1. **Programme Title(s):**
   a) Postgraduate Certificate in Education (Primary) (Level 7)
   b) There is an exit award available at Level 6: Professional Graduate Certificate in Education (Primary) (Level 6)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Primary (3-7)</td>
<td>X124</td>
</tr>
<tr>
<td>Upper Primary (5-11)</td>
<td>X174</td>
</tr>
<tr>
<td>Primary with French (7-11)</td>
<td>X4R1</td>
</tr>
<tr>
<td>Primary with Mathematics (7-11)</td>
<td>X00G</td>
</tr>
</tbody>
</table>

2. **Awarding body or institution:**
University of Leicester

3. **a) Mode of study**
Full-time

   **b) Type of study**
Campus-based

4. **Registration periods:**
The normal period of registration is one year
The maximum period of registration is two years

5. **Typical entry requirements:**
First degree at Honours with a 2:2 (UK equivalent) is the minimum requirement (GPA 3 (US equivalent) or above). Candidates must also have passed at Grade C or above, English Language, Mathematics and Science at GCSE level or its equivalent, and have passed National College for Teaching and Leadership (NCTL) Skills test in English and Mathematics.

6. **Accreditation of Prior Learning:**
Currently not allowed

7. **Programme aims:**
At Postgraduate Certificate level (modules ED6000, ED6001, ED7050, ED7051), the programme aims to
a) prepare students to meet the Professional Standards for Teachers in England (NCTL, 2014), (Appendix 3)
b) support the development of pedagogic skills at the age range in which students specialise;
c) prepare students to conduct school-based studies of education, focusing on the evaluation of teaching, learning and assessment of learning;
d) develop the practice of students so that they show evidence of being reflective and effective classroom practitioners.
e) develop a critical understanding of pedagogic theory and the implications for practice;
f) develop skills of research and analysis to be applied to the study of primary education.
At Professional Graduate Certificate level (modules ED6000, ED6001, ED6050, ED6051) the programme aims a) through d) apply.

**Students will be enabled to:**
- Develop an understanding of educational theories
- Appreciate the relationship between theory and practice in teaching
- Evaluate the use and management of learning resources, including ICT, for learners within their phase of education
- Understand the various elements of the planning, monitoring and evaluation cycle as applied to teaching
- Understand how to carry out and present small-scale research on the topic of effective teaching

**Generic Learning Outcomes**
By the end of each module, students will be able to:
- Select a focus within the area covered by the module and justify their choice in relation to their current or planned professional practice
- Produce for each module an assignment which includes a coherent literature review of the topic which identifies and critically comments on appropriate theoretical, research and practice-based literature
- Draw conclusions from literature reviews and reflection on practice and apply findings to a consideration of teaching, learning or assessment, if and where appropriate.
- Have an understanding of the guiding principles of designing, conducting and disseminating ethical research in educational contexts
- Use a range of presentation modes including written essays and oral presentation.

8. **Reference points used to inform the programme specification:**
- Primary PGCE management committee
- Primary PGCE Partnership Management Committee
- Primary PGCE programme manager
- Ofsted inspection framework
- University of Leicester Learning and Teaching Strategy 2011-2016
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports
- ITT Provider criteria (National College for Teaching and Leadership (NCTL))
- National College for Teaching and Leadership (Department for Education) (Professional QTS Standards for Teachers in England)
- QAA Framework for Higher Education Qualifications
- University of Leicester Learning & Teaching Strategy: [http://www2.le.ac.uk/offices/sas2/quality/learnteach](http://www2.le.ac.uk/offices/sas2/quality/learnteach)
- University of Leicester Periodic Development Review Report (June 2009)
- University Employability Strategy
9. Programme Outcomes:

