UNIVERSITY OF LEICESTER

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)

Lower Primary (3-7)	X124
Primary (5-11)	X174
Primary with French (5-11)	X4R1
Primary with Mathematics (5-11)	X00G

Table 1: specialisms within the PGCE with course codes

c) Postgraduate Certificate in Educational Studies (without recommendation for qualifying to teach): this award would be made to students who fail to meet the DfE teacher standards but who successfully complete Modules ED7050/7051 at M-level (level 7).

The programme relates very closely to the Postgraduate Certificate in Education (Secondary) and the Postgraduate Certificate in Education (SCITT).

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), preferably 2:1. Candidates must also have passed at Grade C/Level 4 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 nor applicable

7. Programme aims:

At Postgraduate Certificate level (modules ED4052, ED4053, ED7050, and 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

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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 ED4052, ED4053, ED4050, ED4051) the programme aims from a) through d) apply but not e) and f).

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 Group
- Primary PGCE programme manager
- Ofsted inspection framework
- 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) matching the programme specification to the DfE standards is a requirement for recognition as an initial teacher education provider.
- QAA Framework for Higher Education Qualifications
- University of Leicester Learning & Teaching Strategy:
  http://www2.le.ac.uk/offices/sas2/quality/learnteach
- University Employability Strategy

The programme specification aligns with those for the Secondary PGCE, the secondary PGCE SCITT and the Primary PGCE SCITT.

