Devon Secondary Teacher Training Group
3	Programme accredited by	University of Worcester in conjunction with GTC
4	Final award	Post Graduate Certificate in Education (PGCE {M}) and Professional Graduate Certificate in Education (PGCE)
5	Programme title	PGCE Secondary Performing Arts: Music, Drama Modern Foreign Languages: French, German, Spanish 11 to 18 years
6	Pathways available	Performing Arts and Modern Foreign Languages
7	Mode and/or site of delivery	Taught sessions and school-based training at Partner schools and training centre
8	Mode of attendance	Full time
9	GTTR Code	W4X1; W3X1; R4X1; R1X1; R2X1
10	Subject Benchmark statement	Current DfES and TDA standards and requirements for the award of QTS
11	Date of Programme Specification revision	October 2010/updated Jan 2011

12 Educational aims of the programme

To train trainee-teachers to meet the 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 Masters level.

13 Intended learning outcomes and learning, teaching and assessment methods

- All trainees will meet the current Government standards for Qualified Teacher Status
- In Addition for the award of the Professional Certificate (PGCE) trainees will
 - Critically review, consolidate and extend a systematic and coherent body of subject pedagogy
 - Utilise research skills in relation to school policy and teaching
 - 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})
 - 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 peers
 - 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

14 Assessment Strategy

As a school based course, the school placement/experience is formatively assessed during all three terms. A satisfactory assessment is required at the end of each term before the trainee can proceed further. This assessment includes the identified formal lesson observations and school reports for the period together with ongoing portfolio evidence.

MODULE	TITLE	CREDITS	ASSESSMENT
Module 1	Introduction to teaching and learning	20 credits level 6	Written Assignment 1
Module 2	Developing teaching and learning	20 credits level 6	Written Assignment 2
Module 3a/3aM	Educational Investigation	20 credits at level 6 or level 7	Written Assignment 3
Module 3b/3bM	Educational Investigation	20 credits at level 6 or level 7	Research Project
Module 4/4M	Becoming a Professional	20 credits at level 6 or level 7	Portfolio
Module 5	Meeting the standards	20 credits at level 6	School Placement Review/Report

3 written assignments of 3000 words

- Assignment 1 on learning theory and subject rationale
- Assignment 2 on a scheme of work
- Assignment 3 on assessment linked to national and school policy

An oral presentation of a school-based research project.

A portfolio, additionally for the M level award the completion a 1000 word commentary.

Successful school placement as shown by the final school review/report.

It is necessary to pass all assessments and hence each module.

The Portfolio will be formatively assessed prior to final submission.

The first school placement is assessed formatively and confirmed by the Approvals Panel.

Assignment 3, the final portfolio and the project are available as M-level assessments

(Full assessment criteria are to be found in Appendix 1)

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 course is framed by the Professional Studies Programme and the Framework for Study Units. 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.

Whilst modules 1, 2 and 4 are chronological, and aligned with three phases of the teaching practice, modules 3a and 3b provide an overarching emphasis on the research and reflection expected of students throughout the course. Module 3a and 3b will be taught through professional studies and subject studies and provide the basis for research methods and M-level work. Module 5 runs concurrently with the other modules as the standards are always being practised.

All aspects of the course are compulsory and full attendance is compulsory for all aspects.

The course consists of five modules for convenience, although it is taught in a more integrated, holistic, way.

MODULE	TITLE	CREDITS
Module 1	Introduction to teaching and learning	20 credits level 6
Module 2	Developing teaching and learning	20 credits level 6
Module 3a	Educational Investigation	20 credits at level 6 or level 7
Module 3b	Educational Investigation	20 credits at level 6 or level 7
Module 4	Becoming a Professional	20 credits at level 6 or level 7
Module 5	Meeting the standards	20 credits at level 6

Masters Level Work

Students will be able to apply to register for the PGCE (M). This will occur in December (end of Placement One) and decisions will be made by the end of January.

In order to be accepted Masters students should have demonstrated they:

- Can analyse their own practice using appropriate research methods
- Can critically reflect on their own practice, both orally and in writing
- Can synthesize ideas drawn from literature, teaching and their own practice
- Can present their work to a professional standard
- Have organised and managed their work time effectively
- Have successfully completed their first school placement

Candidates who opt for M-level but who fail to gain 60 M credits may still achieve the award of Professional Certificate in Education and credits gained will be indicated.

Any trainee not wishing to register for M Level may attend any PGCE (M) taught sessions or twilights specifically designed for the Masters route, subject to sufficient space and resources being available.

16 QAA Academic Infrastructure

The course is bound by the standards for QTS and has been mapped to the FHEQ qualification descriptors at levels 6 & 7.

17 Support for students

There is a variety of ongoing support for trainees, depending upon the nature of support required. An experienced ITT Tutor will act as a point of contact for any trainee experiencing difficulties and will be available for tutorials during the course.