The programme must enable all students to achieve the national Professional Standards for Teachers in England (NCTL, 2014), as well as academic skills expected of students at Level 7 (or Level 6). The Professional Standards are appended in Appendix 3. Course handbooks give detailed advice to students on how these should be achieved and demonstrated. The different expectations for the Postgraduate Certificate of Education and the Professional Graduate Certificate of Education (level 6 only) are detailed in the student handbook. Examples are given in the matrix below, but the definitive agenda is set by the national Teachers’ Standards, which are subject to continuing review and frequent revisions. The intended learning outcomes in the first column are cross-referred to the Teachers’ Standards.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Subject and Professional skills</td>
<td>Knowledge</td>
<td>Modules ED6000/ED46001 School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors. Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.</td>
</tr>
<tr>
<td>Meet and demonstrate the QTS values and standards in three areas: 1. Preamble 2. Teaching and 3. Personal and Professional Conduct. These include:</td>
<td>Lectures Tutorials Workshops Demonstrations Computer-aided learning Resource-based learning Subject specific audits and action plans Independent research and learning School documents Analysis of policy documents including knowledge of National Curriculum for appropriate age range Observations in schools Practical school experience Working with school based mentor</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</td>
<td>Lectures, Tutorials, Workshops, Directed reading, Demonstrations, Computer-aided learning, Resource-based learning, Subject specific audits and action plans, Independent research and learning, School documents, Analysis of policy documents including knowledge of National Curriculum for appropriate age range, Observations in schools, Practical school experience, Working with school based mentor</td>
<td>Modules ED6000/ED6001 School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors. Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.</td>
</tr>
<tr>
<td>S2 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
<td>Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Practical school experience, Demonstrations, Computer-aided learning, Working with school based mentor, School documents, Analysis of policy documents Resource-based learning, Independent research</td>
<td></td>
</tr>
<tr>
<td>Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S7 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</td>
<td>Lectures, Tutorials, Workshops, Directed reading, Observations in schools, Demonstrations, Computer-aided learning, Working with school based mentor</td>
<td>Modules ED6000/ED6001 School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors. Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.</td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Critical analysis</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| S8 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Practical school experience, Demonstrations, Computer-aided learning, Working with school based mentor, Induction programmes, Independent research | Modules ED6000/ED6001  
School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.  
End of teaching phase assessments by mentors.  
Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments. |
| S3 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |                             |                      |
| S4 promote a love of learning and children’s intellectual curiosity |                             |                      |
| S1 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |                             |                      |
| **Presentation**          |                             |                      |
| Present findings in speech and writing | Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Teaching experience and practice, Demonstrations by mentor, Working with school based mentor, Example lesson plans | Modules ED6000/ED6001  
School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.  
End of teaching phase assessments by mentors.  
Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments. |
| Prepare clear learning objectives |                             |                      |
| S4 impart knowledge and develop understanding through effective use of lesson time. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |                             |                      |
| S1 Set high expectations which inspire, motivate and challenge pupils |                             |                      |
| S3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |                             |                      |
| Develop and maintain a safe and stimulating environment for pupils, rooted in mutual respect |                             |                      |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |                             |                      |
| **Appraisal of evidence** |                             |                      |
| Critically evaluate strategies and guidance in the light of research evidence | Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Teaching experience and practice, Demonstrations by mentor, Working with school based mentor, Example lesson plans | Modules ED6000/ED6001  
School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.  
End of teaching phase assessments by mentors.  
Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments. |
| S4 Evaluate lesson plans and lesson outcomes |                             |                      |
| S6 Apply and evaluate approaches to formative assessment. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. Conduct school-based investigation |                             |                      |
| **(b) Transferable skills** |                             |                      |
| **Research skills**       |                             |                      |
| Use information from research to inform practice e.g. to meet special needs, to support language development of pupils with EAL. | Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Teaching experience and practice, Working with mentor, Resource-based learning, Independent research: classroom evaluation | Modules ED6000/ED6001  
School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.  
End of teaching phase assessments by mentors.  
Research and reflection in modules Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments. |
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication skills</strong></td>
<td>School practice (Modules PGPri) 3001/3002</td>
<td>Modules ED6000/ED6001</td>
</tr>
<tr>
<td>1. express instructions clearly</td>
<td>Subject sessions, peer teaching, Lectures, Tutorials, Seminars</td>
<td>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors.</td>
</tr>
<tr>
<td>2. communicate effectively with children (S4) and other colleagues, carers and parents (S8)</td>
<td>Observations in schools, Directed work, School based experience tasks and teaching practice, Working with colleagues in school and University</td>
<td>Completion and submission of directed work related to practicum. Reports to parents and carers</td>
</tr>
<tr>
<td>3. explain ideas and concepts clearly</td>
<td>Relationships with pupils, Assignment writing</td>
<td>Modules ED7050/ED7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.</td>
</tr>
<tr>
<td><strong>S4, PPC3; Use a range of teaching strategies and resources, including e-resources, taking practical account of diversity and promoting equality and inclusion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S2; Build on prior learning, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S5; Adapt language to suit their learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S7; Demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S4; Write clear lesson plans and sequences of lessons. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prepare a professional portfolio</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S3; Design opportunities for learners to develop their literacy skills. Prepare reports to parents and carers. Write research-informed portfolio and assignments</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Data presentation** | | |
| **S6; Examine and interpret school data** | Subject/professional sessions, Directed work, School based experience tasks, Assignment writing | Seminars/workshops on use of assessment data (reported in Standards Log). Teaching placements |
| **S2, S6; Analyse data for assignments** | | |
| **S6; Know how to use local and national statistical information to evaluate the effectiveness of their teaching, monitor the progress of pupils they teach and raise levels of attainment.** | | |
| **S3; Design opportunities for learners to develop their numeracy skills.** | | |
| **S3; Design opportunities for learners to develop their literacy skills.** | | |

