

**Programme Specification
Postgraduate Certificate in Education and Professional Graduate Certificate in
Education (PGCE)**

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|---|---|
| 1. Awarding institution/body | University of Worcester |
| 2. Teaching institution | Somerset SCITT Consortium |
| 3. Programme accredited by: | QTS accredited by the National College for Teaching and Leadership (NCTL) |
| 4. Final Award | Postgraduate Certificate in Education: Primary or Professional Graduate Certificate in Education: Primary |
| 5. Programme title | Post Graduate/Professional Certificate in Education: Primary |
| 6. Pathways available | N/A |
| 7. Mode and/or site of delivery | Taught sessions at UW including lectures, tutorials, independent study and school based practice at Partnership Schools |
| 8. Mode of attendance | Full time |
| 9. GTTR Codes | S31/X100 Primary (5-11 years) S31/X121 EY/KS1 |
| 10. Subject benchmark statement | DfE/Teaching Agency Teachers' Standards 2012 Standards www.education.gov.uk |
| 11. Date of programme specification preparation/revision | June 2013 (new template) Update name changes of National College for Teaching and Leadership (was Teaching Agency) August and October 2014 – amendment to regulations. |

12. Educational aims of the programme

The PGCE Primary programme will:

- Provide trainees with a theoretical and practical knowledge and understanding of how children learn and develop
- Develop trainees' skills, knowledge and understanding as classroom teachers through this process
- Provide an awareness of how different patterns of organisation and styles of teaching best support effective learning and provide equality of opportunity for all children
- Enable all trainees to develop an understanding of Special Educational Needs and disability.

Trainees are expected to:

- Develop and demonstrate the knowledge, skills and teaching competences which will enable them to observe, plan, teach, organise and assess children's progress and learning across the full range of the Primary and Early Years curriculum subjects.

- Learn how to plan and manage the children's learning, and begin to work in co-operation with other professionals, parents and each other, in order to ensure quality teaching and learning experiences and realistic outcomes for all children.

Ultimately trainees will be trained to meet the NCTL's Standards for Qualified Teacher Status (QTS).

Trainees will:

- Develop a critical and evaluative understanding of the processes and practice of teaching and learning through demonstration of knowledge, skills and understanding related to high quality and effective 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
- Develop and deepen knowledge and understanding of the Early Years and national curriculum
- Develop and deepen understanding of the pedagogy and practice linked to these subject area/s
- Develop and deepen critical thinking, reflective practice and the ability to reflect on current pedagogy
- Develop an understanding of research informed learning
- Develop and deepen a core set of values and beliefs
- Demonstrate and understand professional behaviours and codes of conduct.

Part of this process will be to ensure the development and attainment of competences that enable trainees to meet the NCTL's Standards for Qualified Teacher Status (QTS).

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

In relation to the University Learning, Teaching and Assessment Strategy [http://www.worc.ac.uk/adpu/documents/Learning Teaching and Assessment Strategy final 3 2 11 %282%29.pdf](http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_%282%29.pdf) the course will enable all trainees to aspire to be autonomous learners; provide a programme which embraces key/transferable skills; disseminates good practice in learning and teaching; supports trainees of varying experiences, needs and backgrounds and monitors the quality of the trainee experience. There will be a range of teaching, learning and assessment methods including lectures, workshops, peer group activities, seminars, directed reading, independent research, directed study, presentations, tutorials, fieldwork and use of both formative and summative assessment which will draw on evidence, reflection, analysis and evaluations.

