



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University College
Teaching institution	Leeds Trinity University College
Professional accreditation body <i>(if applicable)</i>	Teaching Agency
Final award <i>(eg. BA Hons)</i>	Professional Graduate Certificate of Education (QTS)
Title of programme(s)	Secondary
Subsidiary award(s) <i>(if any)</i>	n/a
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	1 year-15 months full-time
Start date <i>(this version) (month and year)</i>	September 2012
Periodic review next due <i>(acad. year)</i>	AY2016/17
GTRR course code & code name	
Venue(s)	Leeds Trinity and Partnership Schools

2. Aims of the programme

Rationale and general aims
<p>To devise and deliver a training programme that</p> <ol style="list-style-type: none"> 1. conforms with the revised Teachers' Standards (DFE 2012) and in so doing retains and builds upon, develops and refines those features of existing course practice that have been identified by Leeds Trinity, the SCITT, OfSTED and External Examiners as areas of strength; 2. is aligned with the Level 6 descriptors of the Framework for Higher Education Qualifications issued by the Quality Assurance Agency (QAA), but also provides an opportunity for all students to gain Level 7 credits; 3. supports the College's vision and character to be a "teaching-led research-informed institution providing higher education characterised by vocational excellence" 4. supports the College's Strategic Plan for 2007-2012 and Strategic Aim 2 "to empower individuals, enabling them to contribute to their communities as productive, enterprising and creative citizens of the world" by providing high quality school-based training that includes:

- a. personalised training to prepare trainees not only for the NQT year but for differing roles within an increasingly differentiated profession, e.g. as effective classroom practitioners, subject curriculum leaders and middle managers;
 - b. training to enable students to work as reflective and informed practitioners who are well able to meet the needs in the medium-and long-term of the evolving Secondary education agenda;
 - c. additional professional training and academic tuition that goes beyond simply preparing the students to meet the QTS Standards, in furtherance of the aims described in (a) and (b) above
5. maximises the benefits of continuities accruing from previous course strengths and from sister-courses within the College (particularly Primary PGCE), in order to better support the partnership in training with schools, Teaching School Alliances and other key partners in the region.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- key / transferable skills (T)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

The aims of the Professional Graduate Certificate of Education (PGCE) Secondary course are:

1. To enable trainees to understand the roles, expectations and responsibilities of a teacher and to work with high standards of professionalism with colleagues, pupils and parents.
2. To enable trainees to foster the personal, social, moral and spiritual development of pupils; and to equip those intending to work in Catholic schools with the knowledge, understanding and skills particular to the Catholic education mission.
3. To enable all trainees to become independent, self-motivated teachers who are disposed and equipped to critically reflect on their own practice, take responsibility for their own professional development and update their own subject and professional knowledge.
4. To enable trainees to become effective teachers who ensure that pupils make progress and meet their potential; and who foster their pupils' love of learning by teaching engaging, creative and challenging lessons.
5. To enable trainees to comply with the Teachers' Standards and Initial Teacher Training Criteria (DFE, 2011/12) and so be eligible for the award of Qualified Teacher Status (QTS).

By the end of the programme, trainees will be able to demonstrate knowledge and understanding of and performance with reference to the Teachers' Standards (DFE, 2012):

- A. **Teaching.** In particular, by the end of the programme trainees will be able to :
1. Set high expectations which inspire, motivate and challenge pupils
 2. Promote good progress and outcomes by pupils
 3. Demonstrate good subject and curriculum knowledge
 4. Plan and teach well structured lessons
 5. Adapt teaching to respond to the strengths and needs of all pupils

6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

B. Personal and Professional Conduct. In particular, by the end of the programme trainees will:

- be able to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Trainees in all subjects will be trained in Centre-Based Training for the 11-18 or 14-19 age range. Trainees will qualify at one of 11-16, 11-18 or 14-19.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB requirements)

The aims, objectives and content are based upon the Teachers' Standards (DFE, 2012).

The course structure has been written to meet the ITT Criteria (DFE, 2012).

4. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

There are 3 course units: two that are compulsory (Professional Studies and Subject Application) and one that is optional (Catholic Education). All units are followed by all trainees in all 3 course stages.

Professional Studies covers the roles and responsibilities of teachers within the current education framework including statutory and contractual responsibilities, working with colleagues within and outside the school, the current agenda for the welfare of children, use of research and statistical information for evaluation and improvement of professional practice, and diversity and inclusive provision for pupils of differing needs, background and attainment.

Subject Application covers generic and subject-specific aspects of learning, teaching and assessment as they relate to the secondary classroom. More generic aspects include:

- Short-and medium-term planning;
- assessment and public examination requirements;
- communication skills;
- behaviour management strategies;
- teaching methods and resources;
- marking pupils' work;
- monitoring and Assessment for Learning strategies;
- recording and reporting on pupil attainment.

More subject-specific aspects include:

- subject knowledge for teaching;
- subject curriculum knowledge;
- subject assessment and public examination requirements;

- short-and medium-term planning as they relate to subject progression;
- differentiation;
- exposition, explanation and questioning skills.

Catholic Education is designed to develop trainees' knowledge and understanding of the concept of Catholic education; roles and responsibilities of staff in Catholic schools; the school in the community, the curriculum in Catholic schools including mission statements, school ethos, collective worship, the liturgy, teaching in a Catholic school including opportunities to contribute to pupils' spiritual, moral and social development; moral and ethical issues; and citizenship.

5. Structure

All courses (Leeds Trinity, School Direct and SCITT) will work within an overarching structure of delivery and assessment as follows:

<p>Stage 1: Knowledge & Understanding Tuition and assessment against all the national standards in centre-based training <i>Weeks 1-12 (12 weeks)</i></p> <ul style="list-style-type: none"> • Induction. • Diagnostic assessments of subject knowledge. • Training against all Teachers' Standards – planning, assessment, teaching and learning. • Personal review and target-setting against all Teachers' Standards following summative assessment. • 10 days of Serial Visits to Stage 2 school to support centre-based training and to prepare for Stage 2. <p>Professional Studies: 48 hours Subject Application: 120 hours Catholic Education: 24 hours</p>
<p>Stage 2: Classroom Competence Training and Performance assessment against all the standards in school-based training <i>Weeks 13-24 (12 weeks)</i></p> <ul style="list-style-type: none"> • Initially focused on development of "basics" of school and classroom practice. • Interim assessment at 5 weeks; personal review and target setting. (Followed by two days of centre-based training for monitoring and support) • Later training focused on development of effective professional practice in teaching and learning. • Summative assessment against all National Standards by Week 22. • Additional opportunities for trainees to enhance one aspect of their practice (followed by two days of centre-based training for review and target-setting prior to Stage 3). <p>Professional Studies: 1 hour per week. Subject Application: 2 hours contact time including one 1 hour tutorial per week Catholic Education: Elective and for trainees in Catholic schools; Training opportunities for participation in the life of the Catholic school community (e.g. form masses; retreats and residential)</p>
<p>Stage 2/3 Transition <i>Week 25 (1 week)</i></p> <ul style="list-style-type: none"> • 3 days Serial visits to Stage 3 Placement School. • 2 fays of centre-based sessions: training, personal review and target-setting.
<p>Stage 3 Transfer of Competence Training and Performance assessment against all the standards in school-based training <i>Weeks 26-37 (12 weeks)</i></p> <ul style="list-style-type: none"> • Diagnostic monitoring of trainees' transfer of competence. • Remedial training focused on gaps/weaknesses • Interim assessment at 5 weeks; personal review and target-setting. (Followed by two days of centre-

<p>based training for monitoring and support)</p> <ul style="list-style-type: none"> • Developmental training to support progression in professional competence • Summative assessment against all National Standards by Week 35. • Additional learning opportunities designed for trainees to enhance their practice by gaining experience of, e.g. teaching of Special Educational Needs, teaching of community languages;, cross-curricular events, and learning in out-of-classroom contexts. • Two days of centre-based training for professional guidance and completion of Career-Entry and Development Profile, and course review. <p>Professional Studies: 1 hour per week. Subject Application: 2 hours contact time including one 1-hour tutorial per week Catholic Education: Elective and for trainees in Catholic schools; Training opportunities for participation in the life of the Catholic school community (e.g. form masses; retreats and residential)</p>