9. **Programme Outcomes:**

The programme must enable all students to achieve the national Professional Standards for Teachers in England (DfE, 2012; 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, with which the programme must comply. The range of evidence supplied by the students is very complex, as evidenced in the third column, addressing professional, academic and legal expectations. Reference is made to Level 7 knowledge and skills in relation to Modules ED7050/7051. At some points, reference may be made to Level 6 for those students who complete the Professional Graduate Certificate in Education, rather the Postgraduate Certificate in Education (PGCE). In addition, there are separate mentions to indicate to the additional opportunities and requirements afforded by Module ED7435.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
Knowledge		
Meet the requirements of DfE Standard 3: this is a pre-requisite for the award of the PGCE: **Demonstrate good subject & curriculum knowledge** • have a secure knowledge of the relevant subject(s) & curriculum areas, foster & maintain pupils' interest in the subject, & address misunderstandings • demonstrate a critical understanding of developments in the subject & curriculum areas, & promote the value of scholarship • demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & 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. Module 7435: Identify key trends in current and developing educational policy and practice and reflect on how these impact on their practice in the classroom.	Lectures Tutorials Seminars Directed reading Online learning Independent research Self-managed study Guided analysis of documents School placement and teaching practice	Subject knowledge tasks Formative audits of subject knowledge Presentations School File(s)/Teaching Practice files Modules ED4050/4051 or ED7050/7051 assignments Professional Development Portfolio (PDP). Reflective Journal School File(s) and PDP containing Evidence Record Forms (ERFS) detailing observations of classroom performance Teaching practice observations, with reflections logged e.g. in teaching practice files Formative presentations in the University Module 7435 assignment for additional 30 credits.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Concepts		
Meet the requirements of DfE Standards 1 and 2: **Set high expectations which inspire, motivate & challenge pupils** • establish a safe & stimulating environment for pupils, rooted in mutual respect • set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions • demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils. **2 Promote good progress & outcomes by pupils** • be accountable for pupils' attainment, progress & outcomes • be aware of pupils' capabilities & their prior knowledge, & plan teaching to build on these • guide pupils to reflect on the progress they have made & their emerging needs • demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching • encourage pupils to take a responsible & conscientious attitude to their own work & study.	Seminars School placement and teaching practice Seminars Self-directed study Directed tasks School placement and teaching practice	School File(s). ED7050/7051 assignments. Module 7435 assignment for additional 30 credits. Professional Development Portfolio School File(s) and PDP containing Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance Teaching practice observations Reflective Journal Formative presentations in the University End of teaching phase assessments by school-based mentors and university tutors formally recorded in end of Teaching Placement Report Form. Module ED4052/ED4053 School File(s) inc. Standards Log (level 6): Reflective tasks and regular lesson evaluations Evidence detailing observations of classroom performance. End of Teaching Placement assessments by mentors. Modules ED7050/ED7051 (Level 7) or Module ED4050/ED4051 (Level 6) assignments.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
	Techniques	
Meet DfE Standards 5, 6 and 7: **5. Adapt teaching to respond to the strengths & needs of all pupils** • know when & how to differentiate, using effective approaches • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, & how best to overcome these • demonstrate an awareness of the physical, social & intellectual development of children, & know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of pupil needs, including SEN, high ability, EAL, with disabilities; and be able to use & evaluate teaching approaches to engage & support. **6 Make accurate & productive use of assessment** • know & understand how to assess the relevant subject & curriculum areas, including statutory assessment requirements • make use of formative & summative assessment • use relevant data to monitor progress, set targets, plan lessons • give pupils regular oral and written feedback, & encourage pupils to respond to the feedback. **7 Manage behaviour effectively to ensure safe learning environment** • have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour in classrooms & around school, in accordance with the school's behaviour policy • have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve & motivate them • maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary.	Lectures Tutorials Seminars Observations in schools Demonstrations Working with mentor Teaching practice Planning lessons, teaching and evaluating them	School File(s)/Teaching Practice File Reflective Journal ED4050/ED4051, ED7050/ED7051 Modules ED4050/4051 or ED7050/ 7051 assignments (Level 6 and/or Level 7). Module ED/7435 for additional 30 credits. Professional Development Portfolio School File(s) containing Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance, post-lesson evaluations and progress meetings. Teaching practice observations Formative presentations in the University End of teaching placement assessments by school-based mentors and university tutors formally recorded in an end of Placement Report Form. Modules ED4052/ED4053 School File(s) inc. Standards Log (level 6): Reflective tasks and regular lesson evaluations Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors. Modules ED7050/ED7051 (Level 7) or Modules ED4050/ED4051 (Level 6) assignments. ED4052/ED4053School File(s) inc. School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching placement assessments by mentors. Professionalism, application, demeanour, appropriate dress and personal discipline; acting as an appropriate role model (evaluated by school-based mentors).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analysis		
Analyse teaching and learning, exploring how pupils learn Evaluate classroom practice through action research or case studies of classroom practice Use and evaluate approaches to managing pupil behaviour effectively Evaluate ways to assess pupil learning formatively and summatively Evaluate curricula Module ED7435: Examine and critically evaluate education research evidence relevant to trends/developments, for example in relation to school policies and priorities such as inclusion, equal opportunities, differentiation, literacy, behaviour management, safeguarding, Personal/Social and Health Education (PSHE).	Lectures Tutorials Seminars Directed reading Observations in schools Demonstrations Computer-aided learning Working with mentor Induction programmes in school Independent research in school settings	Two written assignments (5000 words each, ED7050/7051) and Reflective Journal Teaching practice reflections/teaching practice file Professional development portfolio (PDP) Formative presentations at the University End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form. The additional 30-credit module assignment (ED7435) for the additional 30 credits.
Presentation		
Presentation is a continual factor in the work of student-teachers in this programme, at the University and in school e.g. in meeting Standard 4 (DfE 2012): **4 Plan & teach well-structured lessons** • impart knowledge & develop understanding through effective use of lesson time • promote a love of learning & children's intellectual curiosity • set homework & plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired • contribute to the design & provision of an engaging curriculum within the relevant subject area(s).	Lectures Tutorials Seminars Observations in schools Demonstrations Working with mentor Teaching practice	School File(s). Modules ED4050/4051 or ED7050/7051/ assignments (Level 6 and/or Level 7). For additional 30 credits, module ED 7435 assignment. Professional Development Portfolio (PDP) School File(s) containing Evidence Record Forms (ERFS) detailing observations of classroom performance Teaching practice observations Formative presentations in the University End of teaching phase assessments by school-based mentors and university tutors formally recorded in end of Phase Report Form.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Appraisal of evidence		
