

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 11/11/2022

Last amended: 24/02/2025

Version no. 1 Date approved by EQED:

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

- a) Postgraduate Certificate in Education (Secondary SCITT)
- b) Professional Graduate Certificate in Education (Secondary SCITT)*
- c) Postgraduate Certificate in Educational Studies*

Notes

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

Postgraduate Certificate in Education (PGCE) is a combined academic and professional qualification. Academic component: 60 credits at level 7 (upon passing ED7420 and ED7421, two 30 credit level 7 assignments). Professional component: 60 credits at level based on meeting the DfE Teachers' Standards in school practicums.

The Professional Graduate Certificate in Education is an exit award for students who pass the academic assignments at level 6 rather than level 7. Academic component: 60 credits at level 6 (upon passing ED7420 at level 6 and ED7421/ED3421). Professional component: 60 credits at level 6 based on meeting the DfE Teachers' Standards in school practicums.

The Postgraduate Certificate in Educational Studies is an exit award available to those students who successfully complete both the academic assignments at level 7 but fail/fail to complete the professional component of the course. 60 level 7 credits are awarded but *this is not a teaching qualification*.

The PGCE (Secondary SCITT) programmes are collaborative provision, with the University of Leicester awarding the PGCE (or exit qualifications), with the SCITT recommending students for QTS. There are two models of joint provision, dependent on the balance of teaching/assessment undertaken by the SCITT and UoL.

Model A: Grand Union Teaching Partnership (GUTP) and Leicester and Leicestershire SCITT*

Model B: No Secondary SCITTs currently follow this model.

In the first model SCITT based university-approved tutors are responsible for marking and moderation of assignments, with QA oversight by the University. In the second model, School of Education staff provide more direct teaching and are also responsible for marking and moderation. The model applied to a partner is selected on the basis of the experience of the partner to date in delivery of teacher training provision.

[HECOS Code](#)

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2. Awarding body or institution: University of Leicester

- 3. a) Mode of study Full-time**
b) Type of study Campus-based

4. Registration periods:

Postgraduate Certificate in Education

The normal period of registration is 1 year

The maximum period of registration 2 years

5. Typical entry requirements

In addition to university entry requirements, the Department for Education (DfE) specify entry requirements for all accredited initial teacher training (ITT) courses.

DfE requirements: All entrants have achieved a standard equivalent to a grade 4 in the GCSE examinations in English and mathematics and hold a first degree of a United Kingdom higher education institution or equivalent qualification.

First degree at honours level: 2:2 is the minimum requirement (UK equivalent), preferably 2:1, and in a subject related to the subject specialism applied for (see section 1 for subjects). Mathematics and English (or equivalent) must have passed at level 4 (grade C) or above.

6. Accreditation of Prior Learning

No accreditation for prior learning will be available.

7. Programme aims

The programme aims to:

- a) Develop pedagogical skills for the age range/subject specialism in which the students specialise
- b) Support students to become reflective and effective classroom practitioners
- c) Prepare students to meet the Teachers' Standards (appropriate for a student teacher/trainee prior to the award of QTS)
- d) Develop a critical understanding of educational theories, including theories of learning and pedagogical theory, and their implications for practice
- e) Draw out the reflexive relationships between theory and practice, that supports students to understand of the role of educational research in developing practice and how reflecting on practice can deepen and further understanding
- f) Develop the skills of research and analysis as applied to teaching, particularly in relation to the noticing and interpretation of classroom activities, the assessment of learning and the deconstruction and evaluation of teaching.

For the Professional Graduate Certificate of Education, a) through c) apply.

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 Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals

- Student Destinations Data
- Ofsted ITE inspection framework
- [Initial teacher training \(ITT\): criteria and supporting advice](#)
- Teachers' Standards (Department for Education): A statutory requirement for recognition as an Initial Teacher Education provider is that the Teachers' Standards (professional QTS standards for teachers in England) are assessed and included in programme specifications.
- Core Content Framework (Department for Education): Outlines minimum curriculum requirements for ITT courses.

