



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**PGCE Primary  
Education 3-7 with  
recommendation for  
Qualified Teacher  
Status**

**Programme Code: PGPED**

**2020/21**

**Postgraduate Material Information**  
**IMPORTANT INFORMATION FOR APPLICANTS**

Version date: July 2020

# **Postgraduate Material Course Information**

## **Summary**

**Revised Course Structure and Delivery Information for Academic Year 2020/21 in Response to Coronavirus Covid-19 and Associated Public Health England Guidance as at 3 July 2020**

**PART 1 of 2: Important General Information about Course Delivery for Leeds Beckett University Awards in 2020/21 (Information Specific to Your Course is Provided in PART 2)**

### **Introduction**

This document contains important information about Leeds Beckett University's planned approach to course delivery and assessment in 2020/21. It provides an update to the information previously available in our online prospectus. You should read this document carefully so that you are aware of any changes that affect your course.

Information is provided in two parts:

The University is informed by Public Health England (PHE) Covid-19 advice and guidance for maintaining a Covid-secure learning and working environment. We have made arrangements to continue to provide a high-quality educational experience in a way that protects the safety and wellbeing of both students and staff. We are engaging closely with Leeds Beckett Students' Union to inform the arrangements and will also be informed by feedback provided by our individual students.

Public Health England guidance continues to evolve, so the arrangements for delivery of your course and use of the camp

us may need to change during the academic year to continue to protect students and staff.

The taught content advertised at each level of study, or its equivalent, will be delivered across the academic year 2020/21. We have identified an appropriate mix of blended learning – a mix of face-to-face, on-campus, online and digital content and teaching and learning for each subject, reflecting what will maximise learning as well as supporting more vulnerable learners and enabling the university as a whole to minimise transmission risk.

Covid-19 social distancing measures will be implemented during 2020/21 for teaching, learning, assessment and student support.

In the event of further government lockdowns, either local or national, we will prioritise digital and online learning and support to enable students to continue with their studies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice. We may revert to different proportions of on-campus learning and online learning delivery later in the academic calendar year or a later teaching block. Learning will remain accessible for students who are unable to attend on campus sessions.

## **How we will communicate with you**

We have sent information to applicants who have accepted an offer by email on the plans for delivery of your course in 2020/21, the academic calendar (teaching block delivery or alternative) applicable for your course and on the options available to you as a prospective student, to enable you to make informed choices.

As the situation evolves, further information on local course delivery arrangements will be provided to you in emails from your School.

In addition to the course specific information set out in this document and the above communications, the University's Covid-19 microsite contains information for students and applicants, including information relating to University accommodation and University facilities and services. The Covid-19 microsite is regularly reviewed and updated as the situation, advice and planning evolve and is available at: [www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2](http://www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2).

## **Key terms and conditions**

Further important information for applicants and students is available on our web site: [www.leedsbeckett.ac.uk/information-for-applicants-and-students/](http://www.leedsbeckett.ac.uk/information-for-applicants-and-students/). This includes information about the student contract, fees and funding, your rights of cancellation, the

student protection plan and the University complaints process. It is essential that you read the information on this webpage carefully as it sets out the rights and obligations that will form the contract between you and the University upon accepting an offer and information about how to make a complaint.

## **Start dates**

Our academic year will begin at the normal time. Start dates will be notified to direct applicants via their offer letter. The length of the course is confirmed in the information about your course in Part 2 of this document below.

## **Location of delivery**

In academic year 2020/21, it is planned that your course will be delivered via a blend of online and digital learning and on-campus teaching and learning, with the necessary Covid-19 social distancing and other measures in place on campus informed by Public Health England advice and guidance.

Information on how blended teaching and learning will be delivered and the location of any on-campus delivery is provided in a subsequent section of this document entitled '**Teaching and Learning Activities**'.

Information on the delivery of placements and other off-campus learning opportunities is provided in a subsequent section of this document entitled '**Placements and Other Off-Campus Learning Opportunities**'.

## **Course Fees**

Your course fee is stated in your offer letter. The course fee published for 2020/21 on the University's Online Prospectus and included in your offer letter has not changed. Other additional costs remain as published on our original Online Prospectus information in addition to the areas of costs outlined below.

The course will be delivered via a blended approach that includes online teaching and learning, digital learning and on campus sessions. If a further lockdown is necessary then delivery will be continued and supported via online and digital learning. Students are advised that they will need a personal digital device for this purpose. The University's wide range of student support services available for students also includes a laptop loans scheme. Students may wish to bring an existing personal device or purchase or lease a laptop or similar device for their personal use which would be an additional cost. The costs of this would vary

depending on your individual requirements but can be in the region of £400-800 depending on the device.

