

**Programme Specification for
Postgraduate/Professional Graduate Certificate in Education: Primary
(PGCE Primary)**

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester and Partnership Schools Somerset Centre for Integrated Learning (SCIL)
3.	Programme accredited by	QTS accredited by Teaching Regulation Agency
4.	Final award or awards	Postgraduate Certificate in Education (with recommendation for QTS); Exit awards: Professional Graduate Certificate in Education (with recommendation for QTS); Postgraduate Certificate in Educational Studies.
5.	Programme title	Postgraduate Certificate in Education: Primary
6.	Pathways available	University of Worcester: Primary Education (5-11) Primary Education – Early Years (3-7) Primary Mathematics Specialist Pathway (5-11) Primary PE Specialist Pathway (5-11) School Direct Primary Education (5-11) School Direct Primary Education – Early Years (3-7) Primary Education Apprenticeship (5-11) Primary Education Apprenticeship – Early Years (3-7) Somerset Centre for Integrated Learning: Primary Education (5-11) Primary Education – Early Years (3-7)
7.	Mode and/or site of delivery	Site of Delivery: <ul style="list-style-type: none"> • University of Worcester • Somerset Centre for Integrated Learning <p>University of Worcester: 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, primary schools.</p> <p>Somerset Centre for Integrated Learning: Taught sessions at SCIL (Dillington House) including lectures, tutorials, independent study, directed study and school experiences in a wide range of partnership schools and settings e.g. primary schools, nurseries.</p> <p>Students on all routes must meet the minimum level of professional practice defined by the Teachers' Standards (2013).</p> <p>PGCE (University-based) Programmes: The course is delivered by the University and school placement takes place in partnership schools.</p>

		<p>Subject sessions are delivered by the teaching institution tutors.</p> <p><u>PGCE School Based Programmes</u></p> <p>PGCE School Direct (School Based): The course is delivered through collaboration between the University of Worcester and Lead Schools. Subject sessions are delivered by the teaching institution tutors and/or teachers in partnership schools/schools within an alliance.</p> <p>PGCE Apprenticeships (School Based): For the period of training, all students are employed as unqualified teachers at a school. The course is delivered through partnership between the University of Worcester and Lead Schools. Subject sessions are delivered by the teaching institution tutors and/or teachers in partnership schools/schools within an alliance. The course follows the requirements set out by the Department for Education: https://www.gov.uk/guidance/provide-training-for-postgraduate-teaching-apprenticeships</p>
8.	Mode of attendance and duration	Full-time for one year (three terms) for all routes. Due to the professional qualification, engagement with the taught sessions is required and attendance on placement is required to achieve Qualified Teacher Status. The Department for Education stipulate that in order to be recommended for Qualified Teacher Status, students will need to complete a certain number of days in school and the programme will comply with this.
9.	UCAS Code	UCAS codes can be found on the respective webpages: PGCE - Primary Early Years Core - X124 Primary Core - X104 Primary Mathematics Specialist - X00G Primary with Physical Education - 3DP6 School Direct Primary Apprenticeships
10.	Subject Benchmark statement and/or professional body statement	Teachers' Standards DfE (2013): https://www.gov.uk/government/collections/teachers-standards and Initial Teacher Training (ITT) criteria: supporting advice
11.	Date of Programme Specification preparation/ revision	April 2020

12. Educational aims of the programme

Philosophy and Rationale

The course aims to provide a high-quality programme focusing upon primary education and becoming a primary school teacher, which enables students to meet the Teachers' Standards (2013) for Qualified Teacher Status (QTS) and provides the opportunity to gain 60 credits at Masters level. The course is designed for postgraduate students who want to become primary school teachers, have a passion for working with children and want to make a difference to young people's lives.

The course has a distinctive philosophy, being both inclusive, challenging and exciting for all students, and this is shared with all from the outset. Our vision for a PGCE trainee on any pathway is for them to begin to develop a professional identity as a teacher and subject and pedagogical knowledge and understanding for the primary phase. This means ensuring that they have the appropriate knowledge, skills and attributes to be successful and ensuring they receive the support to do so. We aspire for our student teachers to be reflective, proactive, professional and inspiring, collaborating with other professionals and using research to inform their work. This course encourages criticality, the confidence to question and resilience in all trainees. In order to make the course exciting and challenging for trainees, the team believe the course is exemplified by the following key features:

- A rigorous induction programme that is informative and supportive, guiding students to become increasingly independent, enthused and passionate for their professional development.
- Promoting and inspiring a high level of pedagogical knowledge across a range of subjects.
- Developing an educational philosophy grounded in inclusive practice, learning for all and wanting to achieve the best for every child the students work with as trainee teachers and in to their first teaching post.
- Engaging students in reflective practice and evaluating educational research to inform their practice.
- Knowledge and study of the National Curriculum, Early Years Foundation Stage and supporting documentation to develop subject specific pedagogies and enhanced subject knowledge to deliver all subjects effectively.
- A highly personalised academic tutoring system that supports all students in achieving well both in their academic and professional studies as well as offering pastoral support, creating a positive trainee experience.
- Learning experiences which are structured to encourage students to reflect on their progress and facilitates them to become excellent professionals.
- School experiences that are high quality and across a range of settings, in conjunction with professional development that encourages critical reflection and enables students to be prepared for their Newly Qualified Teacher year and early career and beyond.
- Assessments that are challenging, learner-focused and complement the practical, work-based learning in schools.
- Values-based high expectations of all students, including personal and professional conduct, responsibilities and duties which focus and prioritise the safeguarding of all children, respect of and tolerance of the rights of others and professionalism.

All students are registered on the level 7 route where they are expected to complete assignments that meet the criteria as defined by the University's Taught Courses Regulatory Framework. Some students, in consultation with tutors, may opt to be assessed against the level 6 award, and exit with a professional graduate qualification, with descriptors defined by the level 6 FHEQ: bachelor's degree with honours.

Aims

The programme will:

- Develop skilled, resilient and inspirational teachers with excellent pedagogical and subject knowledge alongside a critical awareness of current issues and challenges.
- Encourage confident and reflective practitioners, who are able to evaluate, critique and analyse theory, pedagogies and classroom practices to ensure the best possible outcomes for the young people they teach.

- Generate effective communicators who can work in partnership and collaboration with others.
- Develop an understanding of inclusive practice and achieving the best for all learners that they teach.
- Produce informed intellectuals who promote a love of learning in all subjects displaying passion and enthusiasm and modelling this to inspire others.
- Create resilient professionals who demonstrate high standards of both personal and professional conduct.

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

All successful students will complete the two modules, ‘The Developing Teacher’ and ‘The Learning Child’, at either Level 7 or Level 6. These modules have 30 credits each. There is also a professional practice module, Life in School: School Experience – Meeting the Teachers’ Standards (PGPR3000), which focuses upon the requirements for Qualified Teacher Status. This module has 0 credits. This postgraduate programme is designed to meet specific requirements laid down by the Department for Education (DfE) for the professional qualification of Qualified Teacher Status (awarded by the DfE’s nominated Body: the Teaching Regulation Agency) and the programme is subject to inspection by the Office for Standards in Education (Ofsted). All students who achieve Qualified Teacher Status (QTS) will meet the Teachers’ Standards (2013). Currently, all trainees are required by the regulatory body to have the opportunity to spend at least 120 days in at least two contrasting schools or Early Years settings. The assessments have been designed to challenge students, relate theory to practice and support their future employability and development as a newly qualified teacher.

The programme aims to ensure all students can develop as autonomous learners. The programme is designed to support students of varying experiences, needs and background to:

- develop their key/transferable skills.
- develop good professional practice in learning and teaching, specifically in primary education.
- and to have a high-quality personal learning experience.

The opportunities both at the university and on school placements enables students to acquire the knowledge and skills they need to teach within the phase for which they are training to teach. All students engage with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are focusing upon for their qualification (3-7 or 5-11). The school-based pathways (including School Direct and apprenticeships) achieve the same outcomes in terms of the qualifications but follow a different mode of delivery, with more time spent in schools and Lead Schools delivering aspects of the programme. The specialist routes are also distinct and different, with sessions and time dedicated to their specialist subject to explore, critique and expand their knowledge of the subject. The intended learning outcomes, assessments and teaching methods have been carefully selected to ensure the best outcomes for all students on the course.