- Subject Groups
- Subject Co-ordinators who also act as Personal Tutors
- Subject Mentors in school
- Professional Tutors in school
- For PGCE (M) trainees, a lead Academic/Masters Tutor
- Trainees have detailed handbook with support details for assignments, projects and portfolio and access to VLE and Worcester e-library facilities
- Induction both in school and at centre includes library media and facilities and introduction to the ICT Tutor for specific IT support
- Course Manager and Deputy Course Manager
- QA Officer who visits schools and interviews trainees and staff in-situ
- Placements in school selected to target any required learning support
- Trainee representatives
- Dedicated team of administration and finance officer offering support for welfare issues

18 Admissions policy, criteria and procedures

The PGCE course seeks to recruit suitably qualified graduates within the subjects offered. We welcome applicants from ethnic minorities or those with disabilities (subject to the needs of 'Fitness to teach'). We are also keen to support applicants to become teachers whose careers and academic backgrounds are untypical.

All applicants must have a degree (normally an honours degree) in a subject that is 50% related to the one they hope to teach. Degree equivalencies will be sympathetically considered as will alternative relevant experience where 50% subject content is not established.

All must have a grade 'C' in English and Mathematics or an equivalent (DSTTG via the University of Worcester offers equivalence tests in these subjects).

Candidates who present a suitable GTTR application will be interviewed. The interview will consist of: presentation of prior written task and portfolio, a group discussion, an observed teaching episode with small group and an individual panel interview.

The criteria for acceptance are:

From the GTTR Forms

Essential

- Honours degree (unless overt mitigating circumstances) or an equivalent
- Degree in relevant subject
- A-levels /equivalent in appropriate subjects for the subject(s) to be taught
- Good range of GCSEs/equivalents

- Clearly written personal statement
- Positive reference with no caveats
- GCSE English & Maths/equivalents at grade C or above before starting the course

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.

At Interview

General Criteria

1. Passion for subject
2. Appropriateness of subject knowledge and ICT capability
3. Communication skills: listening, speaking, and writing
4. Understanding of Professional Values of a teacher
5. Personal qualities: organisation, teamwork, attitudes to children
6. Self awareness: ability to analyse strengths and development needs

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

- Overall responsibility for the quality of provision and the management structure rests with the Steering Group consisting of Partnership Headteachers, Senior LEA Officer, Programme/Course Manager, Financial Officer and University of Worcester Link Tutor.
- It is the responsibility of the Management and QA Group to ensure consistency in the provision for trainees and to promote a shared approach. This group consists of the Programme/Course Manager, Deputy Course Manager, Professional Tutors, QA Officer, Course Administrator, Subject Co-ordinator representative and Trainees' representatives.
- Trainees' portfolios and the records kept by mentors, professional tutors and subject co-ordinators of lesson observation and assessment tasks are regularly compared and moderated.
- Mentors meet regularly for full moderation of each written assignment.
- At points within the programme mentors and Professional Tutors jointly observe a trainee's teaching.
- Each Mentor takes part once a year in a joint observation with a Mentor in another school, and trainees are assessed by both.
- Mentors and Professional Tutors participate in regular reviews of the programme and an end of course evaluation meeting.
- Visits to schools by the Course Manager and Subject Co-ordinators further strengthen the drive for consistency. These visits include references to work in other partner schools.
- Regular evaluations are received from trainees about their school placement and taught programme. These are used to review the quality of provision.
- Taught sessions are observed by members of the Central Team

The course AMR (Annual Monitoring Report) or SED required by the University of Worcester reviews provision and identifies future plans. This report is based on the Programme Manager's report presented to and approved by the Steering Group each year.

The course has been regularly inspected by OfSTED and judged the top grade (grade 1 – 'outstanding') in May 2009 for 'Overall effectiveness', and 'The capacity for further improvement and/ or sustaining high quality'.

NQTs are surveyed annually and nationally by TDA.

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.
- 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.
- Some modules may 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

- Students 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.
- 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- 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	Credits
Professional Graduate Certificate in Education (PGCE)	120 credits at level 6
Post-Graduate Certificate in Education (PGCE(M))PG Cert	60 credits at level 6 plus 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

21 Indicators of quality and standards

The course has been regularly inspected by OfSTED and judged the top grade (grade 1 – ‘outstanding’) in May 2009 for ‘Overall effectiveness’, and ‘The capacity for further improvement and/ or sustaining high quality’.

OfSTED noted:

- The coherence and high quality of the training and assessment which lead to all trainees fulfilling their potential
- the very effective leadership and management of the partnership which ensure that all partners play a full role in the training
- the professionalism and high level of reflection exhibited by the trainees
- the collaborative cross-subject working which encourages trainees to extend their teaching approaches
- the monitoring and quality assurance of the programme and their contribution to rigorous improvement planning
- the high level of commitment and enthusiasm shown by all members of the partnership.

Devon Secondary Teacher Training Group is the only secondary SCITT provider to be awarded category A / ‘Outstanding’ by OfSTED in three consecutive Inspections.

22 Career Opportunities & Links with Employers

Successful trainee teachers have gained employment almost universally over recent years. Many have been offered jobs in their placement schools and a significant percentage achieves posts within the region. The exceptions are those who have chosen to take time out to travel before returning to complete their NQT year, or those who are constrained by geography and family circumstances who wanted part-time employment

(and even here most are usually successful within 12 months of finishing the course).

We are frequently contacted by schools seeking NQTs.

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

Key sources of information about the Course can be found at: www.devonscitt.com

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