Within this structure, programme delivery, length of placements and monitoring/support for quality may differ according to context. For example:

		Leeds Trinity	Leeds SCITT	School Direct
Stage 1	Length	12 weeks in Leeds Trinity with 10 days in Stage 2 placement schools	12 weeks in Lead Schools with some time at Leeds Trinity and 10 days in Stage 2 placement schools.	12 weeks in the Lead School with 3 days in Stage 2 Placement schools.
	Delivery	Professional Studies and Subject Application delivered at Leeds Trinity by Leeds Trinity tutors	Professional Studies delivered at Leeds Trinity by Leeds Trinity tutors. Subject Application delivered in Lead Schools by school-based tutors	Professional Studies and Subject Application delivered in Lead School by both Leeds Trinity and school-based tutors
Stage 2	Length of Placement	10+2 weeks in placement school with full assessment against the standards	10+2 weeks in placement school with full assessment against the standards	6-10 weeks in placement school with restricted assessment against standards Remaining weeks of Stage 2 spent in Lead School.
	Delivery	Delivered by school-based tutors in schools	Delivered by school-based tutors in schools	Delivered by school-based tutors in schools
	Monitoring / Support / QA	Leeds Trinity Link Tutors visiting schools twice.	Leeds SCITT Link Tutors visiting schools three times. Leeds Trinity Internal Moderators visiting a sample of schools at the end of the placement.	School Direct tutors visiting twice. Leeds Trinity Link Tutors visiting a sample of schools throughout the placement.
Stage 3	Length of Placement	10+2 weeks in another placement school with full assessment against the standards	10+2 weeks in another placement school with full assessment against the standards	10+2 weeks in Lead School with full assessment against the standards
	Delivery	Delivered by school-based tutors in schools	Delivered by school-based tutors in schools	Delivered by school-based tutors in schools
	Monitoring / Support / QA	Leeds Trinity Link Tutors visiting schools twice. Leeds Trinity External Moderators visiting a sample of schools.	Leeds SCITT Link Tutors visiting schools three times Leeds Trinity External Moderators visiting a sample of schools.	Leeds Trinity Link Tutors visiting Lead Schools approx. once every 2 weeks. Leeds Trinity External Moderators visiting Lead School at the end of the placement.

Learning, teaching and assessment

6a) Statement of the strategy for learning, teaching and assessment for the programme

The DFE White Paper (The Importance of Teaching, DFE, Nov 2010), recent Implementation Plans and TDA Allocations and Funding communications clearly show the government's intent to shift ITE programmes to school-led providers.

The Secondary PGCE responds to this shift by offering a programme that is flexible, replicable and of high quality:

- **Flexible.** The proposed Secondary PGCE is designed to be delivered in college-based and school-based settings and taught and assessed by college tutors and school colleagues.
- **Replicable.** Initially, the proposed Secondary PGCE will primarily be offered at Leeds Trinity, with a few trainees training with Leeds SCITT. Over time, School Direct and additional SCITT programmes will be developed in partnership with schools across the region.
- **High Quality.** Leeds Trinity will manage the finance and QA for all new School Direct and SCITT programmes to ensure that they are of high quality. New School Direct and SCITT programmes will be informed by our experience with Leeds SCITT, but will not necessarily be based on this model. Leeds Trinity tutors will work as tutors on the new School Direct and SCITT programmes, ensuring high quality training, assessment and partnership.

Both the course structure and the learning and teaching strategy that permeates the course are designed to integrate training in how to teach with a critical understanding of the principles underpinning effective professional practice. Thus Stage 1 centre-based training will develop knowledge and understanding of the principles and theory underpinning the Teachers' Standards and models of good practice so that trainees will be enabled to apply such knowledge and understanding effectively in a variety of contexts within a school in Stage 2. The development of a critical understanding informed by direct experience of acting upon such a knowledge base will enable trainees to transfer effectively their expertise into a second and inevitably different school environment and thus demonstrate competence.

