

PART 1 – PROGRAMME SPECIFICATION

1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	Upon approval School Centred Initial Teacher Training, School Direct and other Qualified Teacher Status recommending bodies. Carmel Teacher Training Partnership
3	Type of collaborative arrangement (if applicable)	<i>To be agreed contingent upon type of QTS recommending body</i>
4	Award title	Postgraduate Certificate in Education or Professional Certificate in Education with Qualified Teacher Status
5	Final award	PGCE with QTS PfCE with QTS
6	Interim award(s) with award titles (if specific titles have been designated)	N/A
7	Faculty with responsibility for the programme	Education, Humanities and Social Sciences (Institute of Education)
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	<i>To be confirmed</i>
11	JACS code	<i>X130</i>
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	There is no professional regulatory body. The qualification leads to a recommendation to the Department of Education (DfE) that successful completion leads to Qualified Teacher Status (QTS) which is then awarded by the DfE.
13	QAA subject benchmark or other relevant external reference point	Framework for HE Qualifications or FHEQ QAA Master's Degree Characteristics Statement SEEC Credit Level Descriptors for Higher Education
14	Normal completion time and maximum duration of study	Normal completion time: Full-time study – 1 years
15	Mode of study	<i>Full-time</i>
16	Mode of delivery	<i>Face to face</i>



17	Date approved and name of authorised body	11 September 2019
18	Applies to students commencing study in (month/year)	<i>September 2019</i>
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	This is a one-year academic qualification that for successful students confers a recommendation to the Department of Education Qualified Teacher Status (QTS). A blend of theory and practice provides students with the research informed evidence to develop knowledge, skills and professional practices to become a qualified teacher in the secondary school age phase. Dedicated subject discipline modules provide students with the relevant academic and professional practice to specialise in a chosen subject area.
20	Aims of the programme	<p>The programme aims to:</p> <ul style="list-style-type: none"> • Contribute to “We are an inclusive Catholic University seeking to develop the whole person and we empower our community to have a positive impact on the world.” (University Mission Statement Vision 2025); • Address issues of diversity through each and every module within the programme; • Enable the development of an interdisciplinary understanding of secondary education provision and, in a climate of constructive discussion, empower trainees to evolve new strategies to meet rapidly emerging challenges of contemporary schools and societies; • Make educational provision for those whose qualifications require further development of specialist subject knowledge for delivery of the Curriculum for schools at Key Stages 3 and 4 and Post 16; • Enable the development of transferable skills including the use of information/multimedia technology; • Communicate the main strands of educational theory and method, empirical analysis, and research techniques for integration into curriculum planning, delivery and evaluation; • Promote an understanding of some of the major research and developments in the field of education and teaching; • Prepare trainee teachers for effective, disciplined and informed classroom teaching of children between the ages of 11 and 19 years of age, in Catholic, other Church and secular schools; • Develop a range of skills and strategies to differentiate teaching approaches and to facilitate selection of appropriate teaching modes for particular classes and Individuals; • Promote a pattern of study which enables wide participation and is sufficiently flexible to address teacher recruitment and retention both locally and nationally;



		<ul style="list-style-type: none"> • Provide opportunity for every trainee to access modules leading to the award of the Catholic Certificate of Religious Studies (CCRS); • Collaborate with other ITT providers (e.g. School Direct and School Centred ITT) to meet the subject training for local schools 																		
21	Criteria for admission	<p>Applicants must satisfy the general admissions requirements of St Mary's University Admissions Policy. Applicants will normally require a minimum of a second-class honours degree or international equivalent, preferably in a curriculum-related subject.</p> <p>Where a non-aligned curriculum-related subject is offered a condition of a subject knowledge enhancement courses (SKE) may be set. DfE set additional requirements for teacher training that include GCSEs in English Language and Mathematics at grade C or above or equivalent. Successful completion of professional skills tests, a satisfactory Disclosure and Barring Service (DBS) check and a declaration of Physical and mental fitness to teach.</p>																		
22	Scheduled learning time	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>1120</td> <td>70</td> </tr> <tr> <td>Placement/work-based learning hours (as part of contact time)</td> <td>840</td> <td>53</td> </tr> <tr> <td>Guided learning hours</td> <td>120</td> <td>8</td> </tr> <tr> <td>Independent study time</td> <td>360</td> <td>25</td> </tr> <tr> <td>TOTAL*</td> <td>1600</td> <td>100</td> </tr> </tbody> </table> <p>Please see section 25 for number of days on school placement.</p>	Type of learning time	Number of hours	Expressed as %	Contact time	1120	70	Placement/work-based learning hours (as part of contact time)	840	53	Guided learning hours	120	8	Independent study time	360	25	TOTAL*	1600	100
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23	Programme learning outcomes	<p>On successful completion of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Synthesise, analyse, interpret and critically evaluate primary and secondary sources of information; 2. Critically evaluate subject specific issues, theories, principles and paradigms; 3. Research and assemble data, identify patterns and processes and discern connections; 4. Apply knowledge and understanding to the solution of problems and use lateral thinking in the process; 5. Develop reasoned argument and challenge assumptions; 6. Make effective use of educational resources to support academic development; 7. Use feedback and guidance effectively to evaluate and influence future academic work; 8. Plan and manage learning and reflect on progress and practice; 																		