The University is developing a means-tested Covid-19 Financial Assistance Package to support students to acquire a laptop should this be needed. Students may also apply for a living expenses fund for unexpected personal hardship as a result of the Covid-19 Crisis.

Students will need to follow the Public Health England advice and any specific national requirements for maintaining personal safety and hygiene to protect themselves and others from the Covid-19 risks. These personal safety measures such as the wearing of face coverings will be an additional cost that students need to consider.

Where PPE is an essential requirement for the nature of the course you are undertaking this will be detailed below.

## **Timetable Information**

This course will be scheduled using a semester-based delivery and will be specified in timetable information.

The academic year 2020/21 will start on the dates notified to you.

Taught sessions will normally be scheduled and included in your timetable. This will include on-campus sessions that you should attend. In 2020/21, depending on your course, this may also include scheduled online teaching and learning sessions where student engagement is required at a specified time and tutor pre-recorded lectures and scheduled discussion sessions. Module information will be made available online by the school for enrolled students.

Timetables will be made available to students during induction week via:

1. The Student Portal (MyBeckett)
2. The Leeds Beckett app

You should discuss any difficulties relating to your engagement with timetabled sessions with your Course Administrator.

## **Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/public-information](http://www.leedsbeckett.ac.uk/public-information))**

Covid-19 social distancing measures will be in place for teaching, learning, assessment and student support in 2020/21. This means that there will be operational requirements and

protocols in place for the way in which your course is delivered and the way in which University activities, facilities, and spaces operate which students and staff will need to follow.

In the event of further government lockdowns either local or national in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies. We may need to implement approved emergency Covid-19 pandemic academic regulations to take account of the impact of Covid-19 general extenuating circumstances.

## **Sandwich Placements, Other Placements and Other Off-Campus Learning Opportunities**

Covid-19 response measures are likely to impact on the arrangements for placements, field trips, volunteering and other off-campus activities. If available, these are likely to operate with appropriate social distancing arrangements. Employers may reduce the availability of placement or volunteering opportunities due to the impact of Covid-19 on their operations.

The availability or type of placements with employers, study abroad or volunteering opportunities, may be restricted. The University follows the UK Government's Foreign and Commonwealth travel advice and is also informed by any specific in-country international travel restrictions or requirements.

The University's current position is that we will not facilitate outward (from UK) international/overseas placements, study abroad or volunteering activity in 2020/21. This is to protect students and minimise the risk of you being stranded abroad in the event of a lockdown and the introduction of national/local travel restrictions. We will only consider international placements for students whose domicile address is in the country of their placement.

Inward Erasmus study (from other EU countries to the UK under this scheme) will be supported where these align with the teaching blocks academic calendar delivery dates. There may be other national or international travel restrictions or quarantine measures or specific work-place Covid-19 measures that impact on these opportunities.

Should the Covid-19 response and alert level be amended any activity may also be subject to Covid-19 employer, local or in-country requirements applicable at the time of the placement/activity. We will keep the position under review for teaching blocks 2 and 3 or semester 2, informed by Public Health England and the UK Government's Foreign and Commonwealth travel advice.

Students will have access to advice and support from the University careers and employability team during their studies via the online resources and support.

Further information on placements or other off-campus learning opportunities applicable to your course is provided below.

## **Professional Accreditation or Recognition Associated with the Course**

We will prioritise face-to-face teaching and practical teaching to meet any requirements of relevant professional, statutory and regulatory bodies (PSRB) if your course includes these elements. This will ensure that your course retains its full professional status.

Specific information on applicable professional statutory or regulatory body recognition or requirements for your course is summarised below.

## **Teaching and Learning Activities**

The way we will deliver this course and teaching, learning and assessment activities in 2020/21 will be informed by Public Health England advice and guidance on Covid-19 secure requirements and the need for social distancing for the protection of students and staff.

You will experience a blended approach to learning for 2020/21; this is a mix of face-to-face, on campus online, and digital content, teaching and learning.

We are working within the government 2 metre social distancing measures for Teaching Block 1 so we are not planning to deliver large-group teaching on campus throughout 2020/2021. This will ensure that maximum space will be available for small-group teaching.

In most cases, the taught content will also be available online so you can still access it if you are not able to attend campus due to the pandemic (for example, due to self-isolation, shielding or travel restrictions). There will be digital content and recorded lectures available online to support students who may be unable to travel to campus. In some circumstances, other formal taught sessions may also be recorded.