| **Information technology** | School practice, Lectures, Tutorials, Seminars, Observations in schools, Working with mentor, Directed work, School based experience tasks, Use of “Blackboard” VLE for discussion, communication, accessing course materials. | Modules ED6000/ED6001 |
| **S4; Use ICT in the classroom** | | |
| **S4; Use ICT in the classroom** | | |
| **Use the electronic whiteboard if available** | | |
| **Use subject specific applications in their teaching** | | |
| **S1; Design opportunities for learners to develop their ICT skills.** | | |

<p>| <strong>School practice</strong> | | |
| <strong>Lectures</strong> | | |
| <strong>Tutorials</strong> | | |
| <strong>Seminars</strong> | | |
| <strong>Observations in schools</strong> | | |
| <strong>Working with mentor</strong> | | |
| <strong>Directed work</strong> | | |
| <strong>School based experience tasks</strong> | | |
| <strong>Use of ‘Blackboard’ VLE for discussion, communication, accessing course materials.</strong> | | |</p>
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem solving</strong></td>
<td>Lectures, Tutorials, Seminars, Directed reading, Observations in schools, Working with mentor, Resource-based learning, Independent research: classroom evaluation</td>
<td>Modules ED6000/ED6001, Teaching practicum observations, School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance, End of teaching phase assessments by mentors, Research and reflections in Modules ED7050/7051 (Level 7) or Modules ED6050/6051 (Level 6) assignments.</td>
</tr>
</tbody>
</table>

| **Working relationships** | Lectures, Tutorials, Seminars, Directed reading, Directed activities working with other student teachers, Observations in schools, Working with mentors, Teaching experience and practice, Resource-based learning, Independent research: classroom evaluation | Modules ED6000/ED6001, School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance, End of teaching phase assessments by mentors, Team-teaching and working collaboratively with colleagues in school teaching placements, Modules ED7050/7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments. |

<table>
<thead>
<tr>
<th><strong>Managing learning</strong></th>
<th>Lecture, Subject sessions, TA website</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPC1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. S2 encourage pupils to take a responsible and conscientious attitude to their own work and study. S7 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. S8 deploy support staff effectively and develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S8 Develop reflective skills and demonstrate these in the evaluation of teaching and learning. S4 Have a creative and constructively critical attitude to innovation, being prepared to adapt their practice where educational benefits are identified.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Intended Learning Outcomes

### Career management

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S8</strong> Demonstrate a commitment to CPD.</td>
<td>Career development programmes: preparation of Career Entry and Development Profile.</td>
<td>Modules ED6000/ED6001School File(s) inc. Standards Log (level 6):</td>
</tr>
<tr>
<td><strong>S1</strong> Demonstrate expected professional conduct in school, including positive values</td>
<td>Guidance from induction tutor</td>
<td>Evidence detailing observations of classroom performance.</td>
</tr>
<tr>
<td>and attitudes that teachers expect of children and young people Act as an appropriate role</td>
<td>School practice (Modules PGPri(H) ED4014/ED4015)</td>
<td>End of teaching phase assessments by mentors.</td>
</tr>
<tr>
<td>model in terms of professional behaviour.</td>
<td>Lectures and seminars</td>
<td>Professionalism, application, demeanour, appropriate dress and personal discipline</td>
</tr>
<tr>
<td>Have high expectations and demonstrate these, expecting children to achieve to their</td>
<td></td>
<td>Modules ED7050/7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.</td>
</tr>
<tr>
<td>full/potential and establishing fair, supporting, encouraging, trusting and respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationships with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PPC3</strong> Demonstrate awareness of the current legal requirements, national policies and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>guidance on the safeguarding and promotion of the well-being of young people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S5</strong> Demonstrate awareness of how to identify and support children and young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whose educational development or well-being is affected by changes or difficulties in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their personal circumstances, and when to refer them to colleagues and specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Career development programmes:

- Preparation of Career Entry and Development Profile
- Guidance from induction tutor
- School practice
  - Modules PGPri(H) ED4014/ED4015
- Lectures and seminars

### How Demonstrated?

- Modules ED6000/ED6001School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors. Professionalism, application, demeanour, appropriate dress and personal discipline
- Modules ED7050/7051 (Level 7) or Modules ED6050/ED6051 (Level 6) assignments.