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

The PGCE is a combined academic and professional course, with academic elements and teaching competences an interrelated body of knowledge and skills. As such, the course is not taught in discrete modules and taught sessions address a range of discipline specific knowledge and competencies. Consequently, the teaching methods and learning activities are common to many of the following categories. Moreover, the PSRB categories do not align with the University of Leicester Programme ILO categories. Consequently, the Teachers' Standards (PSRB) are listed under the most appropriate Programme ILO category but there will be overlap with other sections.

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop and apply a systematic understanding of knowledge related to educational research, policy and practice, <i>including knowledge about Equality, Diversity and Inclusion (EDI), particularly those associated with schools in England.</i>	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
Students should be able to: Apply the models of learning from a range of schools of thought and their underpinning principles.	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing	Written assignments (level 7) Essay Written report Controlled assessment

		Micro-teaching	Optional module: Oral presentation (level 7)
Students should be able to: <i>Develop and apply common pedagogical practices and evaluate their associated rationales.</i>	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) University-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
<i>Demonstrate good subject and curriculum knowledge (secure subject knowledge with a critical understanding of subject and curriculum developments; promote high standards of literacy, articulacy and use of standard English)</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: <i>Apply knowledge and concepts to pedagogical contexts, with relationships between learning and pedagogy explored, drawing on different schools of thought to develop an understanding of</i>	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i>

affordances and limitations of different lenses.		<i>School practicum experiences</i>	Optional module: Oral presentation (level 7)
Students should be able to: Understand learning and pedagogy as complex constructs, with academic and practice perspectives drawn together to facilitate the ongoing process of developing understanding of classrooms and classroom practice.	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Find relevant academic and professional sources, identifying and summarising key evidence.	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment Optional module: Oral presentation (level 7)
Students should be able to: Systematically review practice and interrogate knowledge, beliefs and values related to those practices (reflective practice).	SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Directed peer and independent activities, including student reflections Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i>

			Optional module: Oral presentation (level 7)
<i>Promote good progress and outcomes by pupils (understand how pupils learn, with teaching building on pupils' prior knowledge and supporting pupils to reflect on and take responsibility for their own work).</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: <i>Interpret and deploy evidence from a critical stance.</i> Theoretical perspectives are used in the interpretation of evidence, with alternative interpretations and perspectives considered. Evidence is evaluated, with relevance and implications considered.	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i> University-based lectures, seminars and workshops. Or University-led sessions at the SCITT-centre.	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
Students should be able to: Make and justify useful inferences as parts of cohesive lines of reasoning, with appropriate conclusions clearly communicated	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing	Written assignments (level 7) Essay Written report Controlled assessment

		Micro-teaching	Optional module: Oral presentation (level 7)
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v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate complex issues effectively in a range of academic (including literature reviews, academic presentations) and <i>professional formats (teaching practice)</i>	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Take a systematic approach seeking and identifying relevant and sufficient evidence (relevant, so it can contribute to developing knowledge, skills and understanding; sufficient, so appropriate interpretations and decisions can be made, <i>including considerations of alternatives, and understanding when further information is required</i>). Teaching is	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i> University-based lectures, seminars and workshops. Or University-led sessions at the SCITT-centre.	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching <i>School practicum experiences</i>	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)

complex and multifaceted and complete data is not available in educational contexts.			
Students should be able to: <i>Use sound professional judgments, with effective interpretation of classroom activities so appropriate pedagogical decisions can be made.</i>	SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Micro-teaching <i>School practicum experiences</i>	<i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
<i>Plan and teach well-structured lessons (effective use of lesson time to develop pupils' knowledge and understanding, with an engaging curriculum promoting intellectual curiosity)</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse and evaluate how established techniques of research and enquiry are used to create and interpret knowledge in education.	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment Optional module: Oral presentation (level 7)

Students should be able to: Evaluate methodologies and develop critiques of them, demonstrating a sufficient conceptual understanding	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment
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ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate clear and justified lines of reasoning in academic formats (literature review, essay, report, presentation, written responses to questions)	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing	Written assignments (level 7) Essay Written report Controlled assessment Optional module: Oral presentation (level 7)
Students should be able to: <i>Communicate effectively in a range of professional contexts (schools/classrooms - pupils teaching; colleagues and peers; parents)</i>	SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Micro-teaching <i>School practicum experiences</i>	<i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
<i>Set high expectations which inspire, motivate and challenge pupils (establish a safe, stimulating and respectful environment, setting challenging goals for all pupils).</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff)	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