		<p>9. Plan, design and execute practical teaching and learning activities using appropriate techniques and skills.</p> <p>10. Undertake teaching and learning activities with due regard for safety and risk assessment.</p> <p>11. Recognise and respond to own professional/ethical/moral issues relating to teaching.</p> <p>12. Collect, analyse and record data in the support of quality teaching and learning.</p> <p>13. Communicate effectively by oral, written or visual means;</p> <p>14. Work effectively in a team and independently on a given task;</p> <p>15. Informed use of information and computer technologies effectively, including word processing, spreadsheets and presentation packages</p>																																																																																
24	Programme structure and module requirements	FHEQ Level 6 Modules																																																																																
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<p>*Students are registered on to the PGCE QTS programme with a subject related specialism. The Subject specific module is therefore a core requirement to their programme of study. The module status is however presented as optional because of the range of subjects offered; at the point of application students select from this range their subject specific module.</p>																																																																																		



		<p>**In the case of the subject pedagogy enhancement module, this module is only available to SCITT students (or alternative routes into teaching) and where the subject is not already offered as a subject specialism. The School Centred ITT partner at the point of application will have requested this module for the student's programme of study.</p> <p>FHEQ Level 7 Modules</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Semester</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>PGS7005</td> <td>Investigating Teaching and Learning</td> <td>30</td> <td>1 + 2</td> <td>Core</td> </tr> <tr> <td>PGS7006</td> <td>Supporting Learning</td> <td>30</td> <td>1 + 2</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Semester	Module status	PGS7005	Investigating Teaching and Learning	30	1 + 2	Core	PGS7006	Supporting Learning	30	1 + 2	Core
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25	Work placements or study abroad	<p>Modules PGS6063, 6064 & 6065 are school placement modules and will be based in school settings.</p> <p>The DfE requires students to successfully complete 120 days on school placement to be eligible for recommendation for QTS.</p>															
26	Links to industry and employability	<p>The PGCE is a well-established and internationally recognised qualification undertaken by graduates to prepare them for a career in teaching. Sessions are informed by both theory and practice. Substantial elements of the programme are based in partnership schools to develop professional practice that enable students to gain employment at the end of the programme. This programme has a recent record of 95%+ employment rates at the end of the programme. The Careers Service supports students by delivering bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks.</p>															
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>In order to qualify for the award of <i>PGCE</i> students must have successfully achieved 160 credits.</p> <p>The following programme specific regulations apply:</p> <ul style="list-style-type: none"> • Students must have passed PGS7005 and PGS7006 modules in order to be awarded PGCE • Students who have passed PGS7005 and PGS6066 will be awarded a PfCE • Students who have passed PGS6065 and PGS6066 will be awarded PfCE. • Students must have passed PGS6063, PGS6064 and PGS6065 modules in order to be recommended for QTS. 															
PART 3 – TEACHING, LEARNING & ASSESSMENT																	
28	Programme teaching and learning strategies	<p>A range of learning, teaching and assessment strategies will be used on the programme. Concepts are introduced during large group (200) lectures and are followed up in small group (10 – 30) sessions to develop</p>															



		<p>depth of specific aspects of the programme. These smaller group sessions have either a subject specific or a cross discipline focus. There are also individual tutorials to support student progress. The programme aims ‘...to nurture the emergent teacher as a reflective practitioner who is confident in the classroom and assured in professional practice’. School placement modules provide students with knowledge, skills and experience to develop their professional practice. The PGCE builds upon students’ professional wisdom and prior learning, encouraging them to develop an informed understanding of how children learn best within the context of contemporary values and issues within education. In so doing, the PGCE encourages a dynamic tripartite relationship between theory, critical reflection and practice, which is the bedrock for excellence in teaching and learning both personally and professionally.</p>
29	<p>Programme assessment strategy</p>	<p>The range and appropriateness of the assessment modes is designed to enhance students’ academic and intellectual skills as well as bringing them to a critical realisation of their capability in practice. Formal assessments are staggered throughout the year to facilitate students’ learning and avoid over-assessment at critical points.</p> <p>The University’s assessment policy aims to aid the on-going development of students and provides a means of diagnosing their levels of understanding and difficulties. The University has a three week ‘return’ policy for assessments. Assessment modes, are an integral part of the process of teaching and learning and should demonstrate to students’ ways in which they have made progress and present areas for future development.</p> <p>With 60 Masters level credits required for the award of the Post Graduate Certificate of Education, two assessment pathways have had to be developed to ensure that those trainees who fail to meet the demands of the Master level criteria can move to the assessment demands of the Professional Certificate of Education. Both pathways offer a route to a recommendation of QTS.</p>
<p>PART 4 – UNIVERSITY SUPPORT</p>		
30	<p>Student support and guidance</p>	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Wellbeing Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance.</p> <p>The Centre for Workplace Learning provides careers guidance as part of curriculum delivery and also by means of one to one support for all students and alumni of the university. They also offer an online employment platform which allows students to manage their employability when off campus. They run employer engagement events throughout the</p>



		<p>academic year and an online jobs board especially for St Mary's students and alumni.</p> <p>All students work closely with subject specific tutors and have an identified personal tutor. These tutors provide academic and professional advice to aid the students' progress during the programme. Where necessary or appropriate, subject and personal tutors will guide students towards relevant additional support and guidance. Learning Development Lecturers offer academic guidance to students and work closely with academic staff to develop students' writing skills.</p> <p>Programme Directors and Head of Department will process any request for extenuating circumstances, leave of absence or withdrawal.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners