

**Programme Specification for  
Postgraduate/Professional Graduate Certificate in Primary Education**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester and Partnership Schools Somerset Centre for Integrated Learning (SCIL)
3.	<b>Programme accredited by</b>	QTS accredited by the National College for Teaching and Learning (NCTL)
4.	<b>Final award</b>	Postgraduate Certificate in Education (QTS); Professional Graduate Certificate in Education (QTS) or Postgraduate Certificate in Educational Studies.
5.	<b>Programme title</b>	Postgraduate/Professional Graduate Certificate in Education: Primary
6.	<b>Pathways available</b>	<i>University of Worcester:</i> Primary Education (5-11) Primary Education – Early Years (3-7) With Mathematics Pathway (5-11) Mathematics Specialist Pathway (3-11) PE Specialist Pathway (5-11)  <i>Somerset Centre for Integrated Learning:</i> Primary Education (5-11) Primary Education with EY specialism (3-7) Primary Education with SEND specialism (3 -11)
7.	<b>Mode and/or site of delivery</b>	<i>University of Worcester:</i> Taught sessions at the University of Worcester including lectures, tutorials, independent study, directed study and school experiences in a wide-range of partnership schools and settings e.g. nurseries  <i>Somerset Centre for Integrated Learning:</i> Taught sessions at SCIL including lectures, tutorials, independent study, directed study and school experiences in a wide-range of partnership schools and settings e.g. primary schools, nurseries.
8.	<b>Mode of attendance</b>	Full time
9.	<b>UCAS Code</b>	Please see either: <a href="http://www.worcester.ac.uk/journey/postgraduate-certificate-in-education-pgce-primary.html">http://www.worcester.ac.uk/journey/postgraduate-certificate-in-education-pgce-primary.html</a> or <a href="http://www.somersetscitt.co.uk/teacher-training/pgce-2">http://www.somersetscitt.co.uk/teacher-training/pgce-2</a>
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Teachers' Standards DfE (2013): <a href="https://www.gov.uk/government/collections/teachers-standards">https://www.gov.uk/government/collections/teachers-standards</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	June 2016

## 12. Educational aims of the programme

### ***Philosophy and Key Features***

The postgraduate programme has a distinctive philosophy that, from the outset, is shared with all. This inclusive philosophy and approach is exemplified by the following distinctive features, which the team believes make it challenging and exciting for trainees, academic staff and the wide-range of professional partnerships with which we engage:

- 'Inspiring to inspire, impact-focussed provision' promoting pedagogic values and educational philosophies which are grounded in inclusive practice and centred on pedagogical and subject-specific knowledge, skills and understanding in relation to professional practice;
- National Curriculum, Early Years Statutory Framework (EYFS) and supportive documentation focussed study, in order to develop and enhance subject knowledge to teach in an extensive range of subject areas;
- Career-enhancing, subject specialisms which inspire research-active and critically-reflective trainees, promote innovative, evidence-based practice and enhance leadership prospects;
- Learning experiences that are carefully structured to enable trainees to reflect on their progress and facilitate the adaptation of practice, in order to become outstanding practitioners;
- Unparalleled and highly-personalised academic tutoring system that supports and facilitates trainees in making excellent progress, promotes resilience and impacts on a positive trainee experience;
- School experiences that are high-quality and carefully chosen, across a range of settings and age phases and tailored continuing professional development programme, in order to support trainees on their journey from trainee to early career teacher and beyond;
- Induction programmes that are supportive and informative, including early introduction to critical reflection in relation to the professional standards for teachers and professional practice;
- Values-centred, consistently high expectations for trainee personal and professional conduct, duties and responsibilities which prioritise the safeguarding of pupils, tolerance of and respect for the rights of others; and
- Exceptional assessment of trainee progress across all subject disciplines and school experiences through rigorous processes, to promote the best outcomes for all.

### ***Aims***

*The programme will:*

- Inspire trainees to develop pedagogic values and educational philosophies, grounded in inclusive, impact-focussed and child-centred practice;
- Nurture research-active, critically-reflective trainees with a career-enhancing subject specialism;
- Support trainees in making excellent progress and breadth of experience, to enable them to achieve Qualified Teacher Status (QTS);
- Promote high expectations, equality of opportunity and the best outcomes for all;
- Instil confidence and develop trainee competence in meeting the DfE (2013) Teachers' Standards;
- Respond to current educational developments and national priorities and accommodate innovations and policy; and
- Enhance trainee subject and pedagogical knowledge, skills and understanding in relation to professional, evidence-based practice and continued professional development, which builds on the inter-connectedness of theory and practice.

*Trainees are expected to:*

- show a critically reflective and evaluative understanding of pedagogical approaches, processes and practice of teaching and learning through demonstration of knowledge, skills and understanding related to high quality and effective evidence-based practice;
- develop a clear framework of their own professional values and demonstrate a critical and reflective attitude towards their practice, showing an articulation of the interdependent relationship of practice and theory;
- demonstrate the knowledge, skills, understanding and teaching competences which will enable them to challenge and support pupil learning and progress, including pupils with additional needs;
- deepen subject and pedagogical knowledge and understanding related to the EYFS and National Curriculum;
- show an understanding of research-informed learning and teaching and critically evaluate the impact of this;
- demonstrate and understand consistently high standards of professional behaviours and codes of conduct;
- demonstrate appropriate intellectual and academic capabilities and personal qualities, attitudes, ethics and values to meet standards for QTS;
- develop a comprehensive understanding of progression across, before and after the age range for which they are training to teach; and
- evidence the skills, knowledge and understanding to meet the DfE (2013) Teachers' Standards.\*