	SCITT-based workshops (including facilitation by school-based staff).		
<i>Manage behaviour effectively to ensure a good and safe learning environment (have high expectations, establish routines and manage classes effectively, maintaining good relationships with pupils)</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	Directed independent activities, including lesson planning and review, and student reflections Micro-teaching <i>School practicum experiences</i>	<i>Professional competencies (level 6)</i>

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: <i>Use data found in school settings to communicate pupil progress effectively to stakeholders (teachers, pupils, parents)</i>	SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff). <i>Observation of and structured discussions with qualified teachers</i>	Engagement with lectures, seminars, workshops. Directed peer and independent activities, including directed reading and writing <i>School practicum experiences</i>	<i>Professional competencies (level 6)</i>

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	SCITT-based workshops (including facilitation by school-based staff).	Directed peer and independent activities, including directed reading and writing	<i>Professional competencies (level 6)</i>

<i>Use technology to support planning, teaching and review of lessons.</i>	<i>Observation of and structured discussions with qualified teachers</i>	<i>School practicum experiences</i>	
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v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: <i>Adapt teaching to respond to the strengths and needs of all pupils (aware of how to adapt teaching to match physical, social and intellectual development, how to identify and overcome barriers to learning, meeting the needs of all pupils including those with SEND)</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: <i>Fulfil wider professional responsibilities (establish professional relationships with colleagues, seeking and acting on advice, communicate effectively with parents and contribute to wider school life)</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	<i>Professional competencies (level 6)</i>

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Students should be able to: Adopt ways of working that will allow them to continue to advance their knowledge and understanding, from both an academic and <i>professional perspective that will support their transition to ECT.</i>	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i> Optional module: Oral presentation (level 7)
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viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Enter the teaching profession with a teaching qualification	<i>Observation of and structured discussions with qualified teachers</i> SCITT-based lectures, seminars, (including external speakers; experts and school-based staff) SCITT-based workshops (including facilitation by school-based staff).	<i>School practicum experiences</i> Directed independent activities, including lesson planning and review, and student reflections Micro-teaching	Written assignments (level 7) Essay Written report Controlled assessment <i>Professional competencies (level 6)</i>

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10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

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

The following progression points will apply:

- 1) Following completion of ED7420, a Board of Examiners will be convened.

If in ED7420 a mark of 50% or above is achieved (pass at level 7) the student will progress onto ED7421

If in ED7420 a mark below 50% is achieved (fail at level 7) the student will be given the opportunity to re-sit (under the postgraduate mark scheme and ED7420 module specification).

If ED7420 a mark 40-49% is achieved (fail at level 7, pass at level 6) the student can choose not to re-sit and would progress onto ED3421 completing the taught modules at level 6 (see exit awards).

Re-sits of ED7420

If in a re-sit of ED7420 a mark of 50% or above is achieved (pass at level 7) the student will progress onto ED7421

If in a re-sit of ED7420 a mark 40-49% is achieved (fail at level 7, pass at level 6) the student would progress onto ED3421 completing the taught modules at level 6 (see exit awards).

If in a re-sit of ED7420 a mark below 40% is achieved the student would be terminated from the course.

- 2) Following completion of ED7421/ED3421, a Board of Examiners will be convened.

If in ED7421 a mark below 50% is achieved (fail at level 7) the student will be given the opportunity to re-sit (under the postgraduate mark scheme and ED7421 module specification).

If in ED7421 a mark 40-49% is achieved (fail at level 7, pass at level 6) the student can choose not to re-sit, completing the taught modules at level 6 (see exit awards).

Re-sits of ED7421

If in a re-sit of ED7420 a mark 40-49% is achieved (fail at level 7, pass at level 6) the student would complete the taught modules at level 6 (see exit awards).

If in a re-sit of ED7420 a mark below 40% is achieved the student would not be eligible for award and would be terminated from the course.

ED4421

If students have passed ED7420 at level 6, after a board of examiners, the students would move onto the level 6 route for the second academic assignment (taught module) and would submit under the undergraduate mark scheme and the level 6 module specification (see exit awards).

If in ED3421 a mark below 40% was achieved (fail at level 6) the student will be given the opportunity to re-sit

If in a resit of ED3421 a mark below 40% was achieved (fail at level 6) the student would not be eligible for award and would be terminated from the course.