• reflect systematically on the effectiveness of lessons & approaches to teaching (from standard 4). Module 7435: Engage in critical analysis of practice and reflection about their development in education during school-based field work, reflecting on their own pedagogic learning and analyse their impact on student learning in the classroom.	Lectures Tutorials Seminars Observations in schools Demonstrations Working with mentor Teaching practice	Reflective Journal Lesson evaluations (compulsory requirement after each lesson) School File(s) and PDP containing Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance Teaching practice observations Formative presentations in the University 2 x 5000-word assignments Modules 7050/7051. End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form. In addition, a developed ability to reflect on practice (reflection-on-action) is demonstrated through the additional module 7435 for additional 30 credits.
(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. 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. Conduct small-scale classroom research (e.g. action research, lesson study, case studies) for assignments 7050/7051. ED7435 Demonstrate analytical understanding of some of the major theoretical underpinnings of trends in educational policy development and practice, demonstrating understanding through their reflections on classroom experiences during teaching placements.	Lectures Tutorials Seminars Directed reading Observations in schools Working with mentor Resource-based learning Independent research: classroom evaluation	Reflective Journal Reflective tasks Submission of Professional Development Portfolio (PDP) Submission of Subject Development Records Level 7 research projects and reflection in Modules ED7050/7051 assignments. ED7435 assignment for additional 30 credits.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication skills		
Meet the requirements of DfE Standards 5, 6 , and 8, teaching effectively, working with others, guiding children to learn more effectively	Lectures Tutorials Seminars Observations in schools Demonstrations Working with mentor Teaching practice	Modules ED4050/4051 or ED7050/7051 assignments (Level 6 and/or Level 7). For evidence of deep reflection on Standards 5, 6 and 8, additional 30 credits, ED7435 assignment. Professional Development Portfolio Teaching Practice Observations School File(s) and PDP containing Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance Reflective Journal Formative presentations in the University End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form. ED4052/ED4053 School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching placement assessments by mentors. Professionalism, application, demeanour, appropriate dress and personal discipline
Data presentation		
Analyse assessment and performance data Make effective use of data projection and interactive whiteboards for pedagogic purposes; use PowerPoint	Lectures Tutorials Seminars Demonstrations Working with mentor Teaching practice Preparing lessons during teaching practice	Modules ED4050/4051 or ED7050/7051 assignments (Level 6 and/or Level 7). For additional 30 credits, data analysis and interpretation will be demonstrated through the assignment for ED7435. End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form. Formative presentations in the University programme.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information technology		
Make effective use of ICT in learning, teaching and assessing (all required within the DfE standards) Use databases to search for appropriate education research papers Use subject specific applications in their teaching Pass the on-line skills tests mandated and administered by the NCTL Design opportunities for learners to develop their ICT skills (a cross-curricular requirement)	Lectures Tutorials Seminars Observations in schools Demonstrations Working with mentor Teaching practice	PDP for Module ED4050 (Level 6 only) Modules ED4050/4051 teaching practices (Level 6). Modules ED7050/ED7051 in relation to research and Level 7 assignments (5000 words) School File(s) and PDP containing Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance (Level 6) Formative presentations in the University (Level 7) End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form.
Problem solving		
Competently and sensitively address classroom problems: diagnosis and intervention: a range of the skills listed in other sections e.g. managing pupil behaviour may involve problem solving. Working through some professional dilemmas with teachers and pastoral tutors	Lectures Tutorials Seminars Directed reading Observations in schools Working with school-based mentor Resource-based learning Independent research: classroom evaluation	Teaching practice (Modules ED4050/4051) School practice and school files Submission of Professional Development Portfolio (Level 7) with reflective statements Level 7 research and reflection in Modules 7050/7051 assignments Reflective Journal
Working relationships		
Meet the requirements of standard 8 **Fulfil wider professional responsibilities** • make a positive contribution to the wider life & ethos of the school • develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues • communicate effectively with parents with regard to pupils' achievements & well-being.	School practice Presentations in seminars at University	Reflective Journal End of teaching phase assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form. Modules ED4052/ED4053 School 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 ED4050/ED4051 (Level 6) assignments.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing learning		
Develop reflective skills and demonstrate these in the evaluation of teaching and learning. Identify priorities for their professional development through Individual Actions Plans (IAPs) in the PGCE and in preparing for the NQT induction year Have a creative and constructively critical attitude to innovation, being prepared to adapt their practice where educational benefits are identified.	Career development programmes: preparation of Career Entry and Development Profile Lecture Subject sessions Guidance from induction tutor	Teaching practice (Modules 4050/4051) (Level 6) Reflective Journal Submission of Professional Development Portfolio Submission of Subject Development Record Reflective tasks and regular lesson evaluations (Modules ED4050/4051) Level 7 research and reflection in Modules ED7050/7051 assignments. End of teaching placement assessments by mentors and university tutors formally recorded in end of Placement Report Form. Modules ED4052/ED4053 School File(s) inc. Standards Log (level 6): Reflective tasks and regular lesson evaluations Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors.
ED7435 Develop skills of critical reflection on professional concerns and interests of participants, including practical responses to pedagogic challenges, which relate to the Teacher Standards (DfE, 2012), to which all PGCE modules must relate.		Modules ED7050/ED7051 (Level 7) or Modules ED4050/ED4051 (Level 6) assignments. Enhanced ability to reflect on and evaluate teaching and learning will be demonstrated through ED7435 for the additional 30 credits.
Career management		
Demonstrate a commitment to CPD.	Accessing web-based advice for managing learning and early career development Inputs on how to prepare for job applications and interviews Lecture on the Induction Year: roles, responsibilities and expectations Tutorials (IAP and progress)	Reflective Journal Modules ED4052/ED4053School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching placement assessments by mentors. Professionalism, application, demeanour, appropriate dress and personal discipline Modules ED7050/7051 (Level 7) or Modules ED4050/ED4051 (Level 6) assignments. Module ED7435 for additional 30 credits.

Table 2: skills matrix for the PGCE (Primary)

In addition to the above, students must 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.

They 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.
- an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

These attributes are assessed by the following:

- End of teaching placement assessments by school-based mentors and university tutors formally recorded in end of Placement Report Form
- Teaching Practice Observations
- Mentor and Visiting Tutor Observation sheets detailing observations of classroom performance
- School File(s) and PDP including reflective writing
- Formative presentations in the University and active contributions to University sessions
- ED4052/ED4053 School File(s) including Standards Log (level 6)
- Evidence detailing observations of classroom performance
- Evidence of professionalism, application, demeanour, appropriate dress and personal discipline.

Observed and documented failure to meet these standards (Part 2 of DfE, 2012) would result in a recommendation for termination of studies.

10.   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 expected 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 is agreed with the Graduate Office in the third week of March in each year.

In addition to modules ED7050/7051, an additional module (see section 14 below) is offered to recognise and enhance the quality of the students' engagement in reflective practice (ED7435).

24 weeks of teaching practice are required into this programme, which are divided into the two modules (please see Appendix 1, middle column):
ED4052 Professional School Experience 1 and 2 (Semester 1)
ED4053 Professional School Experience 3 (Semester 2)

These modules require the demonstration of practical teaching skills to a sufficient level against the DfE/NCTL teaching standards (DfE, 2012; NCTL, 2014).

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 are 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: ED7050/7051/7435.

11. **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
- Course Management and Academic Committee
- Partnership Management Group
- OfSTED reports
- Match to DfE/NCTL Teachers' Standards (DfE, 2012, NCTL, 2014), regularly reviewed and updated. Matching the programme specification to the standards is a requirement for recognition as an initial teacher education provider

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. In addition to the 60-credit award, a further 30-credit module is offered (ED7435).

For the Postgraduate Certificate in Education, a student must have attempted every assessment component for each of the taught modules ED4052/4053 and ED7050/7051), unless mitigating circumstances have been accepted, and have achieved the following thresholds in accordance with Senate Regulation 6:

Award	Taught modules	Failed credit
Postgraduate Certificate	A credit-weighted average mark of at least 50%, or at least 45 credits at 50%, grade 'C', or above	No more than 15 credits with a mark of less than 50%, grade 'D' , and no module mark < 40%, grade 'F'
Postgraduate Certificate with Merit	A credit-weighted average mark of at least 60%, or at least 45 credits at 60%, grade 'B' or above	No credits with a mark of less than 50%, grade 'D'
Postgraduate Certificate with Distinction	A credit-weighted average mark of at least 70%, or at least 45 credits at 70%, grade 'A' or above	No credits with a mark of less than 50%, grade 'D'

It has not been the custom to award merits or distinctions in the PGCE given its professional nature.

Award of the Professional Graduate Certificate of Education will be made to those participants who complete the programme, with one or two of the 30-credit modules at H-level (level 6). Students completing at this level will not have the option of submitting for the additional module: ED7435.

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 ED4050 at level 6). For module ED4052 this requires students to successfully complete the first semester school placement(s), assessed in relation to the DfE standards (DfE 2012/NCTL 2014).

Progression Point 2 is in May or June, (a Panel of Examiners is convened). This requires students to pass the second assignment (ED7051/ED4051) at either Level 7 or 6.

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.

For module ED4053 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.

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

For the additional 30-credit module ED7435, students attempting the academic competence modules at level 7 can opt to undertake this module for an additional 30 credits. However, there is a formal progression point at which the School of Education will confirm that they are able to *continue* with the module, in March of each year. This is because achievement of the additional 30-credits is conditional upon a student successfully passing the existing level 7 modules that lead to the award of PGCE.

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 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

The programme includes the opportunity for students to complete a total of 90 credits, with module ED7435 (see Appendix 2 final entry).

The module recognises the contribution that reflective practice makes to the development of the students' pedagogic literacy. An outline of module (ED7435), which leads to the securing of 90 Level 7 points in the PGCE year, is presented in Table 3 below.

Table 3: overview of additional module to allow for 90 credits in the PGCE

ED 7435: Reflective Practice in Education
This module is designed to enable participants to engage in critical analysis of practice and reflection about their developments in education during school-based field work. Its design allows for flexible responses to the professional concerns and interests of participants, including practical responses to pedagogic challenges, which relate to the Teacher Standards (DfE, 2012). Issues considered in the module include reflective practice, curriculum development, change in education, case studies of learning, impact studies exploring the impact of teaching on learning in the classroom, legislation, policy developments in England, official reports or from developments in teaching and educational research and assessment for learning.
Assessment
The following will be undertaken by each student and must be passed in accordance with Senate regulation 6: *reflective record and portfolio.*

5000-word submission, for example: a reflective record including evidence of critical reflection on the outcomes of directed tasks, policy analyses, pupil data analysis (anonymised), with a structured portfolio of evidence, including reference to policy and research in relation to the participants' use of theory and practice in the classroom.   This assessment element will represent a distillation from the participant's field work experience in schools, drawing on their reflective journals and subject-directed tasks, and could include: brief, critical policy analysis, systematic analysis of impact data; reflections on school policies; case studies of learning.
Titles: negotiable with the module leaders/tutors to focus on issues covered in the participant's school-based work.

The specification for ED7435 is in Appendix 2.

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. In addition, for those completing the Postgraduate Certificate in Education programme, a reflective practice module is also available but only at Masters level, (ED7352), details of which are included below.

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

The following structures are possible:

	Professional Graduate PGCE 4 x 30 credits at Level 6	Postgraduate PGCE 2 x 30 at Level 6; 2 x 30 at Level 7
Semester 1		
Professional Competences Programme *Level 6 only*	Professional School Experience 1 & 2: *ED4052* Assessed by observations of teaching practice and teaching practice file	Professional School Experience 1 & 2: ED4052 Assessed by observations of teaching practice and teaching practice file
Academic Competences Programme Level 6 or 7	Critical Reflections on Classroom Practice: ED4050 3000 words	Critical Reflections on Classroom Practice: ED7050 5000 words
Semester 2		
Professional Competences Programme *Level 6 only*	Professional School Experience 3: ED4053 Assessed by observations of teaching practice and teaching practice file	Professional School Experience 3: E*D4053* Assessed by observations of teaching practice and teaching practice file
Academic Competences Programme Level 6 or 7	Small-scale Classroom Based Research ED 4051 3000 words	Small-scale Classroom Based Research ED 7051 5000 words
ADDITIONAL MODULE (Semesters 1 and 2)		
Academic Competences Programme Level 7 only	N/A	ED 7435: Reflective Practice in Education 5000 words

Table 4: structures of the PGCE (Primary)

The Professional Competences Programme (Modules ED4052/ED4053)

The following two modules at Level 6 are compulsory to all entrants to the PGCE and must be passed for the award of the Postgraduate Certificate in Education (PGCE). Award of the PGCE is traditionally linked with the recommendation to the DfE for award of newly qualified teacher (NQT) status.

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.

ED4052: 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. The practicum is the assessed piece of work for this module, during which students must demonstrate sufficient progress towards meeting the DfE/NCTL standards. 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 (ED4053). Failure to achieve a satisfactory level, which means sufficient progress towards the DfE/NCTL standards, will be discussed at a Progress Panel of Examiners in February. This may lead to requirements being put in place before students can progress to Module **ED4053**, 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. The issue of meeting the standards must be addressed in Professional School Experience 2 (ED4053).

ED4053: 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
- 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 contrast to module 4052, the students must demonstrate by the end of ED4053 that they have 'met' the standards as specified by the DfE/NCTL. 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 is made at a Professional Practice Panel of Examiners in late May/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 (Module 4053) is 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 are 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 ED4052/ED4053
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 ED4052/ED4053, as well as demonstrating effective practical teaching skills in the classroom, 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 ED4052/4053.