*\*or revised equivalent Department for Education standards/expectations for teachers*

### **School Direct**

All PGCE School Direct trainees on training or a salaried route will follow a school-led immersive model of teacher training. Trainees will undergo an intensive formative joint university and school induction programme in the summer, prior to starting their training. This will continue at the start of the school term in September. This particular training route enables schools, in partnership with the University of Worcester, to take a leading role in the recruitment, training and employment of high calibre applicants. Underpinned by a coaching and mentoring model, training is personalised and moves trainees through the key phases from beginning, to emerging, to developing, to excelling. Both programmes (training and salaried) ensure trainees are compliant with all Initial Teacher Training (ITT) requirements. The carefully planned and agreed calendar outlines, the delivery of taught sessions at the University of Worcester and the school based training across partner schools. School Direct (Salaried) is an employment based programme and the time spent on placement is determined by the employing school.

### **Specialist Pathways**

The PGCE Primary course offers a range of specialist pathways. For the Mathematics and PE Specialist Pathways, all Level 7 credits are derived from Mathematics or PE related modules. Mathematics specialists are also required to teach all key stages, including lower key stage 3. For the PGCE 'With Mathematics' Pathway, part of the Level 7 credits are derived from Mathematics and part from other subjects.

## **13. Intended learning outcomes and learning, teaching and assessment methods**

In relation to the [University Learning, Teaching and Assessment Strategy](#) the course will:

- enable all trainees to develop knowledge and understanding and demonstrate autonomy;
- provide a programme which embraces cognitive, intellectual, practical and transferable skills;
- disseminate good practice in learning and teaching;
- support trainees of varying experiences, needs and backgrounds;
- monitor the quality of the trainee experience.

All Trainees on all routes must complete successfully, all professional elements including the requirements for QTS and also successfully complete **60 credits at Level 7 and 60 credits at Level 6** to be awarded a **Postgraduate Certificate in Education and recommended for QTS**, accredited by the National College for Teaching and Learning (NCTL).

Those trainees who are not successful in completing all the Level 7 components but who successfully complete the professional elements of the course along with the professional requirements for Qualified Teacher Status (QTS) will be awarded **120 credits at Level 6, or 90 credits at Level 6 and 30 credits at Level 7**, resulting in a **Professional Graduate Certificate in Education and recommended for QTS**, accredited by the National College for Teaching and Learning (NCTL).

Trainees who are unsuccessful in passing the professional elements at Level 6, but who successfully complete all postgraduate elements, will be awarded **60 credits at Level 7** to gain the **Postgraduate Certificate in Educational Studies**.

For the award of **Postgraduate Certificate in Education** Qualified Teacher Status trainees will be able to:

- 1) Display a developing mastery of a complex and specialised area of subject knowledge and pedagogy;
- 2) Demonstrate a comprehensive understanding of techniques applicable to research or advanced scholarship and originality in the application of knowledge, using and modifying appropriate educational research methods in relation to learning, teaching and developing practice;
- 3) Critically engage with the professional knowledge base related to evidence-based teaching and learning, research and scholarship, both systematically and creatively;
- 4) Design, apply and critically evaluate appropriate research methodologies relating to classroom and policy practice, demonstrating autonomous planning and implementation;
- 5) Communicate results of research to a variety of audiences including peers, academic staff, practitioners in schools and settings and where possible through publication and presentation to the wider academic and research field;
- 6) Develop and critically evaluate educational skills, models and techniques;
- 7) Display a commitment to evidence-based, impact-focussed provision for pupils;
- 8) Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills in order to meet the Teachers' Standards (DfE, 2011);
- 9) Fulfil wider professional responsibilities and demonstrate consistently high standards of communication, personal and professional conduct.

For the award of **Professional Graduate Certificate in Education** Qualified Teacher Status trainees will be able to:

- 1) Critically review, consolidate and extend a systematic and coherent body of subject specific knowledge and pedagogy in primary and early years education and deploy established techniques of analysis and enquiry;
- 2) Engage as research-active trainees in subject specific specialist research;
- 3) Demonstrate a systematic and conceptual understanding of key aspects of effective teaching and learning with a particular focus on critical and reflective practice;
- 4) Critically evaluate educational concepts and evidence from a range of sources in order to make informed judgements;
- 5) Demonstrate accountability for management of learning and determining personal progress, applying acquired methods and techniques;
- 6) Display a commitment to impact-focussed provision for pupils;
- 7) Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills in order to meet the Teachers' Standards (DfE, 2011);
- 8) Fulfil wider professional responsibilities and demonstrate consistently high standards of communication, personal and professional conduct.

For the award of **Postgraduate Certificate in Educational Studies** trainees will be able to:

- 1) Display a developing mastery of a complex and specialised area of subject knowledge and pedagogy;
- 2) Demonstrate a comprehensive understanding of techniques applicable to research or advanced scholarship and originality in the application of knowledge, using and modifying appropriate educational research methods in relation to learning, teaching and developing practice;
- 3) Design, apply and critically evaluate appropriate research methodologies relating to classroom and policy practice, demonstrating autonomous planning and implementation;
- 4) Engage with the professional knowledge base related to teaching and learning, research and scholarship, both systematically and creatively;
- 5) Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills;
- 6) Communicate results of research to a variety of audiences including peers, academic staff, practitioners in schools and settings and where possible through publication and presentation to the wider academic and research field;
- 7) Develop and critically evaluate new educational skills, models and techniques;
- 8) Demonstrate consistently high standards of communication, personal and professional conduct.