In the event of a further government lockdown in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies and study towards achieving any specified professional statutory and regulatory body accreditation requirements where this applies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice (see Introduction section above).

Further information on local course delivery arrangements will continue to be available from your School and via the School.

Students will be kept up to date with new information when this is available via this University web site.

## **Learning Support**

### **Our approach to delivering student support in 2020/21**

Given the planned social distancing measures in place on campus for 2020/21 to ensure safe delivery of services for students and staff, some of the arrangements for student support will be accessible online.

We are committed to ensuring you continue to have opportunities to access the learning and wellbeing support that you need over the forthcoming year. General learning spaces, including access to libraries, will be available to be booked online; and where specialist space is needed, this will either be provided: as normal; created in newly adapted spaces; or replicated as part of an enhanced suite of online resources.

We want to provide a safe environment for students and staff, so on-campus delivery of student support services will be limited. This may mean that campus-based school offices will operate within defined core office hours. However, full access to advice, learning support and specialist services will be delivered via telephone, email, video calls and online live chat. The Students' Union will also be implementing social distancing arrangements for student advice services.

### **Access to Library support in 2020/21**

The Library offers access to thousands of resources via MyBeckett or the Library website (<http://libguides.leedsbeckett.ac.uk/home>) which also provides full details of all our services.

In response to Covid-19, and the need for social distancing for the protection of students and staff, the libraries will be available via a booking system in 2020/21 for students to study, access PCs and laptops, printer/ copiers, and other equipment, and to use the books and journals.

The Library and Student IT Advice Service is available by online chat, email or phone, and provides support on using the University's online and digital services, finding information, borrowing, Office 365, MyBeckett, online meetings, saving your work, passwords, etc.

- online (including 24/7 chat): [http://libguides.leedsbeckett.ac.uk/contact\\_us](http://libguides.leedsbeckett.ac.uk/contact_us)
- by phone - 0113 812 1000 (24/7 IT support)

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. The team liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies. They also have a wide range of short tutorials available on the Library's YouTube channel: [www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ](http://www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ)

### **Support from your School**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to university specialist support services as appropriate. They can also arrange for a confirmation of attendance letter, and a transcript on your behalf. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course related questions.

### **Student Advice and Support**

If you have any questions about life at our University in general, you may contact the Student Advice Hub to speak to one of our Student Services Advisers. This team, consisting of recent graduates, are able to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. Our Student Advice Hub will be operating via live chat, video, telephone and email services. Telephone lines - 0113 812 3000 will open as usual 09.00-17.00 Mon-Fri. You can book an appointment via telephone or online video chat with an adviser via the link at: [www.leedsbeckett.ac.uk/studenthub/student-experience-team/](http://www.leedsbeckett.ac.uk/studenthub/student-experience-team/). This is where contact details for all specialist support services can also be found. You can also email the team at [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

### **Range of Support Services Available**

There is a range of support for disabled or vulnerable students. Any student with a disability, who may or may not have declared this to the University and wishes to discuss their learning support for the year ahead or their status as a Covid-19 extremely vulnerable person, should contact their Disability Adviser for their School who is based in Student Services to discuss

their support needs in the first instance. The service contact details are [disabilityadvice@leedsbeckett.ac.uk](mailto:disabilityadvice@leedsbeckett.ac.uk) or telephone 0113 812 5831. Students who are classed at Covid-19 Extremely Vulnerable (i.e. you have received a Shielding Letter from the NHS) but who do not regard themselves as disabled, and have not registered with the Disability Team, should discuss any support arrangements they may need, directly with their Course Director and if resident in halls, their Residential Life Team.

Once enrolled, you will have access to our virtual learning environment, MyBeckett. Within this system you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

You can also access details of all University student support teams at our web A-Z of Services. This can be found at [www.leedsbeckett.ac.uk/studenthub/student-support/](http://www.leedsbeckett.ac.uk/studenthub/student-support/). Here you can obtain further information including service contact details, access self-help resources or book an appointment with a range of support services.

In order to provide you with information on student services support in 2020/21 in response to the changing Covid-19 position, updated information will be provided on our University Covid-19 microsite.

## **Part 2: Important Information Specific to PGCE Primary Education 3-7 with recommendation for Qualified Teacher Status for 2020/21**

**Award** PGCE Primary Education 3-7 with Recommendation for Qualified Teacher Status

### **Contained Awards**

PGCE Primary 3-7 without QTS Level 7;  
Professional Graduate Certificate in Primary 3- 7 with recommendation for Qualified Teacher Status (QTS) level 6;  
Professional Graduate Certificate in Primary 3-7 without QTS Level 6.

