



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2021/22

Date created: 01/03/2021

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Version no. 2

### 1. Programme title(s) and code(s)

Postgraduate Certificate in Education (Primary) (Level 7) (SCITT)

Professional Graduate Certificate in Education (Primary) (Level 6) (SCITT)\*

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 ED7606/7607 at M-level (level 7).

#### Notes

\* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

#### SCITT Providers:

Leicester and Leicestershire SCITT (Model A)

Inspiring Leaders Teacher Training SCITT (Model B)

#### [HECOS Code](#)

HECOS Code	%
100511	100%

### 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 for the Postgraduate Certificate in Education (Primary) (Level 7) (SCITT) is one year.

The maximum period of registration for the Postgraduate Certificate in Education (Primary) (Level 7) (SCITT) 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/Level 4 or above, English Language, Mathematics and Science at GCSE level or its equivalent.

### 6. Accreditation of Prior Learning

No accreditation will be available for prior learning

## 7. Programme aims

At Postgraduate Certificate level (modules ED7606, ED7607, ED4608, and ED4609), the programme aims to:

- a) prepare students to meet the Teachers' Standards for the recommendation of qualified teacher status (QTS) (DfE 2011), see 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 a critical understanding of pedagogic theory and the implications for practice; and
- e) develop skills of research and analysis to be applied to the study of primary education.

At Professional Graduate Certificate level (modules ED4606, ED4607, ED4608, ED4609) the programme aims a) through c) apply.

### Students will be enabled to:

- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- evaluate the use and management of appropriate learning resources for pupils within their phase of education;
- understand how to plan, teach and assess the relevant curriculum areas;
- know when and how to adapt teaching to respond to the strength and needs of all pupils; and
- understand how to carry out and present small-scale research on the topic of effective teaching.

### *Generic Learning Outcomes*

By the end of each this programme, through assignments, students will be able to:

- select a focus for research and justify their choice in relation to their current or planned professional practice;
- produce two assignments. These should include a literature review of the topic which identifies and aims to critically comments on appropriate theoretical, research and practice-based literature;
- have an understanding of the guiding principles of designing, conducting and disseminating ethical research in educational contexts;
- use a range of presentation modes; and
- draw conclusions from the research, reflect on practice, and apply findings to a consideration of teaching, learning and assessment.

## 8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
  - Partner SCITT management committee
  - Partner SCITT programme manager
  - Initial teacher education (ITE) inspection framework and handbook (Ofsted, Jun 2020) ([link](#))

- DfE Teachers’ Standards (DfE, July 2011) (Appendix 3; [link](#))
- Initial Teacher Training (ITT) Core Content Framework (DfE, Nov 2019) ([link](#))
- External Examiners' reports
- ITT: criteria and supporting advice (DfE, June 2020)([link](#))
- Professional QTS Standards for Teachers in England
- QAA HE Qualifications and Credit Framework ([link](#))
- University of Leicester Learning and Assessment Strategies 2017-2021 ([link](#))
- 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 Teachers’ Standards (DfE, 2011) (level 6), as well as academic skills expected of students at level 7 (or level 6). The Teachers’ 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.

Teachers’ Standards (DfE, 2011) are assessed by the following:

- end of teaching placement assessments by school-based mentors formally recorded in end of Placement Report Form;
- evidence detailing school mentor observations of classroom performance;
- teaching file(s) and Portfolio of evidence including Standards Log (level 6); and
- evidence of professionalism, application, demeanour, appropriate dress and personal discipline.

Observed and documented failure to meet these standards (Part 2 of DfE, 2011) would result in a recommendation for termination of studies.

### a) Discipline specific knowledge and competencies

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers’ Standard 3: this is a pre-requisite for the award of the PGCE.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

#### ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers’ Standards 1 and 2: Set high expectations which inspire, motivate & challenge pupils.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet DfE (2011) Teachers' Standards 5, 6 and 7: Adapt teaching to respond to the strengths & needs of all pupils; Make accurate & productive use of assessment; Manage behaviour effectively to ensure safe learning environment.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analyse of teaching and learning exploring how pupils learn.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Presentation is key to the work of student-teachers in this programme e.g. in meeting Teachers' Standard 4 (DfE 2011): Plan & teach well-structured lessons.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analyse and reflection of teaching and learning which explores how pupils learn.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

**b) Transferable skills**

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analyse, analytical understanding and reflection of teaching and learning while conducting small-scale classroom research (e.g. action research, lesson study, case studies).	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers' Standards 5, 6 and 8, teaching effectively, working with others, and guiding children to learn more effectively.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Data presentation is key to the work of student-teachers in this programme e.g. in meeting Teachers' Standard 4 (DfE 2011): Plan & teach well-structured lessons.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Make effective use of ICT in learning, teaching and assessing (all required within the DfE 2011 Teachers' Standards).  Use databases to search for appropriate literature.	Seminars/webinars Independent research Self-managed study School placement and teaching practice Library resources School data management systems	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers' Standard 8 to Fulfil wider professional responsibilities.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.  Professionalism, application, demeanour, appropriate dress and personal discipline.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers' Standards.	Seminars/webinars Independent research Self-managed study School placement and teaching practice	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Meet the requirements of DfE (2011) Teachers' Standards.	Career service events and support.	Module assignments ED4606/4607 or ED7606/7607.  Portfolio of evidence including teaching observations, mentor assessment, SCITT assessments.