**It is intended that most trainees will exit with the full Postgraduate Certificate in Primary with QTS and 60 Masters Credits.**

This postgraduate programme is designed to meet specific requirements as set out by the DfE (2013) Teachers' Standards, against which judgements by OFSTED will be made. The work of practising teachers should also be informed by an awareness of legislation concerning safeguarding and the well-being of children and young people expressed in government legislation, with regard to SEND, equality and diversity. There will be a range of teaching, learning and assessment methods and the use of both formative and summative assessment, which will draw on evidence, critical reflection, analysis and evaluations. Please note this course falls within the University of Worcester's [Taught Courses Regulatory Framework](#).

**Mapping Course Outcomes to Modules: Knowledge, understanding, cognitive, intellectual and transferable skills relating to employability**

**Knowledge and understanding:** *On successful completion of the course, trainees will be able to:*

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education	Display a developing mastery of a complex and specialised area of subject knowledge and pedagogy;	PGSR4003/3003 PGCF3004
	Demonstrate a comprehensive understanding of techniques applicable to research or advanced scholarship and originality in the application of knowledge, using and modifying appropriate educational research methods in relation to learning, teaching and developing practice;	PGPP4002/3002 PGSR4003/3003
Professional Graduate Certificate in Education	Critically review, consolidate and extend a systematic and coherent body of subject specific knowledge and pedagogy in primary and early years education and deploy established techniques of analysis and enquiry;	PGSR4003/3003 PGCF3004
	Demonstrate a systematic and conceptual understanding of key aspects of effective teaching and learning with a particular focus on critical and reflective practice;	PGPP4002/3002 PGSE3006
Postgraduate Certificate in Educational Studies	Display a developing mastery of a complex and specialised area of subject knowledge and pedagogy;	PGSR4003/3003 PGCF3004
	Demonstrate a comprehensive understanding of techniques applicable to research or advanced scholarship and originality in the application of knowledge, using and modifying appropriate educational research methods in relation to learning, teaching and developing practice;	PGPP4002/3002 PGSR4003/3003

**Cognitive and intellectual skills:** *On successful completion of the course, trainees will be able to:*

Award	Learning Outcome	Module Code
Postgraduate Certificate in Education	Develop and critically evaluate new educational skills, models and techniques;	PGPP4002/3002 PGCF3004
	Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills in order to meet the Teachers' Standards (DfE, 2013);	PGPP4002/3002 PGSR4003/3003 PGSE3006
Professional Graduate Certificate in Education	Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills in order to meet the Teachers' Standards (DfE, 2013);	PGPP4002/3002 PGSR4003/3003 PGSE3006
Postgraduate Certificate in Educational Studies	Demonstrate appropriate intellectual and academic capabilities, personal and professional qualities, values, ethics and transferable skills	PGPP4002/3002 PGSR4003/3003
	Develop and critically evaluate new educational skills, models and techniques;	PGPP4002/3002 PGCF3004

**Practical skills relevant to employment:** *On successful completion of the course, trainees will be able to:*

Award	Learning Outcome	Module Code
<b>Postgraduate Certificate in Education</b>	Design, apply and critically evaluate appropriate research methodologies relating to classroom and policy practice, demonstrating autonomous planning and implementation;	<b>PGSR4003/3003 PGSE3006</b>
	Display a commitment to evidence-based, impact-focussed provision for pupils;	<b>PGPP4002/3002 PGSE3006</b>
	Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct.	<b>PGSE3006</b>
<b>Professional Graduate Certificate in Education</b>	Engage as research-active trainees in subject specific specialist research;	<b>PGSR4003/3003</b>
	Demonstrate accountability for management of learning and determining personal progress, applying acquired methods and techniques;	<b>PGPP4002/3002 PGSE3006</b>
	Display a commitment to impact-focussed provision for pupils;	<b>PGPP4002/3002 PGSE3006</b>
<b>Postgraduate Certificate in Educational Studies</b>	Design, apply and critically evaluate appropriate research methodologies relating to classroom and policy practice, demonstrating autonomous planning and implementation;	<b>PGSR4003/3003</b>

**Transferable/key skills:** *On successful completion of the course, trainees will be able to:*

Award	Learning Outcome	Module Code
<b>Postgraduate Certificate in Education</b>	Critically engage with the professional knowledge base related to evidence-based teaching and learning, research and scholarship, both systematically and creatively;	<b>PGPP4002/3002 PGSR4003/3003</b>
	Communicate results of research to a variety of audiences including peers, academic staff, practitioners in schools and settings and where possible through publication and presentation to the wider academic and research field;	<b>PGSR4003/3003</b>
<b>Professional Graduate Certificate in Education</b>	Critically evaluate educational concepts and evidence from a range of sources in order to make informed judgements;	<b>PGPP4002/3002 PGSR4003/3003 PGSE3006</b>
	Fulfil wider professional responsibilities and demonstrate consistently high standards of communication, personal and professional conduct.	<b>PGSE3006 PGPP4002/3002</b>
<b>Postgraduate Certificate in Educational Studies</b>	Engage with the professional knowledge base related to teaching and learning, research and scholarship, both systematically and creatively;	<b>PGPP4002/3002 PGSR4003/3003 PGSE3006</b>
	Communicate results of research to a variety of audiences including peers, academic staff, practitioners in schools and settings and where possible through publication and presentation to the wider academic and research field;	<b>PGSR4003/3003</b>
	Demonstrate consistently high standards of communication, personal and professional conduct.	<b>PGPP4002/3002</b>

In order to meet the intended learning outcomes of the course and modules within, learning and teaching activities have been designed to reflect a range of outputs:

**Indicative Teaching and Learning Activities:**

**Lectures, Seminars and Workshops**

- Trainees will engage in timetabled sessions during the 14 week taught component of the course.