The Academic Competences Programme (Modules ED4050/ED4051/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/ED4050 and ED7051/ED4051** 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/ED4050
Module ED7050 is Level 7. There is a parallel Level 6 'version' (ED4050) for identified students, with more limited expectations (see Appendix 2 below):

ED7050 Critical Reflections on Classroom Practice : (30 credits: Level 7)
Or
ED4050 Critical Reflections on Classroom Practice: (30 credits Level 6)

As noted above, the expectation is that all students 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.

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 is through an assignment of 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, a mark of 40-49 is judged to be a pass at Level 6 (broadly equivalent to a 40-49% against Level 7 criteria), and 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 (i.e. below 40%), the student will be offered the opportunity to resubmit either at Level 7 again, or to opt for the Level 6 only Module ED4050 assignment.

Module ED4050 Assessment
Assessment is through an assignment of 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 of 3000 words

Module ED7051/ED4051

Module ED7051 is offered for assessment at Level 7. There is an alternative Level 6 'version' (ED4051) for identified students, with more limited expectations (see Appendix 2 below):

ED7051: Small-scale Classroom Based Research   (30 credits: Level 7)
Or
ED4051: 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.

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 is 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 ED4050, 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.

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 ED4051 assignment.

Modules ED4051 Assessment

For Level 6 (ED4051), 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 is assessed through submission of a 3000 word 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

ED 7435: Reflective Practice in Education

There is no Level 6 equivalent for this module, which is additional to the structure of the traditional 60-credit PGCE and can only be awarded to those completing the 60 credits of the PGCE at Level 7.

Level 7 students engage in critical analysis of practice and reflection about their development in education during school-based field work. Its design allows for flexible responses to the professional concerns and interests of participants, including practical responses to pedagogic challenges, which relate to the Teacher Standards (DfE, 2012). Issues considered in the module include reflective practice, curriculum development, change in education, case studies of learning, studies exploring the impact of teaching on learning in the classroom, legislation, policy developments in England, official reports or from developments in teaching and educational research and assessment for learning.

This will be assessed through the submission of a 5000 word submission, drawing on the Professional Development Portfolio and reflective journal. Where this assignment is judged to be a fail against Level 7 criteria, the student may have an opportunity to resubmit but there will be no option for a submission/pass at Level 6, as with Modules ED7050/7051. Any eventual re-submission would have to be at Level 7.

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3
Standards for the recommendation of qualified teacher status (QTS) (DfE 2012)

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

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:
1 Set high expectations which inspire, motivate & challenge pupils • establish a safe & stimulating environment for pupils, rooted in mutual respect • set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions • demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils.
2 Promote good progress & outcomes by pupils • be accountable for pupils' attainment, progress & outcomes • be aware of pupils' capabilities & their prior knowledge, & plan teaching to build on these • guide pupils to reflect on the progress they have made & their emerging needs • demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching • encourage pupils to take a responsible & conscientious attitude to their own work & study.
3 Demonstrate good subject & curriculum knowledge • have a secure knowledge of the relevant subject(s) & curriculum areas, foster & maintain pupils' interest in the subject, & address misunderstandings • demonstrate a critical understanding of developments in the subject & curriculum areas, & promote the value of scholarship • demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & 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.
4 Plan & teach well-structured lessons • impart knowledge & develop understanding through effective use of lesson time • promote a love of learning & children's intellectual curiosity • set homework & plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired • reflect systematically on the effectiveness of lessons & approaches to teaching • contribute to the design & provision of an engaging curriculum within the relevant subject area(s).
5 Adapt teaching to respond to the strengths & needs of all pupils • know when & 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, & how best to overcome these • demonstrate an awareness of the physical, social & intellectual development of children, & 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; & be able to use & evaluate distinctive teaching approaches to engage & support them.
6 Make accurate & productive use of assessment • know & understand how to assess the relevant subject & curriculum areas, including statutory assessment requirements

• make use of formative & summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, & plan subsequent lessons • give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback.
7 Manage behaviour effectively to ensure a good & safe learning environment • have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour both in classrooms & around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve & motivate them • maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary.
8 Fulfil wider professional responsibilities • make a positive contribution to the wider life & ethos of the school • develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues • communicate effectively with parents with regard to pupils' achievements & well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

DfE (2012) *Teachers' Standards.* London: DfE