Please note that contained awards are recognised as fall back awards for trainees who are not meeting the assessment criteria for QTS or Master's level working or both. Trainees work for submission for academic consideration on the Master's modules are marked using level 6 criteria if the work is not deemed suitable for Level 7 assessment.

**Awarding Body** Leeds Beckett University

### **Level of Qualification & Credits**

The three Masters modules are marked using Level 7 assessment criteria. Each module is awarded 20 Master's credits. A total of 60 masters credits can be gained on successful completion of the course.

### **Assessment for the recommendation of qualified teacher status (QTS)**

Qualified teacher status is assessed using the DfE teaching standards. Trainees demonstrate evidence of engagement in the teaching standards through their school experience and in their work through the qualificatory frameworks and the academic modules. This work is supported by mentors in schools and university tutors who monitor progress and provide subjective recommendation. Trainees provide evidence of engagement of teaching standards through their personal portfolio which can be electronic, online or paper based.

### **Course Lengths & Standard Timescales**

Duration of Study 38 weeks. Timescale usually starts September, finishing in June the following calendar year.

End of the course depends on successfully completing teaching placements. Due to Covid-19 there may be some delay to this, so extending the completion date.

## **Timetable Information**

This course will be taught via semester-based delivery. Details of on campus and other scheduled sessions will be confirmed in your timetable.

Further information on learning and teaching activities and your modules is provided in a later section of this document.

## **Placements and Other Off-Campus Learning Opportunities**

Due to COVID 19 there may be a limitation on the availability and breadth of schools. Any possible changes that have to be made to placements will be in line with guidance as directed by the Department for Education. Ideally, trainees will attend a minimum of 2 placement schools throughout the academic year and there will be three phases of assessment during these placements. Ideally, placements will cover the age phases for which trainees are training to teach, e.g both The Early Years Foundation Stage and a Key Stage 1 placement for a trainee on the PGCE Primary Education 3-7 with Recommendation for Qualified Teacher Status.

## **Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/public-information](http://www.leedsbeckett.ac.uk/public-information))**

The following exemptions to the academic principles and regulation, and also to the university's normal admissions policy have been requested:

- I. Exemption from the use of Pass, Merit and Distinction for the final award mark.
- II. Exemption from the Academic Regulations for Attendance requirements in order to ensure that we can support trainees in fully meeting the professional standards for QTS and any other criteria as specified by the Secretary of State.
- III. Exemption from the university's academic calendar in order to incorporate 120 days placement in school/setting.
- IV. Exception to the regulations in accepting that International English Language Testing System (IELTS) 6.5 as a requirement, with no skill below 6.5. The IELTS, which is one of the most commonly used tests and is partly owned by the British Council, recommends that a score of at least 6.5 is needed for any degree course (visit [www.britishcouncil.org](http://www.britishcouncil.org)). Most other universities ask for a minimum of 6.5 or higher on PGCE teacher training courses. Courses here at Leeds Beckett which offer the very same qualification of a PGCE with a recommendation for QTS have IELTS 6.5 as a requirement and we must be seen to have parity with these.
- V. A minimum of 3 GCSE (or equivalent) qualifications at grade 4 or above, or grade C, if awarded under the previous GCSE grading scheme. These must include English Language,

Maths and Science\*. Further recognised equivalents are acceptable; Key Skills, Functional Skills and the Certificate in Adult Numeracy/Literacy are not accepted in place of GCSEs. Candidates must hold the qualifications before applying for the course.

VI. Normally a 2:1 honours degree or above is required; applicants with a 2:2 honours degree will be considered.

\* A List of relevant Science GCSEs we accept are available via the Admissions Team.

\*\*Bursaries from Department of Education may be available to trainees with at least Mathematics A level grade B or equivalent.

<https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training>

## **Key Contacts**

### **Course Director**

Louise Nelson: Course Director for PGCE Primary Education

[l.nelson@leedsbeckett.ac.uk](mailto:l.nelson@leedsbeckett.ac.uk)

### **Course Leader PGCE 3-7 Primary Course**

Suzanne Simpson

[suzanne.simppson@leedsbeckett.ac.uk](mailto:suzanne.simppson@leedsbeckett.ac.uk)

### **Course Administrator**

Evie Rodley

Location: G03 Carnegie Hall

Phone: 0113 8124870

E-mail: [Teachertraining@leedsbeckett.ac.uk](mailto:Teachertraining@leedsbeckett.ac.uk)

## **Professional Accreditation or Recognition Associated with the Course**

Department for Education (DfE) for the Qualified Teacher Status (QTS)

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

This course leads to a recommendation for Qualified Teacher Status (QTS) and as such is affected by changing Government educational policy.