**Work-Based Learning**

- Trainees will engage in school experiences as part of their training programme.

**Directed Study Tasks (DSTs) or Independent Study Tasks (ISTs)**

- These form part of the taught course and are designed to promote trainees' learning. ISTs require trainees to engage in additional tasks or wider reading outside of timetabled sessions.

DSTs may be timetabled in place of face-to-face teaching. Module tutors monitor trainees' completion of ISTs and DSTs.

#### **Professional Enquiry Tasks (PETs)**

- During school experience, trainees are required to complete PETs. These form part of the course and are designed to promote trainees' learning, develop and deepen their understanding of theory into practice and enable them to translate into high quality teaching and learning in early years and primary settings.

#### **Peer Group Presentations and Assessments**

- Trainees will be given a specific brief and be required to work collaboratively to engage in assessment activities, whilst being critically and supportively peer assessed.

#### **Use of Virtual Learning Environment (VLE)**

- Trainees are expected to engage in the wide range of supportive materials contained within Blackboard. This links with the University's 'TEL Strategy'.

#### **Subject Knowledge Learning Logs (SKLLs: School Direct Only)**

- School Direct trainees will also engage with National Curriculum Foundation subjects through engagement in a series of reflective school based professional enquiry tasks. These will be set by the University and monitored and quality assured by both University and school based staff.

#### **Key tasks (KSs) (Somerset Centre for Integrated Learning Only)**

- During placement experience, trainees are required to complete key tasks. These form part of the course and are designed to promote trainees' learning, develop and deepen their understanding of theory into practice and enable them to translate into high quality teaching and learning in early years and primary settings.

#### **Subject audits (Somerset Centre for Integrated Learning Only)**

- Trainees will undertake subject knowledge tests in English, maths and science, including termly phonic knowledge tests.

### **14. Assessment Strategy**

The design of the postgraduate 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 intended learning outcomes for each module have been met;
- To provide a variety of assessment opportunities to meet the differing learning styles of trainees;
- To give supportive feedback to trainees on their progress and development; and
- To support autonomous learning.

Assessment and moderation processes are rigorous, robust and aligned with the University assessment criteria. School partner colleagues play a significant role in recruiting, selecting, training and assessing trainee teachers. Course assessments have been considered holistically and ensure that assessment is aligned with intended learning outcomes. Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills required, which encourage increasing levels of independence, in addition to the development of critical analysis, reflection and evaluation. Programme modules include a range of assessment strategies, including formative and summative approaches, which seek to support trainees in achieving intended learning outcomes, in acquiring pedagogical and subject knowledge and in developing critically reflective practice. The school experience module takes account of a wide range of evidence from a

variety of sources e.g. formal observations, discussions with school mentors, portfolios of evidence, tripartite discussions etc. in order to provide regular formative feedback and summative reports on areas of strength and supportive targets for trainees.

Moderation and standardisation practices, which include University of Worcester, Somerset Centre for Integrated Learning and external examiners, ensure that academic standards are appropriate and consistent across course/subject teams, reflect agreed assessment policies and assessment criteria and that the assessment outcomes for trainees are fair and reliable.

These rigorous processes provide robust evidence and support trainees in meeting the Teachers' Standards (DfE, 2013) and the intended learning outcomes of the programme.

## **15. Programme structures and requirements**

### ***University of Worcester***

The 38-week Provider-Led programme includes 24 weeks in schools/settings and a 14 week, university-based, taught component. Attendance is monitored and is a mandatory element of course assessment, in order to ensure that trainees can a) demonstrate that they can meet the Teachers' Standards (DfE, 2013) and b) demonstrate sufficient subject knowledge to teach. Attendance requirements are shared pre-course, at interview and induction and published in a course attendance procedure which is located in the course handbook, on Blackboard and in all module outlines.

### ***Somerset SCITT***

The 37-week Provider-Led programme includes 24 weeks in schools/settings and a 13 week, centre-based, taught component. Attendance is monitored and is a mandatory element of course assessment, in order to ensure that trainees can a) demonstrate that they can meet the Teachers' Standards (DfE, 2013) and b) demonstrate sufficient subject knowledge to teach. Attendance requirements are shared pre-course, at interview and induction and published in a course attendance procedure which is located in the course handbook, on Blackboard and in all module outlines.

### ***School Direct***

The School Direct training route includes a 32-week programme in schools and settings (subject to adaptation and meeting a 24 week minimum) and a 6-week university based taught component. On the School Direct salaried programme, trainees are employed by the lead school. Training normally lasts the course of the school's academic year.