- 3) Where a candidate is assessed as not passing ED3100 (i.e. they have not met Teachers' Standards (for trainees) the Board of Examiners may decide to grant either:

- The extension of the assessment period within the same academic year, if it is possible to extend/continue with a school practicum, or;
- The offer of an eight-week re-sit placement the following academic year (if suitable school practicum can be secured) or;
- Fail without the offer of a re-sit (with the termination of any school practicums if placements are ongoing).

a) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

Due to the professional nature of the programme, it is not practice to award pass, merit and distinction awards. Instead, the following awards apply.

Award	Level	Detail
Postgraduate Certificate in Education	Level 7	Student achieves level 7 in the following modules: ED7420, ED7421 (60 level 7 credits are awarded) and passes ED3100 [If ED7436 is passed it is an addition 30 level 7 credits, but does not contribute to the PGCE award]
Exit Award	Level	Detail
Postgraduate Certificate in Educational Studies	Level 7	Student achieves level 7 in the following modules: ED7420, ED7421 but does not pass ED3100 [If ED7436 is passed it is an addition 30 level 7 credits, but does not contribute to the award]
Professional Graduate Certificate in Education	Level 6	Student achieves level 6 in the following modules ED7420 & ED3421 (or level 6 in one module level 7 in the other) and passes ED3100 [ED7436 is only available for those students passing core modules at level 7]

12. Special features

This is a professional programme, governed by the requirements of the DfE and subject to frequent change, sometimes at short notice. The programme is also subject to inspection by Ofsted. These special features are represented principally in Module (level 6) ED3100, but completion of Modules ED3421 or ED7420, ED7421 at least at level 6 is required.

It is expected that all students will attempt level 7 Module ED7420 above.

In addition to modules ED7420/7421, an additional module is available to recognise and enhance the quality of the students' engagement in reflective practice (Module ED7436). However, each SCITT decides whether it is appropriate to offer this optional module to their cohorts.

This is an optional 30 credit level 7 module, available to students who successfully complete ED7420 UA1: Learning and Pedagogy and ED7421 UA2: Understanding Classroom Practice at level

7. This provided the students an opportunity to formalise and receive recognition for the reflective practice that students engage with throughout the course. (e.g. There are structured and scaffolded reflective practice tasks undertaken whilst on school practicums to support students to link theoretical perspectives to their practice). This is not part of the PGCE award but can be ACPL into the M.Ed. at the University of Leicester if undertaken within 5 years.

The Department for Education specify the minimum of days of training in schools that are planned into the programme (the students do not have to complete all 120 days). For 2023-24 the minimum 24 weeks (120 days) of teaching practice are required in this programme.

ED3100 Professional School Experience. This module requires the demonstration of teaching skills to a sufficient level against the DfE Teachers' Standards (DfE, 2012).

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 (within the parameters of the service Level agreement). The current service Level agreements are shown in Model A and B below.

Model A:

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:

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

13. Indications of programme quality

- External Examiner reports
- Reaccreditation by DfE for 2024
- Evaluation processes (SCITT Management and Tutor Evaluations; feedback from students, partner schools, tutor; student evaluation surveys; quality assurance/moderation visits to schools, peer observation of teaching/markings, consultation meetings with mentors; course evaluation reports and Annual Development Reviews)
- Annual Collaborative Reviews
- Course Management and Academic Committee
- OfSTED 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 [log-in required]

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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 of Education (PGCE)

Level 7/Year 1 Delivery Year 2025/26 Intake Month September Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core (level 7)	n/a	30 credits	30 credits
Core (level 6)	60 credits	n/a	n/a
Optional	30 credits	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7420	Critical Reflections on Classroom Practice	30 credits
Semester 2	ED7421	Small-Scale Classroom Research Project	30 credits
Year long	ED3100	Professional School Experience: Meeting the Teachers' Standards	60 credits

Notes

ED3100 is the level 6 module related to professional teaching competences; most of the student workload and assessment is related to school practicums.

Option modules

Delivery period	Code	Title	Credits
Year long	ED7436	Reflective Practice in Education	30 credits

Notes

Appendix 2: Module specifications

See postgraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery) [login-required]