Learning Outcomes: PGCE Primary

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Critically analyse key concepts and principles relating to the role of a teacher, demonstrating a high level of knowledge	PGPR4001	Postgraduate Certificate in

	and understanding of professional practice and pedagogies.		Education (PGCE M)
2.	Identify and explain an understanding of a range of pedagogical issues related to effective classroom practice.	PGPR3002	Professional Graduate Certificate in Education (PGCE)

Cognitive and Intellectual skills

3.	Demonstrate a critical awareness of how children learn, informed by current research and advanced scholarship in education.	PGPR4002	Postgraduate Certificate in Education (PGCE M)
4.	Synthesise research and theoretical knowledge to construct arguments and justifications relating to high quality teaching and learning.	PGPR4001	Postgraduate Certificate in Education (PGCE M)
5.	Demonstrate a deep understanding of teaching and learning through reference to current research and scholarship.	PGPR3001	Professional Graduate Certificate in Education (PGCE)

Skills and capabilities related to employability

7.	Demonstrate high levels of accountability, self-direction and autonomy to advance professional development.	PGPR4001	Postgraduate Certificate in Education (PGCE M)
8.	Interpret and critique subject and pedagogical knowledge and understanding through advanced research and scholarly activity to produce outcomes which impact future educational practice.	PGPR4002	Postgraduate Certificate in Education (PGCE M)
9.	Demonstrate excellent personal and profession qualities when tackling a wide variety of challenges and contexts in schools.	PGPR3000	Postgraduate Certificate in Education (PGCE)
10.	Evaluate research, both collaboratively and independently, to inform educational practices and develop personal and professional knowledge.	PGPR3001	Professional Graduate Certificate in Education (PGCE)
11.	Engage successfully with the professional knowledge base of different learning environments to create high quality teaching and learning which takes account of equality, inclusion and safety.	PGPR4001 / PGPR3001	Postgraduate Certificate in Education (PGCE M) / Professional Graduate Certificate in Education (PGCE)

Transferable/key skills

12.	Exhibit excellent intrapersonal and interpersonal skills demonstrating the ability to work autonomously in a self-disciplined way to critically assess and manage learning within the working environment.	PGPR4001	Postgraduate Certificate in Education (PGCE M)
13.	Demonstrate reflective and transferable skills taking into account the social, cultural and environmental context in which learning takes place.	PGPR3002	Professional Graduate Certificate in Education (PGCE)
14.	Engage with a wide audience demonstrating a comprehensive understanding of techniques to advance their own scholarship.	PGPR4002	Postgraduate Certificate in Education (PGCE M)

Learning, teaching and assessment

Key approaches

Each programme incorporates a range of teaching, learning and assessment methods including seminars, lectures, peer group activities, directed reading, independent research, direct study tasks, tutorials and school experience. These are all designed to meet the intended learning outcomes of the course. Trainees are taught through a combination of interactive workshops, lectures, seminars, practical sessions, fieldwork, practical activities, for example. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills and applied individual and group project work. The students experience subject sessions to develop the necessary subject knowledge, skills and specific pedagogies, enabling them to teach the subjects for the age ranges they are training to teach.

Working in partnership with schools and educational settings, students undertake school experiences throughout the course. These are designed to give them a breadth of contexts and allow them to experience working with children. Expectations are shared between partnership schools, tutors and students (trainee teachers) that enable the students, in their trainee teacher role, to achieve Qualified Teacher Status. These placements allow trainees to apply theory and pedagogy from sessions, as well as observing lessons and being mentored by school colleagues. In addition, meetings with Personal Academic Tutors are scheduled regularly during the course. These allow for personalised provision and tailored support for individuals.

Integrated into the course is the use of learning technologies (Technology Enhanced Learning). This comes in the form of Blackboard, PebblePad and other learning technologies to support and enhance the trainees' experience. Supportive materials, key reading and assessment are delivered through the use of TEL in order to allow equality of access, continual provision throughout the year and key reference materials to support work both academically and in school.

The University places emphasis on enabling trainees to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Teaching

Indicative Teaching Methods:

- **Lectures, seminars and workshops**
During the course, students will engage in a wide range of taught sessions at the university. These will consist of lectures, smaller group seminar sessions and workshops.
- **Work-Based Learning**
Students will complete the 'Life in School: School Experience' module during the course.
- **Directed Study Tasks**
In order to promote students' knowledge and understanding, Direct Study Tasks may be timetabled in place of face-to-face sessions and completion of these is monitored by tutors.
- **Assessments**
Integrated formative and summative assessments support students with developing all aspects of becoming a teacher, linking theory to practice and promoting critical reflection throughout.
- **Virtual Learning Environment**
Students will be required to engage in materials on Blackboard and use PebblePad whilst on school experience. This links with the [University's Technology Enhanced Learning Strategy](#).
- **Personal Academic Tutors**
Every student receives tutoring from their Personal Academic Tutor, who can offer guidance and support as necessary.
- **Independent self-study**
Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Contact time

Students will complete two Level 7 modules (the Developing Teacher and the Learning Child), with specific hours dedicated to contact time, each totalling 300 hours. This is indicated in the module specifications. Students will also receive individual support from a Personal Academic Tutor. School-based students (School Direct and Apprentices) will have shared delivery between the university and partnership institution. The programme is designed to experience at least 120 days of school experience in at least two contrasting schools. This is in line with requirements from the Regulatory Body. In addition, students spend time in the University and/or partner school.