*The programme learning outcomes shown in section 13 above describe the knowledge, understanding and skills that trainees will have demonstrated on achievement of their intended level 7 qualification award. Trainees who do not complete their full programme of study may qualify for an alternative award and the approved exit awards for this programme are listed in section 20 of this programme specification. The learning outcomes of level 7 exit awards are determined by the combination of modules taken and passed and can be identified from the tables below.*

**Course Title: Postgraduate/Professional Graduate Certificate in Primary Education: All Exit Awards**

<b>Level 6/7 Provider-Led (University of Worcester and Somerset Centre for Integrated Learning) and School Direct Primary Education (5-11) and Primary Education – Early Years (3-7)</b>				
<b>Module code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Pre-requisites</b> (Code of Module required)
PGPP4002/3002	<b>Pedagogy and Professional Practice</b> <b>Level 6/7</b>	30	M	None
PGSR4003/3003	<b>Subject Specialist Research</b> <b>Level 6/7</b>	30	M	None
PGCF3004	<b>Subject Studies</b> <b>Level 6</b>	30	M	None
PGSE3006	<b>School Experience 1, 2 &amp; 3</b> <b>Level 6</b>	30	M	None

<b>Level 6/7 With Mathematics (5-11)</b>				
<b>Module code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Pre-requisites</b> (Code of Module required)
PGPP4001/3001	<b>Pedagogy and Professional Practice 1</b> <b>Level 6/7</b>	15	M	None
PGMA4002/3002	<b>Mathematical Pedagogy</b> <b>Level 6/7</b>	15	M	None
PGSR4003/3003	<b>Subject Specialist Research</b> <b>Level 6/7</b>	30	M	None
PGCF3004	<b>Subject Studies</b> <b>Level 6</b>	30	M	None
PGSE3006	<b>School Experience 1, 2 &amp; 3</b> <b>Level 6</b>	30	M	None

<b>Level 6/7 Mathematics Specialist (3-11)</b>				
<b>Module code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Pre-requisites (Code of Module required)</b>
<b>PGPP3001</b>	<b>Pedagogy and Professional Practice 1  Level 6/7</b>	15	M	None
<b>PGMA4002/3002</b>	<b>Mathematical Pedagogy  Level 6/7</b>	15	M	None
<b>PGSR4003/3003</b>	<b>Subject Specialist Research  Level 6/7</b>	30	M	None
<b>PGMC4004/3004</b>	<b>Mathematical content knowledge  Level 6/7</b>	15	M	None
<b>PGMS3005</b>	<b>Subject Studies  Level 6</b>	15	M	None
<b>PGSE3006</b>	<b>School Experience 1, 2 &amp; 3  Level 6</b>	30	M	None

<b>Level 6/7 PE Specialist (5-11)</b>				
<b>Module code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Pre-requisites (Code of Module required)</b>
<b>PGPP3001</b>	<b>Pedagogy and Professional Practice 1  Level 6/7</b>	15	M	None
<b>PGPE4002/3002</b>	<b>PE Pedagogy  Level 6/7</b>	15	M	None
<b>PGSR4003/3003</b>	<b>Subject Specialist Research  Level 6/7</b>	30	M	None
<b>PGCO3004</b>	<b>Core Subjects  Level 6</b>	15	M	None
<b>PGEF4005/3005</b>	<b>Extended Foundation Subject  Level 6/7</b>	15	M	None
<b>PGSE3006</b>	<b>School Experience 1, 2 &amp; 3  Level 6</b>	30	M	None

## 16. **QAA and Professional Academic Standards and Quality**

The course is bound by the National Teacher's Standards and has been mapped to the FHEQ qualification descriptors at levels 6 & 7, the UK Quality Code for Higher Education <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx> This award is located at level 7 of the FHEQ (Postgraduate Certificate in Education and Postgraduate Certificate in Educational Studies), or Level 6 (Professional Graduate Certificate in Education).

## 17. **Support for trainees**

### **Personal Academic Tutors**

The University of Worcester prides itself on its personal academic tutoring programme and within the PGCE Primary programme, there is a tailored and comprehensive system. Each trainee is allocated a Pedagogy and Professional Practice tutor who acts as a Personal Academic Tutor. Tutors and tutees meet at specific points throughout the academic year, both individually and in groups, in order to ensure that support is consistent and regular. Trainees are invited to attend a pre-course induction conference in the summer term, where the tutoring programme is explained and key support services are signposted. Trainees who are unable to attend this due to prior commitments are sent full details of induction content. The full induction programme at the start of the course introduces all trainees to all support services across the University.

**Somerset Centre for Integrated Learning Trainee Services:** Somerset SCITT prides itself on its personal and academic tutoring programme, there is a tailored and comprehensive system. Each trainee is allocated a tutor moderator who acts as a Personal Practice Tutor. Tutors and tutees meet at specific points throughout the academic year, both individually and in groups, in order to ensure that support is consistent and appropriate. In addition, trainees are appointed an academic tutor who offers formative and summative feedback on progress on the PGCE element of the programme. Somerset SCITT also have tutors offering personal support to trainees on the programme if it is needed and individual support to trainees as appropriate when on placement. The induction programme at the start of the course introduces trainees to the support services such as: disability; fees and finance and other issues affecting student life.

