

**Programme Specification**  
**Post Graduate Certificate in Education and**  
**Professional Graduate Certificate in Education**

1	<b>Awarding institution/body</b> University of Worcester
2	<b>Teaching institution</b> Devon Secondary Teacher Training Group / University of Worcester
3	<b>Programme accredited by</b> QTS recommendations made by University of Worcester to the National College of Teaching and Leadership (NCTL)
4	<b>Final award</b> Post-Graduate 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
5	<b>Programme title</b> Post Graduate Certificate in Education (PGCE (M)): Secondary Professional Certificate in Education (PGCE): Secondary To include; School Direct (Training) and School Direct (Salaried) routes
6	<b>Pathways available</b> Performing Arts: Drama, Music Languages; French, German & Spanish Mathematics Science: Chemistry Science: Physics English (From Sept 2014)  All 11 to 18
7	<b>Mode and/or site of delivery</b> Taught Sessions at DSTTG Training Centre and School-based training at partner schools
8	<b>Mode of attendance</b> Full time for all subjects and all routes. All aspects of the course are compulsory and full attendance is compulsory for all aspects.
9	<b>UCAS Teacher Training Codes</b> W4X1 (Drama); W3X1 (Music); R4X1 (Spanish); R1X1 (French); R2X1 (German); GX11 (Mathematics); CX3A (Science: Chemistry); FX3A (Science: Physics); 25QK (English)
10	<b>Subject Benchmark statement and/or professional body statement</b> <a href="#">Teachers' Standards 2012</a> and <a href="#">ITT Criteria</a>
11	<b>Date of Programme Specification preparation/revision</b> December 2010 (updated), August 2012/December 2012 (new template), August 2013 (updated), July 2014 (updated); August and October 2014 – amendment to regulations.
12	<b>Educational aims of the programme</b> <b>Basic Philosophy - Rationale</b> <ul style="list-style-type: none"> <li>• To provide a distinctive post graduate school centred initial teacher training course of the highest quality</li> </ul> <p><b>Distinctive features of the course:</b></p> <ul style="list-style-type: none"> <li>○ GPS/Subject training balance</li> <li>○ Opportunity for collaborative and cross subject working</li> <li>○ Strong generic training incorporating significant second subjects – second language experience in order to improve employment prospects</li> </ul>

- Opportunity to work with innovative practitioners and professionals
- KS2 outreach work

#### **Aims of the programme**

- To train trainee-teachers to meet the standards for qualified teacher status (QTS)
- 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 DfE's Teachers' Standards 2012 for QTS.

(\*please note that for the purpose of this document the term trainees is used instead of the term students)

##### **Knowledge and understanding:**

On successful completion of the course, trainees will be able to:

- Critically review, consolidate and extend a systemic and coherent body of subject pedagogy (PGCE)
- Display mastery of a complex and specialised area of subject pedagogy (PGCE {M})
- Demonstrate a systematic understanding of the aspects of what it means to be a secondary school teacher (PGCE)
- Demonstrate a systematic understanding of the aspects of what it means to be a secondary school teacher, including an understanding of current problems and insights at the forefront of research (PGCE {M})

##### **Examples of learning, teaching and assessment methods used:**

- Subject group work (pre-reading, discussion, lecture, presentation, analysis and practical workshops)
- Cross-subject group work (pre-reading, discussion, lecture, presentation, analysis and practical workshops)
- Tutorials
- Study Unit tasks
- Subject audits
- School, focussed tasks (observation, interview, discussion)
- Own classroom practice, main and second subject (planning teaching and evaluating)

##### **Assessment examples:**

- Written assignments, portfolio, subject audits and school placement review reports

##### **Cognitive and intellectual skills:**

On successful completion of the course, trainees will be able to:

- Utilise research skills, in relation to school policy and teaching (PGCE)
- Demonstrate expertise in research skills related to developing practice (PGCE {M})
  - 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
- Critically evaluate education concepts and evidence from a range of sources (PGCE)
- Develop and critically evaluate new educational skills and techniques (PGCE {M})

**Examples of learning, teaching and assessment methods used:**

- Subject group work (pre-reading, discussion, lecture, presentation, analysis)
- Cross-subject group work (pre-reading, discussion, lecture, presentation, analysis)
- School focused research (observation, use of questionnaires, interview, case studies, discussions and teaching episodes)

**Assessment examples:**

- Written assignments, research project and portfolio

**Practical skills relevant to employment:**

On successful completion of the course, trainees will be able to:

- Demonstrate accountability for determining their own progress and that of pupils (PGCE)
- Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school (PGCE {M})
- Demonstrate accountability for working with other adults (PGCE {M})

**Examples of learning, teaching and assessment methods used:**

- School focused tasks (observation, interview, discussion)
- Own classroom practice, main and subsidiary subjects (planning, teaching and evaluating)
- Collaborative teaching with mentors and others
- Solo teaching
- Subject group work (pre-reading, discussion, lecture, presentation, analysis and practical workshops)
- Cross-subject group work (pre-reading, discussion, lecture, presentation, analysis and practical workshops)
- Tutorials with mentors and tutors
- Study Unit tasks

**Assessment examples:**

- Formal observation and feedback
- A pass in the school placement experience

**Transferable/key skills:**

On successful completion of the course, trainees will be able to:

- Demonstrate information and literacy competencies such as retrieving, evaluating and communicating information
- Demonstrate research skills (cross-reference to cognitive and intellectual skills)
- Reflect and critically evaluate
- Form effective professional relationships
- Promote their own professional development

**Examples of learning, teaching and assessment methods used**

- Subject group work
- Cross-subject group work
- Individual study tasks
- Tutorials with mentors and tutors

**Assessment examples:**

- Written assignments, research project and portfolio
- Formal observation and feedback

- Tutorials with mentors and tutors

#### **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 (Subject sessions, Professional Studies sessions and School Experience) is seen as supporting and complementing the others. For example, to triangulate learning, many of the centre based assignments will draw upon experiences encountered by students whilst on school experience and the centre 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 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, critically evaluate and synthesise information with a particular focus on the relationship between theory and practice.

Assessment consists of:

3 written assignments of 3000 words

- Assignment 1 (PGCS4001) on learning theory and subject rationale
- Assignment 2 (PGCS4002) on a scheme of work '
- Assignment 3 (PGCS4003A / PGCS5003A) on national and school policy 'Investigating a whole school issue or policy'

An oral presentation of a school-based research project. In addition, at M-level, a 1500 word literature review (PGCS4003B/PGCS5003B)

A final commentary as part of the portfolio. (PGCS4004/PGCS5003B)

Successful school placement as shown by the final school report (PGCS4005).

As a school based course, the school placement/experience is formatively assessed during all three terms and confirmed by the Approvals Panel (an internal group monitoring standards on behalf of the Examinations Board) at the end of Term One and Two. This assessment includes

the identified formal lesson observations and school reports for the period together with ongoing portfolio evidence.

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

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

(Full assessment criteria are to be found in the Course Handbook. Assessment criteria and grade descriptors are provided for each assessment item.)

## **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 structured through a framework of Study Units, which outlines the professional studies programme and the subject specific programme. The professional studies programme teaches generic, whole-school issues such as behaviour management, assessment and aspects of 'meeting pupils' needs'. The subject studies programme builds on this and provides specific exemplification of these areas as well as pedagogy.

Whilst modules PGCS4001, PGCS4002, PGCS4004/PGCS5004 are chronological, and aligned with three phases of the teaching practice, modules PGCS4003A/PGCS5003A and PGCS4003B/PGCS5003B provide an overarching emphasis on the research and reflection expected of students throughout the course. Module PGCS4003A/PGCS5003A and PGCS4003B/PGCS5003B will be taught through professional studies and subject studies and provide the basis for research methods and M-level work. Module PGCS4005 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 six modules although it is taught in a more integrated, holistic, way.

MODULE	TITLE	CREDITS	ASSESSMENT
PGCS 4001 Module 1	Introduction to teaching and learning	20 credits level 6	Assignment 1
PGCS 4002 Module 2	Developing teaching and learning	20 credits level 6	Assignment 2
PGCS 4003A PGCS 5003A Module 3A	Educational Investigation	20 credits at level 6 or level 7	Assignment 3
PGCS 4003B PGCS 5003B Module 3B	Educational Investigation	20 credits at level 6 or level 7	Research Project
PGCS 4004 PGCS 5004 Module 4	Becoming a Professional	20 credits at level 6 or level 7	Portfolio

PGCS 4005 Module 5	Meeting the standards	20 credits at level 6	School Experience Report
-----------------------	-----------------------	-----------------------	--------------------------

### Masters Level Work

All students are initially registered for the Level 6 award. Students will be able to register for the PGCE (M). This will occur in December (end of Placement One) and decisions will be made by DSTTG the end of January.