## Special features:

This is a professional programme, governed by the requirements of the National College for Teaching and Leadership (NCTL), and so the content is subject to frequent change in accordance with nationally-determined policy priorities, and revisions to the National Curriculum for Schools at the relevant age range. The programme is also subject to frequent inspection by OfSTED.

It is our expectation that all students will attempt Level 7 Module ED7050. As a result, we recommend that all students are entered as Level 7 from the outset. After marking of the ED7050 assignment (beginning of Spring Term) a review of all students will take place. Some students may opt to submit for Level 6 only. Where there is concern about a student, a review will take place and a recommendation made to an interim Board of Examiners. A definitive list of Level 7 students will be issued to the Graduate Office in the third week of March in each year.

The programme is offered in partnership with local school groups using a framework laid down by the Department for Education. This programme format is characterised by school-based practical training in partnership with academic development through involvement of higher education institutions. The majority of the taught elements of the programme would be delivered at the University by tutors and school based colleagues.

The University of Leicester is responsible for the marking and moderation of Level 7 assignments. University tutors (including associate tutors) deliver taught sessions that relate to the academic writing and research of the Level 7 modules.

## Indications of programme quality:

- External Examiner reports
- Programme Development Plan
- Internal Consultant Meetings with students/staff/
- Course Evaluations and Course Annual Reports
  - Student/School-based Tutor evaluations
  - End of Course Evaluation
  - Annual Development Reviews

---

10. Special features:

11. Indications of programme quality:
12. Scheme of Assessment

This programme will use continuous assessment against the Teachers’ Standards. (See Appendix 3) with 60 taught credits (at Level 7 for award of a Postgraduate Certificate and Level 6 for award of a Professional Certificate), as defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

13. Progression points

There are two progression points within the course.

Progression Point 1 is in February/March (a Panel of Examiners is convened).

For module ED7050 this requires students to pass the first assignment module at either Level 7 (50% and above) or Level 6 (40-49%) (or ED6050 at level 6). For module ED6000 this requires students to successfully complete the first semester school placement(s).

Progression Point 2 is in May, (a Panel of Examiners is convened). This requires students to pass the second assignment (ED7051/6051) at either Level 7 or 6.

For module ED6002 this requires the students to meet the Teachers’ Standards. Where a candidate is assessed as not meeting the minimum standards for QTS, the Panel may recommend either:

- The extension of the assessment period of the placement, or;
- The termination of the teaching placement.

If the student receives an assignment mark of 40-49% they have the option to accept this mark and pass the first assignment at Level 6, or they may resubmit the assignment and attempt to gain 50%, thereby moving forward with a Level 7 pass.

If a student receives a mark of less than 40%, they will have the choice of resubmitting at Level 7 and attempting to reach 50%, or, if they feel this is not possible, they can resubmit at Level 6, resubmitting a shorter assignment to meet the requirements of this level.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

Further details can be found in the PGCE Academic Strand Handbook that is available to all students.

Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study, but with additionally subject to the University’s Fitness to Practice regulations.

Where an assessment element has been failed, students have an automatic right to one resubmission. The maximum mark that can be awarded to a resubmission is 50%.

14. Additional features

Admissions occur once a year and begin in September
Appendix 1: Programme structure (programme regulations)

The Postgraduate Certificate (PGCE M level) comprises 4 modules, two at intermediate ‘H’ level (60 points at graduate level) and two at Masters level (60 credits at M level: Postgraduate Certificate). There will be one H-level module and one M-level module running each semester.

To be awarded the Professional Graduate Certificate (PGCE H level), students would complete four modules at H-level.

The following structures are possible:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Professional Graduate PGCE 4 x 30 credits at Level 6</th>
<th>Postgraduate PGCE 2 x 30 at Level 6; 2 x 30 at Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competences Programme Level 6 only</td>
<td>Professional School Experience 1 &amp; 2: ED ED6000 3000 word equivalent</td>
<td>Professional School Experience 1 &amp; 2: ED6000 3000 word equivalent</td>
</tr>
<tr>
<td>Academic Competences Programme Level 6 or 7</td>
<td>Critical Reflections on Classroom Practice: ED6050 3000 word equivalent</td>
<td>Critical Reflections on Classroom Practice: ED7050 5000 word equivalent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Professional Competences Programme Level 6 only</th>
<th>Professional School Experience 3: ED ED6001 3000 word equivalent</th>
<th>Professional School Experience 3: ED 6001 3000 word equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Competences Programme Level 6 or 7</td>
<td>Small-scale Classroom Based Research ED 6051 3000 word equivalent</td>
<td>Small-scale Classroom Based Research ED 7051 5000 word equivalent</td>
<td></td>
</tr>
</tbody>
</table>

The Professional Competences Programme (Modules ED6000/ED6001)

The following two modules at Level 6 are compulsory to all entrants to the PGCE. During their university-based teaching blocks and in their three teaching placements, PGCE students learn about the pedagogy of all subject across the Primary National Curriculum, how learners develop their skills, knowledge and understanding in aspects of the school curriculum, and the methods used to assess their progress.

ED6000: Professional School Experience 1 and 2 (30 credits: Level 6):

First and Second practicum: minimum 28 days of practical teaching experience, including:
- guided observation;
- reflective directed tasks/activities related to teaching;
- direct teaching (of whole-class, groups and individuals);
- planning, preparation and assessment of pupils’ learning;
- written reflections/evaluations of professional development.
- subject and Professional issues support through school-based and University tutors;
- the development of portfolio providing evidence towards meeting Teachers’ Standards.

This module includes teaching input on pedagogy, guidance on lesson planning and evaluation, practical teaching experience with observations (formative and summative), followed by submission of evidence that demonstrates levels of achievement mapped against the Teachers’ Standards.
practicum is the assessed piece of work for this module. Students must submit the evidence in a structured and accessible form so that the match to standards can be demonstrated to internal and external assessors. The practical assessment of teaching is interim at this stage and a formal record of the level achieved is made so that the student is aware of what remains to be achieved in the next professional module. Failure to achieve a satisfactory level will be discussed at a Progress Panel of Examiners in January/February, which may lead to requirements being put in place before students can progress to Module ED6001, or termination of studies if serious weaknesses in professional competences are evident. Students deemed to be at risk of not achieving the final Teachers’ Standards are given written warning of this at this stage.

ED6001: Professional School Experience 3 (30 credits: Level 6)

Third practicum (‘Main Placement’): minimum 42 days of practical teaching experience, including:

- guided observation;
- reflective directed tasks/activities related to teaching;
- direct teaching (of whole-class, groups and individuals);
- planning, preparation and assessment of pupils’ learning;
- written reflections/evaluations of professional development.
- subject and Professional Issues input
- the development of portfolio providing evidence towards meeting professional Teachers’ Standards.

This module includes further input on pedagogy, guidance on lesson planning and evaluation, practical teaching with observations (formative and summative), followed by submission of a portfolio of evidence that demonstrates achievement mapped against the Teachers’ Standards. In the practical assessment of their teaching in this module, students must achieve the minimum level required for the award of Qualified Teacher Status (assessed against criteria consistent with Teachers’ Standards (Appendix 3)). Students submit the accompanying evidence in a structured accessible way so that the match to standards can be demonstrated to internal and external assessors at the final Board of Examiners meeting.

An assessment of practical teaching will be made at a Professional Practice Panel of Examiners in early June which identifies students at risk of not meeting the Standards by the end of the block placement, triggering appropriate support action by tutors and partnership schools to review progress and setting targets for development, as appropriate.

Candidates assessed as meeting the minimum standard for Qualified Teacher Status (QTS) at this point will continue their placement for a period of consolidation, with a final decision for the award of QTS being made by the Panel of Examiners which meets before the final Exam Board. Candidates must demonstrate that during this period they have maintained a level of performance in practical teaching that meets the minimum standards for QTS.

Failure to meet the Teachers’ Standards in the teaching practice will be referred to external examiners and to the Board of Examiners, following independent scrutiny of teaching practice by an independent University tutor (one not involved in the supervision of the tutee’s practicum). If failure is confirmed, QTS cannot be recommended and two possible outcomes will be considered:

a) the Board of Examiners may recommend fail
b) the Board of Examiners may determine that the candidate should be offered a further period of 8 weeks practical teaching in a different school in a final effort to meet the Teachers’ Standards.

Normally candidates will only be allowed one resubmission of any academic assignment and one additional teaching placement. Only in exceptional circumstances and with special permission from
the Board of Examiners may a candidate be offered a second resubmission of an academic assignment or second additional teaching placement.

**Note to Modules ED6000/6001**
The above modules are at Level 6 and are essential (though not in themselves sufficient) to the award of the PGCE and recommendation for QTS. For Modules ED6000/ED6001, students critically reflect on their development in the Professional Development Portfolio (PDP) which includes reference to directed tasks carried out in school in addition to core subject and professional course sessions. In addition, students’ complete required work set in both subject and professional studies sessions and address professional needs identified through subject audits, as they progress through the university based sessions and practicum experiences.

The resulting portfolio elaborates on their development of professional knowledge and experience. It includes evidence of critical reflection, observations of their practice, and responses to directed tasks. Summary evidence is recorded in the Standards Evidence Record is the primary source of evidence for assessment in Modules ED4014/6001.

**The Academic Competences Programme (Modules ED6050/ED6051/ED7050/ED7051)**
The following modules can be assessed at both Levels 6 and 7. All Level 7 students would have to satisfy the requirements of the professional modules above. In effect, modules ED7050/7051 are common to all participants, with Modules ED7050/ED6050 and ED7051/ED6051 awarded at either at Level 7 or Level 6. Detailed specifications with Level 7 and Level 6 versions are included in Appendix 2.

**Modules ED7050/ED6050**
Module ED7050 is Level 7. There is a parallel Level 6 ‘version’ (ED6050) for identified students, with more limited expectations (see Appendix 2 below):

**ED7050 Critical Reflections on Classroom Practice** : (30 credits: Level 7)
**or**
**ED6050 Critical Reflections on Classroom Practice** : (30 credits Level 6)

As noted above, our expectation is that all students will attempt Module ED7050, and so there would be common subject and professional strands for all students (although a Level 6 specification is provided as there may be exceptional cases made for students who do not achieve this at Level 7.

For Module ED7050, Level 7 input on pedagogic theory (teaching and learning) and an introduction to classroom research is offered to all students. In addition, students receive input on the structure and writing of assignments at Level 7 (7.5 hours in total of additional input; some of this may be offered through VLE).

During university-based sessions in the Autumn and in the first practicum, PGCE students learn about pedagogic principles, they have directed tasks to carry out focusing on how to address pupils’ misconceptions and build on what they already know. This module enables students to deepen their knowledge and theoretical understanding of the educational process. It provides them with opportunities to evaluate the development of their own teaching skills during the first practicum and directly informs their work in the classroom.

**Module ED7050 Assessment**
Assessment will be through an assignment equivalent to 5000 words, with a focus on two themes: engaging with relevant research, and the understanding of children's learning and experience in school.
The assignment will contain evidence from their school placement and critical reflections and analysis. This will be presented in the form of a written commentary and evidence from classroom activities, which can be collated in an annotated portfolio of evidence or appendices as appropriate. (Written Commentary: critical reflection and analysis Portfolio: e.g. examples of lesson plans, teaching resources, short and medium schemes of work and lesson evaluation documents)

Where an assignment is judged as a fail against Level 7 criteria, it is reassessed and graded against Level 6 criteria (see Appendix 4). Where an assignment is judged to be a pass at Level 6 (broadly equivalent to a 40-49% against Level 7 criteria), the student is allowed to resubmit the assignment in order to attempt to gain a Level 7 pass.

If the original submission is also judged a fail at Level 6, the student will be offered the opportunity to resubmit either at Level 7 again, or to opt for the Level 6 only Module ED6050 assignment.

Module ED6050 Assessment
Assessment will be through an assignment equivalent to 3000 words, with a focus the understanding of children’s learning and experience in school

The assignment will contain evidence from their school placement and critical reflections and analysis. This will be presented in the form of a written commentary and evidence from classroom activities, which can be collated in an annotated portfolio of evidence or appendices as appropriate. (Written Commentary: evaluation of teaching episodes. Portfolio: e.g. examples of lesson plans, teaching resources, short and medium schemes of work and lesson evaluation documents.)

Combined assignment equivalent to 3000 words

Module ED7051/ED6051

Module ED7051 is offered for assessment at Level 7. There is a alternative Level 6 ‘version’ (ED4017) for identified students, with more limited expectations (see Appendix 2 below):

ED7051: Small-scale Classroom Based Research (30 credits: Level 7)
or
ED4017: Small-scale Classroom Based Research (30 credits: Level 6)

During their centre-based teaching PGCE students select a specialist area of study through which they learn about the contemporary critical issues of the chosen subject. All students receive input regarding school based leadership roles and responsibilities for the chosen specialism. In addition, students receive input on research methods in education and on the structure of assignments at Level 7 (7.5 hours; some of which may be offered through VLE).

Module ED7051 Assessment

Level 7 students critically reflect on one aspect of teaching and learning in the primary school; accessing and engaging with relevant research into a specific curriculum area or issue, including the use of education research methods, to conduct a school-based study.

This will be assessed through the submission of a 5000 word Professional Enquiry Project.

Where this assignment is judged to be a fail against Level 7 criteria, as with Module ED6050, the student will have an opportunity to resubmit. However, in these circumstances, the student may choose instead to have the original submission reassessed against Level 6 criteria (see Appendix 4). If the original submission is judged as a pass at Level 6, the student would then be eligible for the Level 6 exit award (Professional Graduate Certificate of Education with 120 Level 6 credits); there is no exit award for 30 Level 7 credits only.
If the original submission is also judged a fail at Level 6, the student will be offered the opportunity to resubmit either at Level 7 again, or to opt for the Level 6 only Module ED6051 assignment.

**Modules ED6051 Assessment**

For Level 6 (ED6051), students reflect on a curriculum or professional related issue, with the focus on the evaluation of pedagogical practice and the understanding of children's learning and experiences at school in a specific curriculum area or in relation to a particular issue.

This will be assessed through submission of a 3000 word equivalent Professional Enquiry Project, consisting of a reflective piece of writing on a curriculum or professional related issue (negotiated with their tutor), a portfolio of supporting materials (e.g. lesson plans, classroom resources, evaluation documents) and, if appropriate, a presentation to a relevant audience.

**Awards**

Students who have successfully completed all requirements of the course will be recommended for the award of QTS and awarded:

EITHER

- the Postgraduate Certificate of Education with 60 Level 7 credits and 60 Level 6 credits

OR

- the Professional Graduate Certificate of Education with 120 Level 6 credits

**Appendix 2: Module Specifications**

See module specification database [http://www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation)

**Appendix 3**

The revised standards for the recommendation for qualified teacher status (QTS) will apply to all of those who begin their initial teacher training on or after 1 September 2012.

**Teachers’ Standards**

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Part one: Teaching**

A teacher must:

**S1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**S2 Promote good progress and outcomes by pupils**

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
53 Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

54 Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

55 Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

56 Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

57 Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

58 Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.
Part two: Personal and professional conduct (PPC)
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 4 Draft Level Descriptors

Grade Descriptors for PGCE modules: PG Cert in Education

These grade descriptors are innovative in that they include a Level 6 pass for those falling below the Level 7 threshold, but submitting work that would pass at Level 6 (40-49% below).

In module ED7050, successful students will:
- Demonstrate understanding of pedagogic theory;
- Discuss and evaluate teaching, learning and assessment in relation children’s learning
- Reflect on and critique the strategies employed for effective learning in the primary classroom.

In module ED7051, successful students will:
- Demonstrate understanding of theoretical and pedagogic frameworks that underpin an aspect of their subject teaching;
- Critically evaluate pedagogic theories;
- Reflect on, research and critique a critical issue in the teaching of their chosen subject.

70% Distinction
1. Very well-structured, with accurate and appropriate handling of references and sources, conforming to the highest standards at M-level. The generic structure follows standard academic conventions (e.g. an article: abstract, literature review, research outline, findings and conclusions or a research report). Spelling, grammar and punctuation are correct throughout, with only one or two errors.

2. Demonstrates excellent command of subject matter. Understands the relevant pedagogic theories and concepts fully and applies them skilfully to the assignment topic. The literature used (where appropriate) is comprehensive and demonstrates a sophisticated grasp of issues and is used in an incisive way.
3. Excellent ability to critically evaluate relationship between planning, teaching and evaluation processes and critique relevant arguments, debates etc. The links to schools and the classroom are integrated throughout the structure of the assignment, critically and reflectively.

4. Presents and analyses data very clearly and accurately. Critically appraises strengths and weaknesses of investigative strategies. The work considers alternative interpretations. Effectively synthesizes relevant material from a range of sources. Fully discusses and justifies methods used to investigate practice.

**60% Merit**

1. Generally well-structured, with proper handling of references and sources. Spelling, grammar and punctuation are largely correct, but a few errors are identified. One of referencing, bibliography or length is not of the highest standard, but of a satisfactory standard. The work follows a logical structure e.g. reflective essay on planning, teaching and evaluation processes.

2. Demonstrates good command of the subject matter. Understands relevant pedagogic models and concepts, and applies them competently to the assignment topic. The literature used (where appropriate) is drawn from a range of sources and is reviewed analytically.

3. The assignment shows clear evidence of critical reflection on the issues, both academically and professionally, though this may not be systematically maintained throughout the assignment. Shows ability to analyse relationships between planning, teaching and evaluation processes and critique relevant arguments, debates etc. Good commentary on relationship between theory and practice. References to schools and classrooms are explicit and the implications discussed in a thorough way.

4. Evidence of systematic enquiry. Discusses and justifies research methods used. Presents and analyses data quite clearly and accurately. There is some awareness of possible limitations to the study and of alternative interpretations.

**50% Pass (Level 7)**

1. Satisfactory structure and organization. There is proper referencing and handling of sources though these might be limited in number to and focusing on professional rather than research-based literature, for example, exclusive use of guidance documents.

2. Demonstrates a clear professional command of the pedagogic subject matter and a satisfactory understanding and/or application of relevant pedagogic theories, concepts etc.

3. There is some critical commentary on relevant arguments, debates, but with reliance on accepted professional knowledge rather than own enquiry based discoveries.

4. There is a tendency towards description and/or paraphrase, rather than analysis but research questions are generally appropriate and reasonably well defined. There is a systematic approach to enquiry in schools and classrooms but may be deficient in discussion and/or justification or investigative strategies used. Data presented and analysed with reasonable clarity and accuracy.

**40%-49% Pass (Level 6)**

1. For Module ED7050, the assignment discusses and evaluates teaching, learning and assessment in relation to both the National Strategy and the curriculum of their chosen subject and reflects on the planning, teaching and evaluation processes used by themselves in their own classroom practice.
2. For Module ED7051, the assignments demonstrate an understanding of theoretical and pedagogic frameworks that underpin an aspect of subject teaching and give evidence of reflection on a critical issue in the teaching of their chosen subject.

In both cases, the following may be found:

- clear evidence of professional expertise in the skills associated with the module, possibly with examples of useful classroom materials and records of general observations conducted. The submission has an appropriate structure, for example a portfolio of evidence, a series of structured observations and an accompanying professional rationale. Referencing, bibliography and length are acceptable but possibly limited to professional publications. Spelling, grammar and punctuation are satisfactory for conveying meaning, although there may be some avoidance of conventions e.g. overuse of bullet point approaches to presenting the argument.

- reference to appropriate pieces of relevant literature, but these focus on professional competences rather than research-based approaches e.g. references are principally to National Curriculum and good practice guidelines. While there may be evidence of professional competence e.g. lists of sensible points about teaching, the writing does not focus on demonstrating detailed understanding of relevant theories, concepts etc. Evidence of practical competence is informed by reference to policy documents but with limited reference to theory or research. There is some evidence of a critical and reflective approach to the issues, perhaps contained within a conclusion or a segment of the assignment.

- reference to schools and classrooms, but the focus of the work is on the practical demonstration of classroom competences and skills. It concentrates on demonstrating Teachers’ Standards competences for example through the collection of evidence of activity undertaken in school. The candidate may have chosen to rely on received knowledge rather than engage in enquiry-based activities in the school or classroom to support claims.

- the candidate choosing not to engage in detailed empirical research preferring the submission of practice-based materials to provide evidence of achievement against the standards for qualifying to teach (Teachers’ Standards 2012). Or, research questions are presented in general rather than focused terms e.g. investigate the organisation of group work, but with professional reflection on this issue rather than detailed analysis or evaluation of some approaches to group work in real time.

35-39% Potential pass (Level 6) subject to minor amendments/additions

The assignment has the four qualities of a pass (professional) submission presented above but has omitted some items critical to the demonstration of teaching-related competences. These could, for example, include omission of an evaluative statement at the end of the submission or failure to provide a list of references or failure to include some documents known to be available to the candidate e.g. teaching materials that have been the subject of evaluation. The H-level pass would be confirmed once the minor amendments had been completed.

20-34% Fail (one re-submission allowed)

The assignment is weak in all or most of the categories and cannot be awarded a pass at M-level nor at professional level. It has not adequately addressed the topic to demonstrate professional or academic skills. The assignment has little logical structure and the argument is difficult to follow, with inadequate referencing and handling of both professional and academic sources. There is inadequate reference to practice in schools and classrooms, with little evidence of a critical and reflective approach to the professional issues.
Re-sitting
Students have a right to re-sit. If a student fails to achieve at Level 7, they have the right to re-submit at Level 7, but if they achieve a mark of 40-49 they may choose not to re-submit but claim a pass at Level 6 only.