Further details about the full range of student services can be found here: <http://www.worcester.ac.uk/student-services/index.htm>

### **Equality**

The University has an Equality Framework promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee:

[http://www.worc.ac.uk/personnel/documents/DEC1212b\\_Equality\\_Framework\\_14\\_6\\_12.pdf](http://www.worc.ac.uk/personnel/documents/DEC1212b_Equality_Framework_14_6_12.pdf)

### **Disability and Dyslexia**

The Disability and Dyslexia Service provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled trainees to allow them to manage their own learning development. Details of these services are available in the course handbook: <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

## 18. **Admissions**

### **Admissions policy**

The course recruits highly motivated graduates who demonstrate that they are committed to a professional career in teaching and who will strive to meet, successfully, the Teachers' Standards (DfE, 2013). High calibre trainees who are selected, need to demonstrate an understanding of the demanding role of teaching and suitability for the age-range they apply to

teach. This is achieved through rigorous and robust recruitment procedures that judge a wide range of evidence. Our inclusive course welcomes applications from all who meet the entry requirements, for the variety of routes into teaching: Provider-led PGCE and School Direct. A dedication to life-long learning and research-active practice is a prerequisite for engaging with postgraduate study in education, the role of the 21<sup>st</sup> century teacher and a quality we seek in our applicants.

To maintain robust QAA procedures and to ensure recruitment and selection processes and criteria are carefully matched to the different routes into teaching, all recruitment and selection processes share some common essential features. These include:

*University of Worcester:*

- A formal timed written task
- A formal interview with agreed key questions
- A short presentation/activity
- Grading of trainees based on agreed success criteria
- Panels of interviewers

*Somerset SCITT:*

- A formal interview
- A pupil panel activity
- A written reflection activity
- A presentation
- A Group discussion activity

Other tasks and activities may be included based on the nature of the route being applied for. For example, School Direct Primary interviews take place in school settings and may involve a tour of the school as part of the interview and selection process.

### **Professional Skills Tests**

Department for Education Professional **Skills Tests in English and Mathematics** must be passed prior to course registration.

### **Fitness to Teach**

The NCTL requires all trainees to satisfactorily complete a medical questionnaire to demonstrate their fitness to teach.

**In order to commence an Initial Teacher Training course, it is a requirement that all trainees meet the conditions of an enhanced Disclosure and Barring Service (DBS), Disqualifications by Association and Prohibition Order checks.**

The information held within this protocol is to be used alongside the items contained within the Annexes and should be read in conjunction with the [Teaching Agency publication 'Initial Teacher Training \(ITT\) Criteria and ITT Criteria Supporting Advice](#) (2015).

For further information on DBS procedures please see the Home Office website [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs)

To ensure Equality and Diversity, all routes into teaching require minimum academic qualifications:

## Entry Requirements

### University of Worcester Provider-Led, Pathways and School Direct Training

<b>Degree requirements:</b>	An honours degree of 2:2 or above.
<b>GCSE requirements:</b>	Minimum of grade C or equivalent in English, Mathematics and Science, prior to application.
<b>Experience requirements:</b>	5-10 days experience in Primary Schools, Early Years and Nursery settings is desirable but not essential: <i>3-7 route: early years experience</i> <i>5-11 route: experience in Key Stages 1 or 2</i> <i>An A level or equivalent or significant experience to support chosen specialist subject research</i>
<b>For subject pathways:</b>	An honours degree (2:2 or above) or equivalent in the pathway subject or closely related area and a demonstration of the relevance of prior experience and commitment to the subject at application.

### Somerset Centre for Integrated Learning

<b>Degree requirements:</b>	Whilst it is desirable for trainees to have achieved a 2:2 or above in their degree, we accept trainees with a 3 <sup>rd</sup> class degree who have other relevant experience or skills, such as extensive experience of working in schools with a proven track record of effective teaching and learning.
<b>GCSE requirements:</b>	Minimum of grade C or equivalent in English, Mathematics and Science.
<b>Experience requirements:</b>	5-10 days experience in Primary Schools, Early Years and Nursery settings is desirable, but not essential: <i>3-7 route: early years experience</i> <i>5-11 route: experience in Key Stages 1 or 2</i>

### School Direct Salaried

All applicants for School Direct salaried route must meet the minimum entry requirements for PGCE Provider-Led and School Direct Training, as detailed above. However, this route is aimed at those with three or more years' career experience. The experience will normally have been gained since leaving university and does not have to be from an educational setting, although it could be. Primarily, the salaried route is designed to suit career changers. Trainees are employed as a member of staff in school, as an unqualified teacher and paid a salary.

## Admissions Procedures

### **University of Worcester, Pathways, Somerset Centre for Integrated Learning and School Direct**

Applications are made through UCAS: <http://www.ucas.com/how-it-all-works/teacher-training>

Trainees are recruited through a rigorous selection process from receipt of application, initial checks against entry requirements, application scrutiny, including review of personal statement and references, interview and offer or rejection. All unsuccessful candidates are provided with a rationale for the decision and those offered a place are set pre-course targets, which form part of course moderation processes.

Applicants applying for a School Direct place can select a lead school in which to train. As this is an immersive school led route, interviews normally take place in partner school settings, supported by University of Worcester staff.

An indicative interview process usually consists of:

- Pre-set tasks, including a written task and short presentation/activities;
- Observed professional discussions on current educational topics;
- An interview consisting of a range of questions on a range of education and course related topics.

We are committed to ensuring that our applicants feel prepared and ready for the interview process, in order that they have the opportunity to showcase their suitability for a career in teaching. Applicants invited for interview receive a comprehensive interview pack with detailed information about the interview process and support for preparation.