This postgraduate programme is designed to meet specific requirements laid down by DfE and the NCTL and against which judgements by Ofsted inspections will be made. The work of practising teachers should also be informed by an awareness of legislation concerning the well-being of children and young people expressed in government legislation with regard to Special Educational Needs and Disability and equality and diversity. The course also takes account of the University of Worcester Learning, Teaching and Assessment Strategy (2012) [http://www.worc.ac.uk/adpu/documents/Learning Teaching and Assessment Strategy final 3 2 11 %282%29.pdf](http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_%282%29.pdf)

All trainees will meet the Government Teacher's Standards for Qualified Teacher Status
In addition for the award of the Professional Certificate (PGCE) trainees will be able to:

- Critically review, consolidate and extend a systematic and coherent body of subject specific pedagogy in Early Years and/or Primary education
- Engage as research active trainees in school based subject specific specialist research
- Demonstrate a deep understanding of key aspects of effective teaching and learning with a particular focus on critical and reflective practice, behaviour management and Special Education Needs and Disability
- Critically evaluate educational concepts and evidence from a range of sources
- Demonstrate accountability for determining their own progress and that of pupils

In addition for the award of the Post Graduate Certificate (PGCE {M}) trainees will satisfy the demands of level 7 expectations and be able to:

- Display mastery of a complex and specialised area of subject pedagogy
- Demonstrate expertise in research skills related to developing practice
- Systematically and critically engage with the professional knowledge base related to teaching and learning, research and advanced scholarship.
- Conduct research into school policy and teaching and learning, using and modifying advanced educational research methods
- Design and apply appropriate research methodologies to classroom and policy practice
- 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
- Develop and critically evaluate new educational skills and techniques
- Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school
- Demonstrate accountability for working with other adults

Somerset SCITT is committed to trainees being 'independent or autonomous learners, able to formulate effective strategies for high level learning such that they can succeed at their studies and manage their own continuing development'. This will ensure they 'will be capable of conducting effective research and will have the knowledge and skills to apply and disseminate their findings within relevant communities, and to communicate outcomes effectively to a variety of audiences'. This will also equip them 'with the skills, attributes and knowledge to be able to manage and be effective within their own career and make a significant contribution to society'. (UW Learning and Teaching Strategy September 2010/11).

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

- **Directed Study Tasks (DSTs).** During a taught module trainees may be required to complete one or more DSTs. These form part of the taught course and are designed to promote trainees' learning. Module tutors monitor trainees' completion of DSTs.
- **Key Tasks (KTs).** During school experience trainees are required to complete one or more KT's. 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 translated into high quality teaching and learning in Early Years and/or Primary settings

- **Peer group presentations.** Trainees will be given a specific presentation brief and be required to work collaboratively to present to each other whilst being critically and supportively peer assessed.

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 learning objectives for each module have been met
- To provide a variety of assessment to meet the differing learning styles of trainees, as not all of them perform well in one type of assessment
- The required evidence of a trainee's progress and information enabling tutors to diagnose learning difficulties experienced by the trainees and to monitor the programme effectively
- To give feedback to trainees on their progress and development
- To support in moving from dependent to independent learning.

Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills required and which encourage increasing levels of independence as well as the development of critical analysis, reflection and evaluation. Each of the elements of the programme (Core subjects, Foundation subjects, Conditions for learning, Enhancing learning across the curriculum and School Experience (SE)) is seen as supporting and complementing the others. For example, to triangulate learning, many of the centre based assignments will draw upon experiences encountered by trainees whilst on school experience (SE), and the centre based learning will be put into practice and assessed through tasks and teaching whilst on SE. The programme is rooted in a theory into practice model. Placement learning and the standards for QTS are demonstrated during 120 days of school experience

Assessment of core subjects, foundation subjects, conditions for learning and enhancing learning across the curriculum

Both formative and summative assessments are seen as essential components within the postgraduate programme. All assessments at level 6 have a strong diagnostic element in that they will be a vehicle for informing trainees of progress in the various elements of the programme. All assessments at level 7 emphasise the importance of higher level thinking skills, and an ability to analyse, evaluate and synthesise information with a particular focus on the relationship between theory and practice. The style of assessment has been determined by module leaders, taking account of teaching and learning styles, the content and learning outcomes for each module and the point within the degree at which both teaching and assessment take place. They include: written reports; journals; practical exercises; audits; individual or group presentations; case study analysis and research reports.

