



<b>PART 1 – POSTGRADUATE CERTIFICATE OF EDUCATION (PGCE) or PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PfCE) PRIMARY WITH QTS (Incorporating School Direct) PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	Schools Direct
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	Part-Franchise
<b>4</b>	<b>Award title</b>	Postgraduate Certificate of Education (PGCE) or Professional Graduate Certificate in Education (PfCE) Primary with QTS
<b>5</b>	<b>Final award</b>	Postgraduate Certificate of Education (PGCE) or Professional Graduate Certificate in Education (PfCE) with a recommendation for QTS.
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	N/A
<b>7</b>	<b>Faculty with responsibility for the programme</b>	Institute of Education
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	N/A
<b>11</b>	<b>JACS code</b>	X120
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	No special accreditation is required from professional bodies but the programme works in cooperation with the most current Ofsted regulations, the Teaching Regulation Agency, and the Initial Teacher Education (ITE) Frameworks.
<b>13</b>	<b>QAA subject benchmark or other relevant external reference point</b>	The programme specification is driven by standards and criteria established by external agencies, particularly the DfE, the Teaching Regulation Agency, UCET and Ofsted, Framework for Higher Education Qualifications (FHEQ). National initiatives and agenda also inform the programme, with particular reference to Special Educational Needs and Disability (SEND) and Behaviour Management.



14	<b>Normal completion time and maximum duration of study</b>	<p><b>Normal completion time:</b> The PGCE Primary programme based at St Mary's University is available full-time over one academic year or on a part-time basis over five school terms.</p> <p><b>Full-time Study</b> A full-time PGCE (M)/PGCE student is one who is undertaking a programme of study of up to 38-weeks.</p> <p><b>Part-time Study</b> A part-time PGCE (M)/PGCE student is one who is undertaking a programme of study over 5 school terms.</p> <p>Subject to the agreement of the Programme Director, students on the full-time Primary programme may change from the full-time to the part-time mode, (but not from the part-time to the full-time mode) without adverse effect on the grades of any completed assessments.</p>
15	<b>Mode of study</b>	<p>The structure outlined below incorporates School Direct, the scheme which provides school-based training for those already in employment in schools (as part of a "salaried" cohort) or for whom places have been provided by schools (as part of a "fees" cohort) and who may wish to study for the award of PGCE with QTS, or the QTS award separately.</p> <p><b>Programme delivery</b> The PGCE and QTS awards can be delivered in one of three ways, as related to the National College Teaching &amp; Leadership ITT requirements (NCTL):</p> <ul style="list-style-type: none"> <li>(a) Provision taught on-site at St Mary's University (known as the "accredited provider" cohort).</li> <li>(b) Provision taught through School Direct (known as "fees" cohort), where the student is non-salaried. The student studies on-site at St Mary's University alongside the St Mary's University "provider" cohort. The student pays fees to St Mary's University.</li> <li>(c) Provision taught through School Direct (known as "salaried" cohort), where the student is salaried and employed by the alliance / partner school.</li> </ul> <p>PGCE with QTS pathway. Students registered onto this pathway, will be required to attend St Mary's University for the PGCE component of the award. Students will mostly be taught off-site at the alliance / partner school for the QTS component of the award.</p> <p>QTS only pathway. Students will mostly be taught off-site at the alliance / partner school.</p>
16	<b>Mode of delivery</b>	Face to face
17	<b>Date approved</b>	FADC, September 2019



	<b>and name of authorised body</b>	
18	<b>Applies to students commencing study in (month/year)</b>	September 2019
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	<p>The Primary PGCE programme provides an intense training experience that combines academic rigour with personal and professional learning experiences. The training is designed to meet the needs of each trainee to support and develop the skills, knowledge and attributes needed to start a teaching career.</p> <p>The preparation involves training across the 5-11 age range, developing knowledge and practice to support the development of:</p> <ul style="list-style-type: none"> <li>- Critical understanding of educational theory</li> <li>- Reflective practice linked to professional standards</li> <li>- Practitioner research and a wide range of educational issues to understand the unique characteristics of children and their learning needs</li> <li>- Subject-specific knowledge and creative ways to enthuse and educate children.</li> </ul>
20	<b>Aims of the programme</b>	<p><b>Programme Aims</b></p> <p>Within the context of St Mary's University Mission Statement and the School of Education, Theology and Leadership Strategic Intent, a number of over-arching aims can be identified. The programme aims to:</p> <ul style="list-style-type: none"> <li>• promote passion in teaching and learning, underpinned and enriched by research and scholarship;</li> <li>• encourage a high standard of teaching, learning and scholarship among both its staff and trainees in order to provide a balanced, stimulating and academically sound education for themselves and the children in our partnership schools;</li> <li>• provide a culture which promotes integrity, nurture, challenge, partnership and collaboration allowing all to develop their physical, intellectual and spiritual potential;</li> <li>• foster equality of opportunity for all with respect to diversity, inclusion and individual need;</li> <li>• guide and support trainees to meet the professional attributes, knowledge, understanding and skills necessary to meet the DfE/TDA Standards for entry into the teaching profession;</li> <li>• offer special provision for those intending to teach in Catholic and other Christian schools;</li> <li>• develop newly qualified teachers who are confident in subject and pedagogical knowledge and who are ready to meet the challenges of today and to anticipate and shape those of tomorrow;</li> <li>• develop critically reflective practitioners who are committed to their own continual professional learning;</li> <li>• work in partnership with trainees as they embark on a teaching career to</li> </ul>



		<p>support ongoing professional development.</p> <p><b>Outcomes</b></p> <p>On successful completion of the programme, and in the wider context of their combined programme of study, trainees will have achieved the following outcomes:</p> <ul style="list-style-type: none"> <li>• achieved the Professional Standards for the award of QTS;</li> <li>• developed the ability to articulate the strengths of their own practice and identified areas for continuing professional learning;</li> <li>• created a learning environment across the curriculum where issues of diversity, inclusion and equality have been addressed and related to theories of practice;</li> <li>• interacted with and contributed effectively to professional debate;</li> <li>• undertaken an independent study of a topic related to pedagogy and practice, demonstrated the ability to select and utilise a variety of learning resources and research skills with a minimum of guidance and have begun to discern the manner in which this informs good practice.</li> </ul>
21	Criteria for admission	<p><b>Programme entrance requirements</b></p> <p>Students entering the programme must:</p> <ul style="list-style-type: none"> <li>• Satisfy the general admissions requirements of St Mary's University (see <a href="http://www.stmarys.ac.uk/admissions-policy">www.stmarys.ac.uk/admissions-policy</a>).</li> <li>• Hold a degree of a UK higher education institution or equivalent qualification.</li> <li>• Hold a standard equivalent to a Grade C GCSE in English, Mathematics and a Science discipline.</li> <li>• Have been subject to a Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check.</li> <li>• Demonstrate that they can read effectively and are able to communicate clearly and accurately in Standard English.</li> <li>• Meet the Secretary of State's requirements for physical and mental fitness to teach.</li> <li>• Have passed the National Skills Test prior to commencement of the programme, if applying for the QTS part of the programme.</li> <li>• Satisfy the recruitment team in an interview that they possess the necessary intellectual and academic abilities to meet the required standards for Qualified Teacher Status (QTS) and are in possession of the appropriate qualities, attitudes and values expected from a teacher.</li> <li>• Students whose first language is not English must have achieved an overall score of 6.5 in IELTS (International English Language Testing System) with no less than 6.0 in any section.</li> </ul> <p><b>Credit Accumulation and Transfer, and Accreditation of Prior Learning</b></p> <ul style="list-style-type: none"> <li>• Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:</li> </ul>



		<ul style="list-style-type: none"> <li>○ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;</li> <li>○ Relevant certificated prior learning.</li> </ul> <ul style="list-style-type: none"> <li>● The relevance, status and currency of the prior learning will be considered by the Registrar on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry as determined by the Programme Director on the advice of the Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.</li> </ul>																		
22	<p><b>Scheduled learning time</b> (the number of guided learning hours (GLH) is 10 hours per 1 credit <a href="http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf">http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</a>)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Type of learning time</th> <th style="width: 40%;">Number of hours</th> <th style="width: 30%;">Expressed as %</th> </tr> </thead> <tbody> <tr> <td><b>Contact time</b></td> <td>12 weeks on campus + 4 best practice days (64 days)</td> <td></td> </tr> <tr> <td><b>Placement/work-based learning hours</b></td> <td>120 days</td> <td></td> </tr> <tr> <td><b>Guided learning hours</b></td> <td>Placement days: 120 days MA module 1: 300 hrs</td> <td></td> </tr> <tr> <td><b>Independent study time</b></td> <td>MA module 2: 300 hrs Professional Studies 1: 150 hours Professional Studies 2: 150 hours Core English: 200 hours Core Maths: 200 hours Core Science: 200 hours Broader Curriculum: 200 hrs PE: 50 hours RE: 50 Hours</td> <td></td> </tr> <tr> <td><b>TOTAL*</b></td> <td>1800 hours for modules 120 days placement</td> <td></td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	<b>Contact time</b>	12 weeks on campus + 4 best practice days (64 days)		<b>Placement/work-based learning hours</b>	120 days		<b>Guided learning hours</b>	Placement days: 120 days MA module 1: 300 hrs		<b>Independent study time</b>	MA module 2: 300 hrs Professional Studies 1: 150 hours Professional Studies 2: 150 hours Core English: 200 hours Core Maths: 200 hours Core Science: 200 hours Broader Curriculum: 200 hrs PE: 50 hours RE: 50 Hours		<b>TOTAL*</b>	1800 hours for modules 120 days placement	
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23	<p><b>Programme learning outcomes</b></p>	<p><b>Programme Learning Outcomes</b> The Programme Learning Outcomes categorised by the SEEC descriptors are as follows:</p> <p><b>Setting</b></p> <ul style="list-style-type: none"> <li>● Operates in complex and unpredictable contexts.</li> <li>● Acts with responsibility and initiative in a professional manner.</li> </ul> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>● Knowledge and understanding of the curriculum and pedagogy related to</li> </ul>																		



		<p>primary teaching.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of factors that influence progress and learning in the classroom.</li> <li>• Critical understanding of key areas of the curriculum and factors that support or hinder children's learning.</li> </ul> <p><b>Cognitive (Thinking) skills</b> To be able to:</p> <ul style="list-style-type: none"> <li>• Synthesise, analyse, interpret and critically evaluate primary and secondary sources of information;</li> <li>• Critically evaluate subject specific issues, theories, principles and paradigms related to primary teaching;</li> <li>• Research and assemble data, identify patterns and processes and discern connections;</li> <li>• Apply knowledge and understanding to the solution of problems and use lateral thinking in the process;</li> <li>• Develop reasoned argument and challenge assumptions.</li> </ul> <p><b>Performance &amp; practice</b> To be able to:</p> <ul style="list-style-type: none"> <li>• Plan, design and execute practical teaching and learning activities using appropriate techniques and skills.</li> <li>• Undertake teaching and learning activities with due regard for safety and risk assessment.</li> <li>• Recognise and respond to own professional/ethical/moral issues relating to teaching.</li> <li>• Collect, analyse and record data in the support of quality teaching and learning.</li> </ul> <p><b>Personal &amp; Enabling skills</b> To be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively by oral, written or visual means;</li> <li>• Work effectively in a team and independently on a given task;</li> <li>• Informed use of information and computer technologies effectively, including word processing, spreadsheets and presentation packages.</li> </ul>										
24	<p><b>Programme structure and module requirements</b></p>	<p><b>PGCE Primary Programme</b>  <b>Postgraduate Certificate in Education (PGCE) (M Level) with QTS</b>          In order to qualify for the Postgraduate Certificate in Education (PGCE) Primary with QTS, students are required to accrue 90 Level 6 credits (H Level) and 60 Level 7 credits (M Level) from the core modules listed below:</p> <table border="1" data-bbox="448 1951 1444 2027"> <thead> <tr> <th data-bbox="448 1951 643 2027">Code</th> <th data-bbox="643 1951 994 2027">Title</th> <th data-bbox="994 1951 1125 2027">No. of credits</th> <th data-bbox="1125 1951 1256 2027">Sem of delivery</th> <th data-bbox="1256 1951 1444 2027">Module status</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status					
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PGP7015	From Values to Vocation *	30	1	Core
PGP7016	The Emergent Teacher as Reflective Practitioner **	30	2	Core
PGP6028	School Experience 1 and Enhancement	0	1	Core
PGP6029	School Experience 2	0	2	Core
PGP6030M	Professional Studies 1 ***	0	1	Core
PGP6031M	Professional Studies 2 ****	0	2	Core
PGP6032	Core English	20	1, 2, 3	Core
PGP6033	Core Maths	20	1, 2, 3	Core
PGP6034	Core Science	20	1, 2, 3	Core
PGP6035	Building a Broader Curriculum	20	2	Core
PGP6036	Physical Education	05	1, 2	Core
PGP6037	Religious Education	05	1, 2	Core

### PGCE Primary Programme

#### Professional Graduate Certificate in Education (PfCE) (H Level) with QTS FHEQ Level M

#### FHEQ Level 6 (H Level)

In order to qualify for the Professional Graduate Certificate in Education (PfCE) Primary with QTS, students are required to accrue 120 Level 6 (H Level) credits, but have the possibility of attaining 30 Level 7 (M Level) credits, from the modules listed below:

\* Students who achieve the M level or H level standard in 30PGP7015 will be awarded a credit exemption from 15PGP6030H.

\*\* Students who achieve the M level or H level standard in 30PGP7016 will be awarded a credit exemption from 15PGP6031H.

\*\*\* Students passing 30PGP7015 will be awarded credit exemption from 15PGP6030H.

### PGCE Primary Programme

#### QTS

In order to qualify for Qualified Teacher Status (QTS), students are required to complete all the modules listed below:

Code	Title	No. of credits	Sem of delivery	Module status
PGP6028	School Experience 1 and Enhancement	0	1	Core for QTS
PGP6029	School Experience 2	0	2	Core for QTS
PGP6030H	Professional Studies 1 *	15	1	Core
PGP6031H	Professional Studies 2 **	15	2	Core
PGP6032	Core English	20	1, 2, 3	Core
PGP6033	Core Maths	20	1, 2, 3	Core
PGP6034	Core Science	20	1, 2, 3	Core
PGP6035	Building a Broader Curriculum	20	2	Core
PGP6036	Physical Education	05	1, 2	Core
PGP6037	Religious Education	05	1, 2	Core



		PGP7015	From Values to Vocation ***	30	1	Option	
25	<b>Work placements or study abroad</b>	To fulfil NCTL requirements for QTS, 120 days in school must be completed for recommendation of QTS.					
26	<b>Links to industry and employability</b>	<p><b>Employability</b> St Mary's University graduates remain consistently very high with most trainees finding work in the June of qualifying. Our First Appointment programme is well organised and thorough. This includes the use of local head teachers, teaching pools, targeted lectures for job searching and an on campus recruitment into teaching fayre. It has received very positive reviews from trainees and stakeholders. Working closely with St Mary's Careers, teaching unions and local head teachers the Programme Team have designed and delivered outstanding provision, which is reflected in our record of high teacher employment rates. This is also evident in the positive comments made by our alumni who returned to St Mary's to attend our CPD programme (Keeping in Touch – KIT).</p>					
27	<b>Programme awards</b>	<p>This programme conforms to the <a href="#">University Academic Regulations</a>.</p> <p><b>Eligibility for Awards</b> Within the PGCE Primary programme students may obtain PGCE with QTS or, QTS alone.</p> <p><b>Postgraduate Certificate in Education (PGCE) (M Level) with QTS</b> In order to qualify for the Postgraduate Certificate in Education (PGCE) Primary with QTS, students are required to accrue 90 Level 6 credits (H Level) and 60 Level 7 credits (M Level).</p> <p><b>PGCE Primary Programme</b> <b>Postgraduate Certificate in Education (PGCE) (M Level) with QTS</b> In order to qualify for the Postgraduate Certificate in Education (PGCE) Primary with QTS, students are required to accrue 90 Level 6 credits (H Level) and 60 Level 7 credits (M Level) from the core modules listed below:</p> <p>* PGP7015: Students who do not reach M level on the first submission of either assessment for 30PGP7015 may be given the option to resubmit the assessment in question for 30PGP7015 at M level.</p> <p>Students who do not reach M level on the first submission of either assessment for 30PGP7015 but who have achieved the required standard for H level (40-49%) for the assessment in question may accept a Pass at H level for 15PGP6030H and transfer to the PfCE (H Level) pathway.</p> <p>Students who resubmit the first submission of either assessment for 30PGP7015 but, on resubmission of the assessment in question, fail to achieve the required standard for M level but achieve the required standard for H level will accept a Pass at H level for 15PGP6030H and transfer to the PfCE (H Level) pathway.</p>					





Students who resubmit the first submission of either assessment for 30PGP7015 but, on resubmission of the assessment in question, fail to achieve the required standard for M level and also fail to achieve the required standards for H level may be given the option to submit the H level assignment for Professional Studies 1 15PGP6030H.

\*\* PGP7016:

Students who do not reach M level on the first submission of either assessment for 30PGP7016 may be given the option to resubmit the assessment in question for 30PGP7016 at M level.

Students who do not reach M level on the first submission of either assessment for 30PGP7016 but who have achieved the required standard for H level (40-49%) for the assessment in question may accept a Pass at H level 15PGP6031H and transfer to the PfCE (H Level) pathway.

Students who resubmit the first submission of either assessment for 30PGP7016 but, on resubmission of the assessment in question, fail to achieve the required standard for M level but achieve the required standard for H level will accept a Pass at H level for 15PGP6031H and transfer to the PfCE (H Level) pathway.

Students who resubmit the first submission of either assessment for 30PGP7016 but, on resubmission of the assessment in question, fail to achieve the required standard for M level and also fail to achieve the required standard for H may be given the option to submit the H level assignment for Professional Studies 2 15PGP6031H.

To achieve a pass in an M level module, each of the individual assessment points MUST achieve an M level pass.

\*\*\* PGP6030M

Students who do not ultimately reach M level in PGP7015 and transfer to the PfCE (H Level) pathway, will have no marks entered for 00PGP6030M and will instead be transferred to the H level equivalent credit bearing module 15PGP6030H.

\*\*\*\* PGP6031M

Students who do not ultimately reach M level in PGP7016 and transfer to the PfCE (H Level) pathway, will have no marks entered for 00PGP6031M and will instead be transferred to the H level equivalent credit bearing module 15PGP6031H.

### **Professional Graduate Certificate in Education (PfCE) (H Level) with QTS**

In order to qualify for the Professional Graduate Certificate in Education (PfCE) Primary with QTS, students are required to accrue 120 Level 6 (H Level) credits, but have the possibility of attaining 30 Level 7 (M Level) credits, from the modules listed below:

### **QTS award**

A QTS award is made upon successful completion of the modules listed in



		section 24 above and clear demonstration of all teaching standards, as laid down by the NCTL.
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>		
<b>28</b>	<b>Programme teaching and learning strategies</b>	<p><b>Research Enriched Teaching and Learning</b> Research-enriched teaching and learning is embedded throughout the programme in all modules but most especially in work in Masters. Trainees are engaged in reflection and improving practice through both Masters modules and two research based assignments are completed. These support the completion of one third of a Master's degree and the credits are transferable to other institutions.</p> <p><b>Teaching and Learning Strategy</b> The programme offers a range of teaching and learning strategies. Seminars and lectures in professional studies present the theories related to setting and the block school experiences allow trainees to operate in this context. This is also firmly realised in all school experiences.</p> <p>Core knowledge and understanding is gained in lectures, seminars and school experience.</p> <p>Cognitive skills are promoted via lecturers, seminars and guided independent study, group work. This is firmly part of the MA work in both modules to evaluate information and to relate theory to practice.</p> <p>Practical skills are promoted through practical work including individual, group and class activities both during University-based learning and while on school experience.</p>
<b>29</b>	<b>Programme assessment strategy</b>	<p><b>Assessment Strategy</b></p> <p>The PGCE is a coherent and professional training course requiring a variety of assessment modes. The overall assessment strategy, in a course run over 38 weeks, is one of continuous progression. Providers for ITE programmes are required by the NCTL to ensure that all assessments are designed to demonstrate that trainees have met all of the 'Teachers Standards' by the conclusion of the course. These standards are assessed within individual modules using a range of assessment strategies that demonstrate a critical understanding of the relationship between informed theory and practice.</p> <p>The range and appropriateness of the assessment modes is designed to enhance trainees' academic and intellectual skills as well as bringing them to a critical realisation of their capability in practice. Work is blind marked and moderated and reviewed by External Examiners following University procedures and the mark awarded is final. Formal assessments are staggered throughout the year to facilitate trainees' learning and avoid over-assessment at critical points. The PGCE programme promotes that assessment should be:</p> <ul style="list-style-type: none"> <li>• Promoting trainee learning</li> <li>• Fair and equitable</li> <li>• Transparent</li> </ul>



		<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Evidence informed</li> <li>• Assessable</li> <li>• Sustainable</li> </ul> <p>All trainees participate in the Professional Studies modules and meet assessment criteria. Those on H level pathway also have an additional assessment point for both Professional Studies 1 and 2.</p> <p>The scheme of assessment needs to offer the possibility of differentiated provision. A major strength of the programme is in the diversity of trainee background and the assessment process allows for trainees who struggle with the MA module requirements to move over to the Professional PfCE modules at H level standard. This move will be in consultation with the trainee and each of the course tutors and agreed by the Programme Director. The move to H level may take place after the result of the first MA assignment has been published to the trainee. Participation in all modules is required. Attendance is monitored and if any concerns arise trainees are expected to either make up time through attendance of extra days at University or in school placement, even if this goes beyond the 36 weeks outlined for the course. 120 days in school is a NCTL requirement of completing the course with QTS and trainees must meet criteria for a minimum of 'good' (as defined by Ofsted criteria trainees) in school experience to pass the PGCE or PfCE with QTS.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Coursework feedback sheets provide comments according to the marking criteria as well as an overall mark and these are tailored to each module assessment. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias and all University procedures for marking are supported according to the Assessment Policy. All failures and a cross section representing at least 10% of the total work completed in each module are double marked. A representative sample of the full range of marks in selected modules is sent to external examiners for scrutiny and comment.</p> <p><b>Assessment of School Experience</b> Profiles of Professional Standards address the assessment of students' school experience against the standards for Qualified Teacher Status (QTS). Students are required to have these Profiles of Professional Standards with them at all times during periods of school experience.</p> <p>The programme adheres to the University's expectation of a three-week turnaround time for feedback to students.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
30	<b>Student support and guidance</b>	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 Life and Guidance



		Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.
31	<b>Quality management arrangements</b>	<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"><li>• Five yearly cycle of revalidation</li><li>• Interim review for collaborative provision</li><li>• System of Moderators for collaborative provision</li><li>• Ongoing monitoring through the Programme Review process</li><li>• Programme Boards</li><li>• Consideration of marks and graduate profiles at Exam Boards</li><li>• Engagement with programme student representatives</li><li>• Engagement with approved external examiners</li></ul>