In Stage 1 centre-based training trainees will be taught by use of lectures, workshops and tutorials. Best practice with regards to interactive and direct teaching methods will be used throughout all sessions so as to best prepare trainees to become effective classroom practitioners whilst also inducting trainees into models of teaching expected of professional colleagues in schools. Stage 1 sessions will take place at Leeds Trinity and, for School Direct and SCITT programmes, in Lead Schools.

In Stage 2 and 3 school-based training trainees will be required to:

- plan and teach lessons for whole classes, groups and individuals across the attainment range in their subject area;
- evaluate their own developing practice, making use of feedback and advice from school-based tutors;
- complete training activities including preparation for and participation in parents' evenings, out-of-school learning, support work for EAL, SEN and G&T pupils, and
- operate as a novice colleague in departmental and whole school activities, eg. assemblies and collective worship, departmental meetings and out-of-class teamwork.

Training will thus be active, vocational and professional.

The two weeks of enhanced learning opportunities at the end of each stage provide the flexibility needed to further personalise the programme for trainees. Depending on their subject, prior experience, interest and progress through the course, trainees may use this time to enhance their practice with regard to, for example, meta-cognitive awareness, special educational needs, community languages,

cross-curricular events and learning in out-of-classroom contexts. These periods will also support the development of Level 7 knowledge and understanding for those trainees following the Postgraduate Certificate.

Trainees will receive personal tutorial support throughout their course from the Lead Subject Application Tutor, a subject and a professional school-based tutor in each placement and a Link Tutor during the Stage 2 and Stage 3 placements. The College VLE will be utilised to provide online support from peers, tutors, Programme Leaders and the Head of Secondary Education throughout the course. Trainees are able to request support from the Programme Leaders, Head of Secondary Education and the Schools' Partnership Manager at any time throughout the course.

Trainees will have access to the Leeds Trinity library, where the librarian dedicated to Education is already aware of the needs of the PGCE students, as well as other College support systems such as IT Support and Student Support. In addition to this, the course will be supported by the virtual learning environment (Moodle), which will include links to relevant research material, course notes and session outlines, assessment guidance and online fora where students can engage in online discussion of key issues and concerns as well as supportive tutorials.

The assessment strategy of the programme needs to support the following:

Reliability. i.e. incorporates a system that is consistently manageable by a large number of people of varying expertise and experience as the turnover of subject school-based tutors in any one subject area can be as high as 25% in any single year;

Accuracy. In measurement of trainee competence against Teachers' Standards and hence eligibility for Qualified Teacher Status;

Generalisability. i.e. can generate attainment data that are proven to be true in more than one school;

Personalised Target Setting. i.e. can enable diagnostic assessment of individual attainment and training needs and generate differentiated profiles of attainment.

It is therefore proposed to retain the well established and proven practice of clustering the Teachers' Standards into Standards Cluster Headings (SCH). For each SCH a series of indicators relating to the assessed outcomes of Centre-based training (knowledge and understanding) and of school-based training (performance) are provided. The indicators address each and every aspect of the published Standards and related guidance from the Teaching Agency and OFSTED, allowing clear differentiated assessment and target-setting at each stage of the course and towards the end of the course in order to meet the statutory requirements for the Career Entry and Development Profile and so supporting the induction of each trainee into their teaching career.

Trainees will be assessed against all of the Teachers' Standards in each of the three course stages, thus:

Stage 1 Centre-based training: assessment of knowledge and understanding

Stage 2 Training School: assessment of application of knowledge and understanding and practical competence

Stage 3 Verification School: assessment of transfer of knowledge and understanding and practical competence

The assessment against all Teachers' Standards in all 3 stages will support the accuracy and generalisability of the assessment as the impact of context-related variables is minimised and the transfer (of knowledge and understanding and of practical competence) is proven.