15. Programme Structure and Requirements

The 36 week programme includes 3 modules of 20 credits each at Level 6 and 3 modules of 20 credits at Level 7. Trainees will spend 12 weeks at the centre in taught sessions and 24 weeks in schools/settings as part of their school placements, which includes block placements, visit days and research study days.

The course is designed to allow for 3 different exit routes:

- A Postgraduate Certificate of Education with Qualified Teacher Status (60 credits at Level 6, 60 credits at Level 7)
- A Professional Graduate Certificate of Education with Qualified Teacher Status (120 credits at Level 6, or 100 credits at Level 6 and 20 credits at Level 7, or 80 credits at Level 6 and 40 credits at Level 7)
- A Postgraduate Certificate of Educational Studies (60 credits at Level 7) without Qualified Teacher Status.

The vast majority of trainees exit with the full Postgraduate Certificate in Primary with QTS and 60 Masters Credits

Trainees have to successfully complete all professional elements including the DfE/NCTL 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 with QTS. This course falls within the Postgraduate Regulatory Framework (PRF).

Trainees who are unsuccessful in passing the professional elements at Level 6 but who successfully complete all postgraduate elements will gain 60 credits at Level 7 to gain the Post Graduate Certificate in Educational Studies.

Trainees who gain 20 or 40 credits at Level 7 will be awarded these credits. 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 DfE/TA professional requirements for Qualified Teacher Status (QTS) will be awarded 120 credits at Level 6, resulting in a Professional Graduate Certificate in Education and recommendation to the Teaching Agency (TA) for QTS.

The purpose of three exit routes is to provide a framework which will allow trainees to gain a Postgraduate Certificate in Education (with specified Level 7 modules), but also to allow for those trainees who meet all of the Level 6 modules on offer and all professional requirements, thereby gaining 120 credits at Level 6, to qualify to teach with a Professional Graduate Certificate in Education. The final exit award is available for any trainee who is unsuccessful in gaining Qualified Teacher Status (QTS) but who does successfully complete 60 credits at Level 7.

| Module code | Module | Credits | Assessment |
|-------------|---|--------------------|-----------------------|
| PGCP4001 | Creating the conditions for learning and teaching | 20 at Level 6 or 7 | 3,000 word assignment |
| PGCP4002 | Enhancing learning across the curriculum: cross-curricular approaches | 20 at Level 6 or 7 | 3,000 word assignment |
| PGCP4003 | Assessment for Learning | 20 at Level 6 or 7 | 3,000 word assignment |

| Module code | Module | Credits | Assessment |
|-------------|---------------------------------------|---------------|--|
| PGCP3004 | Foundation subjects, PMFL, RE and ICT | 20 at Level 6 | Directed study tasks as outlined in component outlines |
| PGCP3005 | Core Subjects | 20 at Level 6 | Directed study tasks as outlined in component outlines |
| PDCP3006 | School Experience | 20 at Level 6 | Completion of School Experience Reports and associated tasks in relation to National Standards for QTS |

It is the intention that all trainees are recruited to and then register for the Post Graduate Certificate in Education and complete Level 6 (professional based modules) and Level 7 (professional and M level modules).

Indicative Course Diagram- may be subject to minor alterations

TERM 1

| | |
|---|---|
| Centre Based | Study and preparation days in school prior to SE1 and residential visit |
| Creating the conditions for learning and teaching | |
| English, Mathematics, Science | |
| Foundation subjects, RE, PMFL and ICT introduction | |
| School Based BLOCK SCHOOL EXPERIENCE –SE1 | SE 1: 9 week block school experience |