### **Admissions/Selection Criteria**

At the end of the process, judgements will be made and grades awarded for (*indicative and subject to adaptation*):

- Effectiveness as a group member;
- Demonstrates clarity and purpose in presentation/activity;
- Evidence of resilience in the content of the presentation/activity;
- Understanding of the role of the teacher;
- Awareness of personal and professional challenges;
- Awareness of current developments in education and the implications of these;
- Understanding of Masters' level study and a commitment to this;
- Personal skills, qualities and attributes including non-cognitive, key teacher competences e.g. drive to succeed, emotional resilience;
- Intellectual capacity;
- Capacity to write and reflect critically;
- Knowledge and understanding of high quality teaching and learning in primary/early years' education that demonstrates the capacity to be an outstanding teacher;
- The standard of spoken and written English; and
- Ability to facilitate a pupil panel activity that stimulates discussion and interest whilst managing the group dynamics and including all pupils (SCIL).

A full range of factors are considered prior to making an offer or rejection decision, e.g. those areas detailed above. Following interview, candidates will be informed, via Registry Services (University of Worcester) or email (SCIL), if they have been offered a place, conditional to fulfilling all pre-course entry requirements.

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

The course follows the general procedures set out in the University's framework for the management of quality assurance and enhancement.

### **Feedback and Development**

Trainee feedback is welcomed at all times, although there are formal mechanisms in place in order to capture feedback. These include module evaluations and trainee surveys. Responses to feedback are disseminated regularly and promptly via a range of support mechanisms, e.g. through tutors, emails, in taught sessions and course leader trainee communications.

Student Academic Representative (StAR) meetings allow specific comments shared by trainees to be taken forward by student representatives, as necessary, to the Course Management Committee.

### **University of Worcester**

Review and evaluation of the course will use a cumulative process which derives data from student and tutor evaluations of modules and the annual External Examiners' reports. These inform the Course Management Committee, which is charged with monitoring and evaluating the health of the course and the minutes of the meetings feed into course annual enhancement plans and Annual Evaluation Report (AER). Representation from both Provider-Led, partner link tutors, School Direct colleagues and trainees is included. Individual staff members with responsibility for the leadership and management of each route, write annual Course Leader's Annual Evaluation Reports (AER). The report takes into account a range of evidence which is collected and analysed during the year and includes an action planning section known as the Enhancement Plan. Actions are drawn from a range of evidence bases including national and Ofsted priorities, Primary Centre priorities, trainee performance data, University of Worcester Student Survey (UWSS), exit survey data, external examiner reports, partner feedback and trainee views. This is commented upon in subsequent years' reports and guides the future planning by the course team. The course is very responsive to NQT surveys and actions arising from this are integrated with immediacy into the enhancement planning cycle.

### **Somerset Centre for Integrated Learning**

Review and evaluation of the course will use a cumulative process which derives data from student and tutor evaluations of modules and the annual External Examiners' reports. These inform the Management Board, which is charged with monitoring and evaluating the health of the course and the minutes of the meetings feed into course annual enhancement plans and Annual Evaluation Report (AER).

A continuous cycle of monitoring, evaluation and implementation is offered at institutional, course and individual component levels.

## **20. Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- Level 6 modules are marked on a pass/fail basis; Level 7 modules are graded.
- The minimum pass mark is D- 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 D- 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 [Taught Courses Regulatory Framework](#).

### **Retrieval of failure**

- With the exception of the school experience module, trainees are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- If successful in academic reassessment item(s) the trainee will be awarded the maximum outcome of a D-.
- If a trainee is unsuccessful in the reassessment, they have the right to retake the module.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

## Requirements for Awards

Award	Requirement
<b>Postgraduate Certificate in Education</b>	Passed a minimum of 60 credits at level 6 and 60 credits at level 7
<b>Professional Graduate Certificate in Education</b>	Passed a minimum of 120 credits at Level 6, or 90 credits at Level 6 and 30 credits at Level 7
<b>Postgraduate Certificate in Educational Studies</b>	Passed a minimum of 60 credits at level 7

The awards of Postgraduate and Professional Certificate in Education are not graded.

### 21. Indicators of quality and standards

#### University of Worcester

Regular monitoring and evaluation of the course have secured improvement in quality and outcomes for trainees. Recruitment data pertaining to the 2014-15 cohort indicates extremely high employment rates (87%). Retention data for the academic year 2014-15 (96%) and 2015-16 (97%) indicate excellent retention of trainees and extremely low attrition rates. When triangulated with the 2016 University of Worcester Student Survey data (UWSS), these are indicators that the course remains in excellent health. Specific course strengths, identified by trainees in the UWSS 2016, included:

- School experience placements
- Assessment and feedback methods and support
- Peer group organisation and academic support
- Inspirational, supportive, approachable, passionate and excellent lecturers
- Engaging, hands-on taught sessions
- Supportive school experience tutors
- Collaborative working opportunities
- Additional opportunities to support employability

#### Ofsted

Ofsted (2014) concluded that the quality of the course at the University of Worcester was good, particularly:

*“All trainees demonstrate good performance across the Teachers’ Standards and exceed the minimum level required.”*

*In addition, the inspectors praised the staff at the University, recognising the “highly qualified course leaders, and the good training that effectively combines academic rigour with a strong emphasis on practical experience in schools”.*

#### External Examiners

External Examiners’ reports regarding University of Worcester provision consistently refer to the way in which the course team maintain the highest of standards on the PGCE programme and work closely with partnership schools. We appoint external moderators who have relevant expertise and experience to carry out their roles competently.