The use of SCH and indicators supports the reliability of the assessment and the personalised target setting, as it is possible to codify expectations against the sometimes ambiguously worded compound statements of the Teachers' Standards and so increase consistency in measurement of attainment. In

addition this system supports differentiated training by supporting the refinement of target areas for development and greater specificity enhances the likelihood of trainee progress and success.

Since strength in subject knowledge is critical for trainees' success, a diagnostic assessment of subject knowledge will be undertaken in week 1 or 2 of the course to monitor progress against individualised targets set following interviews for admission onto the course. Trainees will receive feedback and personal targets for the development of subject knowledge in week 2 and then be reassessed in week 11. This individualised guidance will enable trainees to strengthen the "links between subject knowledge and approaches to teaching and learning" [ref. Key Features of Good Provision, Evaluation of Inspection Outcomes, OfSTED June 2006] during Stage 1 and set clear subject knowledge related targets for Stage 2. Training programmes for Stage 2 and 3 of the course will review these targets at regular intervals and record audit outcomes and targets in the Training and Development Profile developed for the programme and used successfully over the past three years.

Forms of assessment to be used:

Stage 1: unseen and seen tests, case studies; coursework assignments; micro teaching

Stages 2/3: performance in school and in classroom, and in training activities; documentary evidence (including lesson plans, unit of work plans, teaching and learning resources, assessment tasks and mark schemes, reports to parents, and planning for out-of-school learning)

Forms of evidence required for each SCH in school-based training in Stages 2 and 3 will be specified in order to enhance reliability and dependability of assessments, as well as to define a required minimum in order to protect both school-based tutors and trainees from well intentioned and over-anxious zeal. This Standardised Evidence Base (SEB) will be compiled by trainees during each school placement and will inform formative assessment and ongoing target-setting as well as constituting the primary evidence base for summative assessment at the end of each placement.

6b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Professional Studies (Stage 1)	Lectures & seminars	Knowledge tests Coursework items	1 x 2 hours 2,000 words	N/A	Weeks 3-11 inclusive	Stephen J Wilkinson , Liz McGuire	College / Lead School
Professional Studies (Stages 2 and 3)	Individual and/or group tutorials	Performance in school; documentary evidence	1,000 words	N/A	End of Stage	School-based tutors	School
Subject Application (Stage 1)	Workshops and group individual tutorials	Knowledge tests coursework items	2,000 words 6,000 words	N/A	Weeks 3-11 inclusive	Andrew Gilliland (Business) Tom Wharton (English) Claire Smith (History) Ray Fletcher , Catherine Bell (Mathematics) Valerie Harkness (MFL) Helen Bromley , Liz McGuire (RE) School-based Lead Subject Tutors	College / Lead School
Subject Application (Stages 2 and 3)	Training activities including teaching whole classes, groups and individuals; departmental and whole-school activities; directed tasks	Performance in the classroom / school; Documentary evidence	4-6,000 words	N/A	End of Stage	School-based subject tutors	School
Catholic Education (Stage 1)	Lectures, workshops and tutorials	Portfolio of assignments	1,000 words	N/A	End of Stage I	Liz McGuire	College

6c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development						
	<i>Set high expectations which inspire, motivate and challenge pupils</i>	<i>Promote good progress and outcomes by pupils</i>	<i>Demonstrate good subject and curriculum knowledge</i>	<i>Plan and teach well-structured lessons</i>	<i>Adapt teaching to respond to the strengths and needs of all pupils</i>	<i>Make accurate and productive use of assessment</i>	<i>Manage behaviour effectively to ensure a good and safe learning environment</i>	<i>Fulfill wider professional responsibilities</i>	<i>Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</i>	<i>Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</i>	<i>Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</i>		Communication	Oral presentation	Group-work	Problem-solving	ICT	Reflective Learning
Professional Studies																		
Subject Application																		