Students will normally spend a total of 42 weeks engaging with the course. This includes a balance of taught sessions, independent study and school experience. Of this, normally 24 weeks will be in school for university-based PGCE courses and normally 32 weeks will be in school for school-based PGCE courses. During university-based days, the anticipated number of contact hours will be from 6-8 hours per day. Students are expected to engage in independent study during university-based days alongside the taught sessions. In total, students will normally spend 38-40 hours per week engaging with the course during university-based weeks.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors with Qualified Teacher Status and employed experience in school as teachers and leaders. The expertise of university tutors is very strong and informed by recent and relevant pedagogical research with several staff members undertaking primary research in the area of primary education. This ensures coherent links are made between subject-specific and pedagogical training to enable students to link theory to practice.

Many tutors have an academic writing profile having published in journals and contributed to educational knowledge through dissemination of their work and many have written or published professional books and articles. Staff attend conferences, presenting and participating as well as and deliver high quality CPD. Teaching is informed by research and consultancy, and many tutors in the primary department have a higher education teaching qualification or are Fellows of the Higher Education Academy.

14. **Assessment strategy**

The design of the postgraduate assessment strategy has been determined by the following considerations in line with the University Assessment Policy:

- The need to complete the programme and professional requirements including meeting the level 6 or level 7 academic criteria as set by FHEQ.
- That the approach to assessment of the course has been considered holistically and with the best interests of students at heart.
- Assessments ensure all of the course learning outcomes are tested.
- To ensure that assessment is aligned with the learning outcomes using constructive alignment.
- To provide diversity of assessment modes and tasks.
- To support autonomous learning.
- Formative assessment opportunities are provided to support the summative assessment.
- The assessments support practical application in the workplace.

All elements of assessment link to school based professional practice and are cross-referenced to the Teachers' Standards (2013) and the ITT Core Content Framework. All assessments and moderation processes are aligned with the University of Worcester's assessment criteria. They are rigorous and robust, aligned with the course outcomes. The assessment tasks have been designed to assess the appropriate level of professional and academic knowledge required, alongside the skills of critical analysis, evaluation and reflection. They promote an increasing level of independence. A range of assessment practices have been used, including both formative and summative approaches, to ensure students are fully supported in achieving the intended learning outcomes. Both Level 7 modules aim for students to make explicit links between theory, evidence and research that can then support their development as a teacher and link to practice.

Arrangements are made for moderation of assessments to ensure consistency and fairness across modules in accordance to the University of Worcester's [assessment policy](#). Further guidance about how standardisation and moderation works across different routes is available within the course handbook.

Examples of assessment used:

Module	PGPR4001 The Developing Teacher	PGPR4002 The Learning Child	PGPR3000 Life in School: School Experience – Meeting the Teachers' Standards (0 credits)
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Assessment task	A critical reflection of 3000 words and an action plan equivalent of 1000 words (100%)	Presentation slides equivalent of 1,500 words with a reflective commentary of 2,500 words (100%)	Submission of a (digital) portfolio with a number of tasks linked to the Teachers' Standards (DfE, 2013) plus a tripartite interview.
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A grid showing assessment methods mapped to modules at each level, together with an assessment calendar of submission dates are included in the course handbook. The assessments are submitted as one piece of work with one final mark.

15. Programme structures and requirements

The programme is structured to allow for revisiting key concepts in increasing detail as the programme progresses; it is therefore spiralling in its form. Despite the discrete nature of the modular structure, all content is seen both as a continuum and intertwined. All aspects of provision are considered through detailed self-evaluation, leading to rigorous development planning to secure improvements in the quality of training and the assessment of students. The course is framed by the Developing Teacher module. This teaches crucial whole-school issues such as behaviour for learning, reflective practice and concepts around inclusive practice. The Learning Child module builds on the Developing Teacher module and provides specific exploration of both child development and learning theories, as well as pedagogy in a range of subjects. These include both core and foundation curriculum subjects.