In order to be registered for the PGCE (M) students will have shown potential that they:

**engage in more depth with a wide range of literature by:**

- reading a wider range of sources
- using literature at a level where reading is challenged, not merely cited in support, to challenge their own thinking and attitudes and to help diagnose, analyse and enhance their own practice
- contrasting and making a synthesis of literature

**engage in more thoughtful reflection and analysis by:**

- expressing ideas in a structured way, supported by evidence
- showing a critical appreciation of issues
- asking challenging questions of theory and practice
- taking risks and reflecting on outcomes
- reflecting on the professional value of collaborative work
- reacting positively to assessment and feedback

**write cogently:**

- using a high standard of English with very few grammatical or spelling errors and using an appropriate tone and a range of vocabulary
- providing an easily navigable, coherent, logical, well signposted structure which incorporates logical and analytical argument

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 on the certificate transcript.

Those trainees who remain on the Professional Graduate Certificate in Education may still attend any PGCE (M) taught sessions or twilights specifically designed for the M level route, subject to sufficient space and resources being available.

•

### 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

- 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
- DSTTG's QA Officer who visits schools and interviews trainees and staff in-situ
- Placements in school selected to target any required learning support
- Tutors provide support for the skills test
- Trainees' views are represented through a consultative committee and by representation at the Management & Quality Assurance Group meetings
- Dedicated team of administration and finance officer offering support for welfare issues
- Trainees are made aware of services available to them at University of Worcester, including Learning Support Services
- Trainees have access to Devon County Council Counselling services
- All roles and responsibilities are outlined in the DSTTG School Partnership Agreement

## **18 Admissions**

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.

Candidates apply to DSTTG through the GTTR. The GTTR sends applications to DSTTG directly. Candidates who present a suitable GTTR application will be interviewed by DSTTG. Successful candidates at interview are notified through the GTTR and then receive a formal offer letter from DSTTG.

The interview will consist of:-

- Presentation of a prior written task and portfolio
- Group discussion
- Taught micro-lesson with small group observed by two of the interview panel
- Individual panel interview

Successful candidates are required to demonstrate that they have no criminal or other convictions that might prevent them from working with children by obtaining DBS clearance. Furthermore candidates are required to demonstrate that they are physically and mentally fit to teach and capable of undertaking a course of study to become a qualified teacher.

Criteria for acceptance are:

### From the GTTR Forms

#### **Essential**

- Honours degree at 2.2 or above (unless overt mitigating circumstances) or an equivalent
- Degree which is at least 50% subject related (exception MFL for native speakers)
- 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 Language & 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.

For entry 2013/14 entry on to the course applicants will need to pass the numeracy and literacy skills tests before they are interviewed

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 lies with the University of Worcester in partnership with DSTTG
- The University of Worcester employs an External Examiner who provides an annual report on DSTTG's provision and trainees' attainment
- The University of Worcester employs a Link Tutor as part of its quality assurance procedures.
- DSTTG employ a QA and Development Officer, whose responsibilities include quality assuring provision at partnership schools. The QA and Development Officer reports on the quality of provision across the partnership to DSTTG's Management and QA Group. The QA and Development Officer's reports help to inform course improvement planning. In addition, the QA and Development Officer quality assures the provision of subject co-ordinators.
- It is the responsibility of the DSTTG Management and QA Group to ensure consistency in the provision for trainees and to promote a shared approach. This group consists of the DSTTG Programme/Course Manager, Deputy Course Manager, Professional Tutors, DSTTG's 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 DSTTG Course Manager and Subject Co-ordinators further strengthen the drive for consistency. These visits include references to work in other

partner schools.

- Trainees regularly evaluate DSTTG's provision through evaluations of modules, the taught programme and school placements. These are used to review the quality of provision.
- Taught sessions are observed by members of the DSTTG Central Team and QA Officer.
- DSTTG Staff performance is reviewed and development areas/opportunities identified. DSTTG' staff are encouraged to engage in scholarly activities.

The Programme Manager's report is presented to and approved by the DSTTG Steering Group each year. The course SED reviews provision and identifies future plans and is submitted to the University of Worcester.

## **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.
  - Trainees are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
  - All modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment Items**

- Trainees who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Trainees who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Postgraduate Regulatory Framework](#).

### **Retrieval of failure**

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

## Requirements for Awards

Professional Graduate Certificate in Education	120 credits at level 6
Post-Graduate Certificate in Education (PGCE)	60 credits at level 6 plus 60 credits at level 7

The awards of Professional Graduate Certificate & Post Graduate Certificate Education are not graded.