7. Entry requirements

Postgraduate programmes
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <ul style="list-style-type: none">A good honours degree in a relevant subject (or equivalent).GCSE English Language and Mathematics at grade C (or equivalent).Be able to read effectively and to communicate clearly and accurately in standard English.(From September 2013) Passed the DFE Skills Tests in Literacy and Numeracy.Meet the Secretary of State's requirements for physical and mental fitness to teach.Have not been excluded from teaching or working with children nor be registered with the Criminal Records Bureau as unfit for working with children or young persons.Have suitable personal and intellectual qualities, attitudes and values required for teaching in secondary schools. <p>For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).</p>

8. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) <small>(A certain level of attainment which <u>must</u> be achieved in a specific module; any deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)</small>
<p>Progression</p> <p>Trainees are assessed against Standard Cluster Headings and hence all Standards in each of the 3 contexts of training: in Stage 1 Centre-Based Training and in both of the two school placements.</p> <p>In order to progress from Stage 1 to Stage 2 and from Stage 2 to Stage 3 trainees will normally be required to have registered a pass against the two categories of SCH, Professional Studies and Subject Application, and so be able to benefit from the next stage of training. Trainees with borderline passes against either or both of these categories will receive a formal "at risk" letter identifying areas of weakness and targets for action.</p> <p>Award</p> <p>To be eligible to pass the course overall trainees must normally have met the following conditions:</p> <ol style="list-style-type: none">proven competence against all Teachers' Standards within a school context;have a pass recorded against both categories of SCH (Professional Studies and Subject Application) in all 3 stages of the course;be deemed to be a fit and proper person to work with young people in secondary schools.(2012/13 only) have passed the DFE Skills Tests in Literacy and Numeracy. <p>Trainees who pass the course will be recommended to the DFE for the award of QTS.</p> <p>Age Phase</p> <p>All recommendations for QTS will pertain to one of the 11-16, 11-18 or 14-19 age phases, dependent on subject area.</p> <p>In order to qualify for the 11-18 age phase trainees must have proven competence in meeting the Teachers' Standards at 11-16 and, in addition, must normally:</p> <ol style="list-style-type: none">have sustained and successful experience of planning, preparing and teaching lessons to 16-18 examination students over a period of at least 4 weeks;have proven competence to mark work, provide feedback to and set targets for 16-18 examination pupils;have proven competence to mark and grade papers and coursework in conformity with the procedures and criteria issued by public examination boards. <p>Trainees who fail to comply with the criteria listed above for 11-18 qualification, but who are deemed competent to teach the 11-16 age range will be recommended for 11-16 QTS.</p>

9. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

N/A

10. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

There will be one External Examiner for the Professional Graduate Certificate course who will

- assure the quality and integrity of the assessment procedures and comparability of course standards with those obtaining elsewhere in Higher Education Institutions.
- review assessment and internal moderation procedures and reports.
- scrutinise samples of documentary evidence, both Centre-based and school-based, of trainees of a representative cross-section of attainment.
- chair the Panel of External Moderators.
- report orally to the Panel of Examiners in Education.
- submit a written report to the College.

There will be two External Moderators who

- will be senior teachers currently working in, or recently retired from, schools outside the Leeds Trinity partnership and so will be able to represent employers' needs. They will observe teaching by strong, average and weak (borderline/fail) trainees, and by trainees in each subject, in parallel with school-based or centre-based tutors.
- assure the quality and integrity of assessment and internal moderation procedures.
- assure the comparability of partnership standards with other ITT providers within the region, the relevance and appropriateness of partnership procedures and standards to the schools that employ NQTs.
- submit a report to the External Examiner to inform his/her written report to the College.

11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. Study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

The Secondary PGCE programme also includes 30 credits of Level 7 study for all trainees and an additional 30 credits that straddles the NQT year. This provides additional enhancement for the programme, enables students to become more competitive in the employment market and provides credit towards Leeds Trinity's MA Education.

12. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

All successful applicants have to meet the Secretary of State's requirements for physical and mental fitness to teach.

All trainees will have access to support from the College Disability & Dyslexia Coordinator.

Teaching materials will be located on College VLE so access to these outside of taught sessions will be possible. A forum for dialogue between students, and between students and tutors will also be provided via VLE.