The course is designed to allow for 3 different outcomes:

- A Postgraduate Certificate in Education with recommendation for Qualified Teacher Status (60 credits at Level 7 and QTS).
- A Professional Graduate Certificate in Education with recommendation for Qualified Teacher Status (60 credits at Level 6, or 30 credits at Level 6 and 30 credits at Level 7 and QTS).
- Postgraduate Certificate in Educational Studies (60 credits at Level 7).

The programme complies with all current legislation relevant to ITT including the [Initial Teachers Training \(ITT\) criteria supporting advice](#). All students must be able to demonstrate that they have met all of the Teachers' Standards in order to be recommended for QTS. Students who do not meet the standards for the QTS professional element, but who successfully complete all postgraduate elements, will be awarded 60 credits at Level 7 to gain the Postgraduate Certificate in Educational Studies.

Module Code	Module Title	Credits (Number)	Level	Postgraduate Certificate in Education (PGCE M)	Professional Certificate in Education (PGCE)
PGPR3000	Life in School	0		Yes	Yes
PGPR3001	The Developing Teacher (Level 6)	30	6		Yes
PGPR4001	The Developing Teacher (Level 7)	30	7	Yes	
PGPR3002	The Learning	30	6		Yes

	Child (Level 6)				
PGPR4002	The Learning Child (Level 7)	30	7	Yes	
Total Credits		60			

16. QAA and professional academic standards and quality

This award leads to an award at either Level 7 (PGCE: Postgraduate Certificate in Education or Postgraduate Certificate in Educational Studies) or at Level 6 (PGCE: Professional Graduate Certificate in Education) of the [FHEQ](#).

The course is bound by the Teachers' Standards (2013) and has been mapped to the FHEQ qualification descriptors. The Meeting the Standards document used to track progress against the Teachers' Standards is informed by the [National Association for School-based Teacher Trainers](#) toolkit.

17. Support for students

The well-being of all students is at the heart of the programme alongside enabling students to ensure the well-being of the children they work with during their training. Rigorous support systems are in place to ensure all students can engage fully in the course and be successful. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services 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.

The following roles, activities and documents provide support for students on this programme (not exhaustive):

Roles

- Head of Department for Primary Education;
- PGCE Course Leader;
- Programme Leader (SCiTT located at SCIL);
- Cohort Leads (for School Based, Later Years, Early Years, Maths specialism and PE specialism);
- Subject tutors;
- A nominated personal academic tutor to provide pastoral support, academic advice and guidance, and assistance with personal development planning, as appropriate; documentation and learning resources
- Course Handbook;
- Placement handbooks;
- Audits;
- Reading Lists;
- Virtual learning environment (VLE);
- Learning and study guides, including assessment guidance, available on the VLE; wider support, including for placement
- [Student Services](#) provide a range of support including programme advisers; finance, welfare and accommodation advice, and additional Study Guides. This includes the [Disability and Dyslexia Service](#) in the University;
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results.
- Library Services supports students, staff and local community on and off campus and in The Hive including education specific subject guides;

- Partners provide additional support which is responsive to individual trainee requirements, such as additional academic and pastoral support;
- Trainee representation on the Course Representative Committee and Course Management Committee to address course-wide issues;
- Comprehensive induction and ongoing support from Personal Academic Tutors, Subject Tutors, Link Tutors for Placement, Mentors in school and class teachers.

18. Admissions

Admissions follow the Initial Teacher Training (ITT) criteria and supporting guidance from the Department for Education.

Admissions policy

The PGCE programme seeks to recruit suitably qualified graduates within the pathways offered. Legislation does not specify that trainees must have a degree in a particular subject or discipline, however, for the PE and maths Specialist pathways, a degree relevant to the subject is required. It is the standards for QTS that specify the subject knowledge required for the award of QTS. The University of Worcester and partners welcome applicants from under-represented groups including those with disabilities, those with specific learning difficulties and/or mental health difficulties. The programme celebrates diversity, equality of opportunity and widening of access for disadvantaged groups.

Entry requirements

- An Honours degree normally 2:2 or higher from a United Kingdom higher education institution or equivalent qualification. Applicants with a 3rd class degree will be considered on an individual basis.
- Grade C/level 4 at GCSE in English Language, Mathematics and Science (or equivalent) passed at time of entry. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C/level 4 may be given an opportunity to show that they can nevertheless meet the required standard, either by taking a University of Worcester equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

See [Admissions Policy](#) for other acceptable qualifications.