### 21 Indicators of quality and standards

The course has been regularly inspected by OfSTED and judged 'Outstanding' (May 2009).

OfSTED noted that the "Key Strengths" were:

- 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.

Other quotes include:

- The overall effectiveness of the provision is outstanding and ensures that all trainees consistently fulfil their potential given their starting points and their ability.
- The training is particularly effective in instilling in the trainees a high level of reflection and professionalism which supports them very well in meeting the Standards at a high level.
- Trainees exhibit a considerable number of strengths. They show a passion and commitment to teaching and can clearly articulate what good teaching looks like in their subjects.
- There is a high level of committed support for trainees from all trainers and mentors both professionally and personally. All trainers expect the best of their trainees and trainees respond to the challenge.
- Training and assessment are outstanding and ensure that all trainees consistently fulfil their potential.
- Close Monitoring of trainees' progress ensures that all individual needs are addressed.
- Trainees receive regular and very detailed feedback on their teaching and targets set following lesson observations are precise and subject specific so that trainees know exactly what to do to improve their classroom practice.
- Study units are carefully planned to ensure trainees' progression. They are well linked to school-based training and focused observations of their teaching.
- There is a high level of relevance to trainees' classroom practice in both the central and school-based training.
- Trainees are prepared to teach in a culturally diverse society... There is a strong focus, for

- example, on non-western music and music trainees have a very good understanding of why a culturally diverse repertoire is an important part of the music curriculum.
- Course Managers are constantly looking to improve the provision; they are particularly adept at anticipating change to ensure that the programme remains up to date to drive improvements in trainees' outcomes.

The National College for Teaching & Leadership, conducts an annual survey which has its focus on Newly Qualified Teachers (NQT). This survey is carried out six months after students have finished their training. A very high proportion of trainees in NQT Survey, covering the period 2009-2012, rated their overall training as good or very good, 96% compared to a sector return of 87%. Of further significance is the number rating it as very good (64%) which is double the sector return of 34%.

The recently published 'Good Teacher Training Guide 2012', as published by the Centre for Education and Employment Research at the University of Buckingham, placed DSTTG as the number one ITE secondary provider in the country for quality, surpassing all other SCITTs, Universities and EBTTs. DSTTG have also been in the top 3 of the National League Tables for Secondary SCITTs, covering 2007-08, 2008-09 and 2009-10 provision.

In addition to the NQT survey, for the first time this year, the TA has conducted an annual exit survey. Results were extremely positive and 100% of trainees rated the overall quality of their training as Good/Very Good, with 92% rating their training as Very Good', compared to sector return of 65%.

Feedback from external examiners, employing school and QA processes also confirm DSTTG retains its quality.

In addition to these external measures we also conduct internal evaluations with our students. These include evaluations of individual teaching sessions, placements and the course. These are ongoing throughout the course.

The University of Worcester 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.

## **22 Graduate destinations, employability and links with employers**

### **Graduate destinations**

95% of the 2011-12 cohort who sought a teaching post have been successful in securing one. This compares to 89% of 2010-11 cohort securing employment within 6 months (63% sector wide) and 68% of 2009-10 cohort (63% sector wide). 40% of the 2011-12 cohort have been employed locally.

79% of all DSTTG trainees have employment status during their fifth year compared to a sector wide employment status of 71%. Trainees that complete the course sustain employment and, in some cases, are accelerated to positions of responsibility.

### **Student Employability**

This is a professional course which has a focus on teaching in a Secondary setting. The course has a strong focus on offering additional opportunities to ensure a high rate of employability. These opportunities include significant second subject provision, participating in subject enhancement opportunities including working with practitioners and professional artists and attending conferences.

### **Links with Employers**

DSTTG is a partnership of secondary schools, predominantly located in West and South Devon but also includes Exeter, Plymouth and rural Mid-Devon. We have 9 main partnership schools and currently 6 associate partnership schools. Partnership schools vary in type from 11-16 and 11-19 and include, Teaching Schools, Academies and Faith Schools. Many of these schools also have a specialism e.g. Languages/Performing Arts.

The partnership schools are heavily involved in course design and development through the Steering Group and Management and Quality Assurance Group and the subject coordinating groups.

Successful trainee teachers have gained employment almost universally over recent years. Many have been offered jobs in 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).

**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 outlines and the course handbook

Key sources of information about the Course can be found at: [www.devonstt.co.uk](http://www.devonstt.co.uk)

The accuracy of the information contained in this document is reviewed by the University of Worcester and may be checked by the [Quality Assurance Agency for Higher Education](#).