TERM 2

| | |
|---|---|
| Centre Based | Study and preparation days in school and one week special school placement prior to SE2 |
| Enhancing learning across the curriculum: cross-curricular approaches | |
| English, Mathematics, Science | |
| Foundation subjects, RE, PMFL and ICT | |
| School Based BLOCK SCHOOL EXPERIENCE –SE2 | SE 2: 7 week block school experience |

TERM 3

| | |
|--|---|
| Centre Based | Study and preparation days in school prior to SE2 |
| Assessment for Learning | |
| English, Mathematics, Science, ICT | |
| Foundation subjects, RE, PMFL and ICT | |
| School Based BLOCK SCHOOL EXPERIENCE –SE 3 | SE 3: 7 week block school experience |

16. QAA and Professional 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 and 7) and the UK Quality Code for Higher Education <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

17. Support for trainees

- Induction sessions at start of the course including virtual learning input
- Detailed SCITT handbook, access to course materials available in the virtual learning environment
- Record of Evidence (ROE), School Experience Reports (SERs) and school experience guidance and support in the handbook
- Personal tutor support provided for each individual trainee
- Subject specific guidance from tutors
- SCITT Tutor Moderator for each school experience
- Professional Tutor in each partnership school
- A School-Based Tutor (class teacher) in each school placement
- Trainee views are represented through representation on the Management Board
- Equal Opportunities Department in the local authority supports those with disabilities
- Access to trainee welfare services such as careers and counselling through the local authority.

18. Admissions Policy

The course normally recruits graduates with high quality degrees (minimum 2:2) classification. All applicants must have recent relevant Primary /Early Years' experience linked to the age group for which they are applying to teach. We welcome mature trainees, applications from members of ethnic minority groups and from candidates with disabilities. Somerset SCITT seeks trainees from a variety of backgrounds and with differing personality and characteristics. Successful candidates need to demonstrate lively minds together with the ability to communicate their interest and enthusiasm to pupils, professional colleagues, parents and other adults. It is desirable they display qualities of self-confidence, resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others.

Entry requirements

GCSEs: C grade or higher in English Language Maths and Science (or recognised equivalents) **at the time of application.**

Degree: Normally 2:2 or above from a British university or an award recognised as equivalent.

QTS Skills tests

Experience: Recent relevant school/setting experience

Admission procedures: Applications for the Primary PGCE are made through the Graduate Teacher Training Registry (GTTR). The Registry usually opens mid-October. Applicants will be asked to write a relevant personal statement and provide two referees. Successful applicants will be invited for interview during the Autumn and Spring terms. The selection process consists of:

- a pupil panel exercise
- a presentation
- an interview with academic and school staff.

At the end of the process judgements are made against:

- Personal skills, qualities and attributes
- Potential to become an outstanding teacher
- Knowledge and understanding of high quality teaching and learning in Primary and/or Early Years' education

Admissions/selection criteria

Following interview, successful candidates will be informed via UW Registry if they have been offered a place conditional to fulfilling all pre course entry requirements including the Teaching Agency skills' tests and an additional 10 days in a Primary /Early years setting. This decision will be within 15 days from the date of interview.

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

These follow the general procedures set out in the University's framework for the management of quality assurance and enhancement. Procedures are undertaken for postgraduate modules which ensure that trainees can give feedback on the progress of modules so that adjustments can be made, as appropriate. The holding of Trainee Academic Rep (StAR) meetings allow specific issues raised by trainees to be taken forward by trainee representatives, as necessary, to the Course Management Board. Review and evaluation of the course will continue to use a cumulative process which derives data from trainee and tutor evaluations of modules and the annual External Examiners' reports. These inform the Course Management Board, which is charged with monitoring and evaluating the health of the course and the minutes of the meetings pass to the Institute Board. The Course Leader's Annual Evaluation Report takes account of the evidence collected and analysed during the year. These Annual Evaluation Reports include an action planning section, which is commented upon in subsequent years' reports, and which guide the future planning of the course team.

The course has also been regularly inspected by Ofsted (2008) and (2010) when they have has provided positive feedback. Ofsted (2010) reported:

'Excellent recruitment and selection procedures ensure that successful applicants have the potential to become outstanding teachers. School partners are fully involved: they value the processes very highly and have confidence in the quality and potential of successful candidates. Valuable pre-course activities boost subject knowledge and the formative assignment introduces trainees to recent research into curriculum content and design. Retention is excellent and onward employment is good despite intense competition for jobs locally.'

In all these ways, a continuous cycle of monitoring, evaluation and implementation can be offered at whole course and individual component level.

20. Regulation of assessment

The course operates under the University's Postgraduate Regulatory Framework.

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 for Level 7 modules is 50% 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 50% 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 [Postgraduate Regulatory Framework](#).

Retrieval of failure

- With the exception of the School Experience module, where a fail grade has been awarded for a module, a trainee will be entitled to a maximum of two attempts to retrieve the failure unless the failure was due to non-attendance.
- The Board of Examiners may require a trainee to either retake the module or be reassessed in the module. A trainee who achieves an overall mark of less than 25% will normally be required to retake the module.
- A trainee, who fails a Level 7 module, may choose to be reassessed in the module at Level 6.
- If, following reassessment, the module has been passed, the module grade will be capped at 50%, if a Level 7 module.
- If a trainee is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A trainee who fails the School Experience module may be permitted by the Examination Board to retake the module, the Board will determine the form, duration and timing of the retake.
- A trainee who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University registration.

Requirements for Awards

| Award | Requirement |
|---|---|
| Postgraduate Certificate of Education | Passed a minimum of 60 credits at level 6 and 60 credits at level 7 |
| Professional Certificate of Education | Passed a minimum of 120 credits at level 6 |
| Postgraduate Certificate in Educational Studies | Passed a minimum of 60 credits at level 7 |

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

21. Indicators of quality and standards

University:

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to trainees. The audit team highlighted several aspects of good practice, including the trainee academic representative (StARs) initiative, the proactive approach which supports the trainee experience for disabled trainees, the comprehensiveness of the trainee online environment (SOLE), the wide range of opportunities afforded to trainees to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Somerset SCITT:

- The course was most recently inspected by Ofsted in 2010. This inspection confirmed that the quality of the provision was outstanding.
- On the basis of that inspection the current NCTL rating of the course is grade 1.
- External Examiner Reports have commented favourably each year on the running of the Course and that it is meeting the national requirements for the award of Qualified Teacher Status.
- There is a large and high quality recruitment base to the course and a high take up of employment into the profession.

22. Graduate destinations , employability and links with employers

Graduate destinations

The vast majority of trainees gain teaching employment in Primary and Early Years' schools across the South West and particularly in Somerset. Current employability rates for UW ITE trainees is 92 %. Many gain leadership posts as subject leaders or SENCOs within five years of leaving. University of Worcester trainees have opportunities to continue their Masters' level study here, many taking the opportunity to complete the NQT Masters' module.

Trainee employability

Trainees have many opportunities to build links with employers. Throughout their study, trainees will spend time in at least two different primary schools/settings and a Special Education Needs school in Somerset and neighbouring counties as part of work based learning. Somerset SCITT is committed to ensuring that trainees, alongside course demands, also have opportunities to develop "employability skills". The course runs mock teaching interviews, liaises with local partnership schools to capitalise on local knowledge regarding key questions and interview tasks.

Links with Employers

We have links with approximately one hundred primary, first and middle schools and a large number of nursery settings. A number of these schools play a part in course design and development. All schools are regularly invited to attend Professional Tutor and class teacher training sessions. Key partnership staff are members of the Management Board and support on-going course leadership and management. Key leadership staff, including local Headteachers, support the interview and selection process and lead keynote talks and lead some teaching sessions.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical trainee 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 the module outlines and the course handbook provided to all trainees at the start of the course. 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](#).