Comments from the 2014-15 University of Worcester reports include:

*“School mentors commented on how well supported they were by the university and were particularly impressed by the extra support provided for struggling trainees.”*

*“A rigorous assessment and monitoring process is in place and that low levels of achievement are not being tolerated”*

Comments specific to Somerset Centre for Integrated Learning include:

*“The alliance with the University of Worcester demonstrates a commitment which not only serves to develop effective classroom practitioners but also supports professionals in applying critical reflection to their practice.”*

*“My review has identified a programme which is responsive to the changes taking place in education, drawing selectively on the expertise available within the immediate programme team, local teachers, advisers and consultants.”*

### **NQT Survey**

The Newly Qualified Teacher (NQT) survey data (2014-15) for University of Worcester continues to be very encouraging, with an increase in a number of areas which mirrors the data from the end of module evaluation data and exit survey. This has been particularly effective in areas that have been specifically targeted as national priorities, including behaviour management and systematic synthetic phonics.

### **Somerset SCITT**

Regular monitoring and evaluation of the course have secured improvement in quality and outcomes for trainees. Recruitment data pertaining to the 2014-15 cohort indicated extremely high employment rates (93%). Retention data for the academic year 2014-15 (96%) and 2015-16 (97%) indicate excellent retention of trainees and extremely low attrition rates, indicating that the course remains in excellent health. Performance profiles were broadly similar across all routes, 62% of PGCE trainees achieved a grade 1.

### **Ofsted**

Somerset SCITT had a full inspection in 2010 and retained ‘Outstanding’. Two focused visits have followed ‘Behaviour’ (2015) and ‘Phonics’ (2016) both were judged to be good.

*‘The quality and effectiveness of training and assessment are outstanding’* Ofsted 2010.

*‘Trainees are crystal clear about the link between effective learning and good behaviour management’* Ofsted 2015.

*‘Trainees and NQTs speak enthusiastically about the highly practical activities incorporated into their training’* Ofsted 2016.

### **NCTL Audit**

In 2016 NCTL carried out a compliance audit for Somerset SCITT. The NCTL judged Somerset SCITT have a high level of assurance and are in the top 10% of SCITTs.

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

The majority of trainees gain teaching employment in schools and educational settings. University of Worcester trainees have opportunities to continue their Masters level study and are actively encouraged to engage with our continuing professional development opportunities for alumni.

**Student employability:** The University of Worcester is committed to ensuring that trainees, alongside course demands, also have opportunities to develop ‘employability skills’ and it is not assumed that all trainees will embark on a career in teaching, although this is the outcome for the majority of trainees who exit the course. The course liaises with local partnership schools to capitalise on local knowledge regarding key questions and interview tasks. Trainees undertaking the postgraduate programme at the University of Worcester have many opportunities to build links with employers. Throughout their study, trainees will spend time in at least two different primary schools/settings as part of work-based learning. Trainees will also have the opportunity to gain school experience in alternative educational settings, e.g. independent or Special Education Needs schools and settings, in a wide variety of geographical locations. The subject specialist research module offers a unique opportunity for trainees to

deepen and develop a career-enhancing subject specialism. Trainees are also offered to take part in additional qualifications to improve employability skills, where possible, e.g. CEOP (Child Exploitation and Online Protection) certificate. 2012-2013 saw the launch of a SEND Sports and Disability conference for PGCE trainees. This joint conference was planned and delivered by staff from both the Institute of Education and the Institute of Sport and Exercise Science. This opportunity is now embedded within the course as part of our suite of additional activities with which trainees can engage. Further opportunities include engaging with lectures and workshops from visiting speakers on current educational topics, ensuring that trainees develop additional skills and knowledge that increase their employability prospects.

**Somerset Centre for Integrated Learning:** Somerset SCITT is committed to ensuring that trainees, alongside course demands, also have opportunities to develop 'employability skills' and it is not assumed that all trainees will embark on a career in teaching, although this is the outcome for the majority of trainees who exit the course. The course liaises with local partnership schools to capitalise on local knowledge regarding key questions and interview tasks; a 'mock interview' day is organised which takes place at schools around the county. In addition, trainees receive support and guidance in filling in application forms and letters of application.

Trainees have the opportunity to carry out a two-day placement in a special school and trainees who have a particular interest in SEND can extend this to form one of their placements. Additional opportunities arise during the year to further increase expertise and recent examples include music and sports coaching, some of which carry certification that can be added to a CV.

**Links with Employers:** The Centre for Primary Education at the University of Worcester has an extensive partnership of over 350 schools and settings. A number of these partners are engaged in course design and development. Settings are regularly engaged with partnership development opportunities, such as mentor training and class teacher briefings. A partnership newsletter is distributed to all partner schools and the team actively seek out new and innovative partnerships within various geographical locations. Key partnership team members sit on the PGCE Primary Course Management Committee, supporting on-going course leadership and management. Key leadership staff, including local Head Teachers, support the interview and selection processes and lead keynote talks and some teaching sessions. All trainees have access to the University Careers Service.

**Somerset Centre for Integrated Learning:** The SCITT has an extensive partnership of over 200 schools and settings. A number of these partners are engaged in course design and development through membership on the Management Board. Settings are regularly engaged with partnership development opportunities, such as mentor training and class teacher briefings. Key leadership staff, including local Head Teachers, support the interview and selection processes and lead keynote talks and some teaching sessions. Schools frequently request employment opportunities to be advertised to our trainees.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student 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 associated course documentation e.g. course handbooks, module outlines and module specifications. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).