## 10. Special features

This is a professional programme, governed by the requirements of the Department for Education (DfE, 2011) 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, see current policies in clause 8. The programme is also subject to frequent inspection by Ofsted ([link](#)).

Completion of Modules ED4606/ED4607 or ED7606/ED7607 at least at Level 6 is required

It is expected that the vast majority of students will attempt Level 7 Module ED7606. As a result, all students are entered as Level 7 from the outset. After marking of the ED7606 assignments (mid-February) a review of all students takes 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.

24 weeks (120 days) of teaching practice are required in this programme (unless DfE guidelines for the academic year are changed), which are divided into the two modules (please see Appendix 1, middle column):

ED4608 Professional School Experience 1 (Semester 1)

## ED4609 Professional School Experience 2 (Semester 2/3)

These modules require the demonstration of practical teaching skills to a sufficient Level against the DfE teaching standards (DfE, 2011).

The programme is offered in partnership with local school groups through the School Centred Initial Teacher Training (SCITT) framework laid down by the Department for Education. This programme format is characterised by school-led 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 in the SCITT training centres predominantly by SCITT tutors, who would be University of Leicester Approved Tutors. (Applications are approved by the Head of Department and ratified by the departmental Learning and Teaching Committee; details of the process are available on request through the Senior Departmental Administrator).

The curriculum provision will be designed jointly by the SCITT and University tutors, although the quality assurance responsibility resides with the University. There is an annual review in which the curriculum and the splitting of the teaching, marking and moderation for the following year are agreed between the SCITT and University tutors. The current service Level agreements are shown in Model A and B below.

### **Model A - LLS**

Level 7 assignments will be marked by SCITT tutors, with the moderation process overseen by University staff. The University of Leicester deliver taught sessions that relate to regulatory aspects the level 7 assignments, such as ethical approval and plagiarism. This will equate to approximately three taught days.

### **Model B - ILTT**

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

7 modules. This is undertaken through a combination of bespoke sessions, at the SCITT training centre and/or on campus, with SCITT students joining sessions delivered jointly to Provider Led, School Direct and SCITT students as appropriate. This will equate to approximately ten taught days including tutorial provision.

## **11. Indicators of programme quality**

- External Examiner reports
- SCITT Management and Tutor Evaluations
- Student Evaluations
- Programme Development Plan
- Annual Development Reviews
- Course Management and Academic Committee
- Partnership Management Group
- Ofsted reports
- Match to DfE Teachers' Standards (DfE, 2011), regularly reviewed and updated. Matching the programme specification to the standards is a requirement for recognition as an initial teacher education provider.

## **12. Criteria for award and classification**

This programme will use formative assessment against the Teachers' Standards (See Appendix 3) for the two placement modules. There are 60 taught credits (ED7606/7607 at Level 7 for award of

a Postgraduate Certificate and Level 6, ED4606/4607, 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 (ED7433) to those completing the Postgraduate Certificate. For the Postgraduate Certificate in Education, a student must have attempted every assessment component for each of the taught modules ED4608/4609 and ED7606/7607), and have achieved the following thresholds in accordance with Senate Regulation 6:

<b>Award</b>	<b>Taught modules</b>	<b>Failed credit</b>
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: ED7433.

### 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 ED7606, this requires students to pass the first assignment at either Level 7 (50% and above) or Level 6 (40-49%) (or ED4606 at level 6).

For module ED4608, this requires students to successfully complete the first semester school placement(s).

Progression Point 2 is in June (a panel of examiners is convened).

For module ED7607, this requires students to pass the second assignment at either Level 7 or 6.

For module ED4609, 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.

#### Failure to meet level 7 criteria.

If the student receives a 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.

For the additional 30-credit module ED7433, 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 SCITT PGCE Assignment Handbook available on Blackboard.

#### 14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

#### 15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

#### 16. Additional features (e.g. timetable for admissions)

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 ED7433 (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 (ED7433), 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

<b>ED 7433: Reflective Practice in Education</b>
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.
<b>Assessment</b>
The following will be undertaken by each student and must be passed in accordance with Senate regulation 6: <i>reflective record and portfolio</i> .
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.

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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Postgraduate Certificate in Education (Primary) (Level 7) (SCITT)

#### Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	Choose an item.	30 credits	30 credits	Choose an item.
Optional	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Dissertation/project	Choose an item.	Choose an item.	Choose an item.	Choose an item.

60 credits in total

**Level 7/Year 1** Choose an item.

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED4608	Professional School Experience 1	n/a
Semester 1	ED7606	Critical Reflections on Classroom Practice (Level 6)	30 credits
	ED4606	Critical Reflections on Classroom Practice (Level 7)	

Delivery period	Code	Title	Credits
Semester 2	ED4609	Professional School Experience 2	n/a
Semester 2	ED7607	Classroom Research Project (Level 7)	30 credits
	ED4607	Classroom Research Project (Level 6)	

#### Updates to the programme

Academic year affected	Module Code(s)	Update
2021/22		

#### Appendix 2: Module specifications

See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).

#### Appendix 3: Teachers' Standards

Teachers' standards for the recommendation of qualified teacher status (QTS) (DfE 2011) can be found on the [GOV.UK website](#):