Essential
Usually an honours degree 2.2 or above or an equivalent.
Good range of GCSEs/equivalents.
Clearly written personal statement.
Positive reference. Where possible, at least one reference based on knowledge of the candidate in an educational setting or training role.
GCSE English, mathematics/equivalents and in a science subject at grade C/level 4 or above before the start of the course for all routes.
For PE Specialists only: Applicants need to have a substantive PE, sports or sports coaching background.
For Maths Specialists only: An Honours degree normally (2:2) or higher from a United Kingdom higher education institution or equivalent qualification, in Mathematics, Science, Engineering or Mathematics related degrees. Applicants must also have an A level in Maths (grade B or above) or an equivalent qualification to be eligible for the government bursary.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

Disclosure and Barring Service (DBS) requirements

Successful applicants to the course will be required to undergo police record checks, carried out by the DBS, before being allowed to enrol. This complies with the latest guidance in the [Admissions Policy](#) Sections 18 & 19. Statutory guidance, Safeguarding

Children and Safer Recruitment in Education, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal record check including a check of the children's barred list. In addition, all trainees will also be subject to a Prohibition List check. Registry keeps records showing that trainees have met the requirements of these checks. Additionally, the University obtains references and certificates of good conduct from the relevant authority overseas in respect of trainees who have spent time living overseas (those taught at UW only). It is the sole responsibility of partners to carry out these checks for the trainees that they recruit. An applicant's health and physical capacity to teach are also assessed via the pre-enrolment health questionnaire (those taught at UW only).

Admissions procedures

All entrants, as part of the selection procedures, take part in a rigorous selection process designed to assess their suitability to teach in accordance with DfE guidelines. This includes assessment relating to their aptitude for teaching. Applicants are expected to demonstrate evidence of being self-reliant and able to take a lead role when working in a team. They should show a high level of resilience and an ability to manage challenging situations. They should also be a confident and articulate communicator both verbally and in writing. All applications are screened for the relevant qualifications and invited for an interview. Interviews are held at the university or SCiTT and in school for school-based routes (School Direct and Apprentices).

Applicants who are selected attend an interview day. This involves three distinct activities. Firstly, the interviewees are required to complete a written task which is assessed. Other interview activities may include a presentation and/or group task. Interviewees then have a face-to-face interview conducted by two key people selected from tutors, mentors and classroom teachers. For school-based provision, it is likely that the applicant will need to attend the school to which they have applied and be required to teach a group of pupils whilst being observed. They will also be asked additional questions by school-based colleagues.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities will have failed the programme.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in the case of the PGCE, opt for level 6); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
Professional Graduate Certificate in Education with QTS: Primary	Passed a minimum of 60 credits at Level 6 or 30 credits at Level 6 and 30 credits at Level 7 including the professional practice 'Life in School: School Experience' module for QTS.
Postgraduate Certificate in Education with QTS: Primary	Passed a minimum of 60 credits at Level 7 including the professional practice 'Life in School: School Experience' module for QTS.
Postgraduate Certificate in Educational Studies	Passed a minimum of 60 credits at Level 7.

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

20. Graduate destinations, employability and links with employers

Graduate destinations

The course has a high employment rate. In 2018, the current figures from the Department for Education indicated that 89% of trainees were in employment, 7% above the national average. Students can also continue their studies towards a Masters degree.

Student employability

Students are supported in ensuring they are highly employable in a number of ways. These include:

- The module PGPR3000 is a work-based module and supports achieving QTS.
- Specific 'Applying for Jobs' sessions within The Developing Teacher module.
- Optional enhancement activities which might include supporting at recruitment events, completing cross-phase training, experiencing disability sports and more.
- Professional development days focused on key aspects of teaching and learning to improve trainee's knowledge and understanding.
- Personalised learning.

Alongside teaching, students could become educational consultants, work in other educational institutions, and secure employment as a teaching assistant, outdoor learning environments, nurseries, pre-schools and more.

Links with employers

Schools play a significant, and often leading, role in the design and delivery of the training provision. The management structure of the course demonstrates the central role schools play in all aspects of provision. For example, over 250 partnership schools host placements, provide taught sessions both in school and university and are involved in interview panels for prospective candidates. In addition, selected school mentors are members of the partnership steering group, course management committee and work as course moderators. Mentors in school are also central to the assessment of trainees for the award of QTS. A partnership agreement sets out the roles and responsibilities of each partner. The agreement is underpinned by other practices, such as well-understood procedures for communication between partners and agreed arrangements for the co-ordination of the training.

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 specification