## **Course Overview:**

The aims of the programme are to attract people who have a desire to teach. The course offers initial training for primary teachers focusing on the relevant age phases of 3-7. Trainees come to the course with a minimum of an undergraduate degree.

The course aims to develop subject knowledge in National Curriculum subjects and how these are taught across the relevant age phases. Trainees study at the university as well as receiving substantial training and support from our partnership schools. The PGCE courses put great emphasis on examining how the theory is put into practice and provides trainees with ample opportunity to do this by observing and practising in classroom situations; guidance is given to trainees from teachers working within our partnership schools. The course has 3 phases of school experience all of which are assessed against the Teachers' Standards. The assessments of the Teachers' Standards are inbuilt within the course structure and are addressed in a variety of ways which may include: course work, assignments, presentations and school experience.

Overall the course aims to:

1. promote a range of qualities in trainees including intellectual independence and critical engagement with evidence-based practice;
2. provide trainees with a broad and balanced knowledge and understanding of the principle features of learning and teaching in schools and settings;
3. enable trainees to be able to deliver a progressive and varied curriculum to meet the needs of all children irrespective of their varied backgrounds and individual needs;
4. engage trainees in learning to apply a variety of theoretical and experiential perspectives that illuminate the behaviour, development and needs of children and teachers as individuals and members of groups;
5. give trainees the opportunity to build a personal and professional commitment to teaching based on an appreciation of the importance of continuing professional development as a reflective practitioner and teacher scholar;
6. prepare trainees to meet the required professional standards for QTS, by offering the opportunity to develop trainees' knowledge, skills and professionalism within a supportive learning environment.

### **Course Learning Outcomes**

A Primary Education PGCE 3-7 with recommendation for Qualified Teacher Status, is awarded to trainees who have demonstrated:

1. a systematic understanding of key aspects of education, including the acquisition of coherent and detailed knowledge, informed by research and practice and an ability to interpret 'these in professional practice;
2. an ability to deploy accurately established techniques of analysis and enquiry within education;
3. conceptual understanding that enables the trainee:

- to devise and sustain arguments, and/or to solve problems, using ideas/and techniques, some of which are at the forefront of education, educational research and professional knowledge;
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in professional education;
  - an appreciation of the uncertainty, ambiguity and limits of knowledge; and the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to education).
4. an ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
  5. knowledge and critical understanding of the relevant Key Stage curricula appropriate to their age phase and how these can be adapted and differentiated to meet the needs of individuals and groups
  6. an ability to reflect critically on personal beliefs and attitudes and their significance to the study of the curriculum appropriate to their age phase;
  7. an ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
  8. a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic and professional contexts and an approach which is anti-discriminatory and anti-oppressive;
  9. an ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;
  10. qualities and transferable skills necessary for continuing professional development requiring:
    - the exercise of initiative and personal responsibility;
    - decision-making in complex and unpredictable contexts; and
    - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### **Teaching and Learning Activities and Your Modules**

Teaching and learning activities are delivered through 3 areas of study:

1. Three Master's modules;
2. Two qualificatory frameworks;
3. School Experience – including *Achieving Qualified Teacher Status* (zero credit module).

**Taken together, the level 7 modules and the qualificatory frameworks create an integrated approach to the Primary PGCE programme. Within this, learning in and through school**

**experience contexts and learning in and through the university context are intertwined and mutually developmental.**

## **Your Modules**

### **1. Master's Modules**

Trainees studying a Postgraduate Certificate in Education (PGCE) study three modules at Level 7 in total which account for 60 Master's credit points. Modules aim to prepare trainees to understand the key overarching issues about professional roles and responsibilities of teachers whilst preparing them to teach the National Curriculum for the age phase in which they are training. Emphasis is placed upon enhancing the employability of trainees by equipping them with the skills required to develop into creative, inspirational, authoritative specialist teachers, through awareness of and reflection around the qualities and skills expected of teachers.

- M1 Teaching and Learning;
- M2 Educational Priorities;
- M3 Teacher Researcher.

In order to gain a Postgraduate Certificate in Education qualification, all Master's modules are assessed and must pass at Level 7. If a trainee's assignment fails to pass at Level 7 at the first submission, they then have one further opportunity to resubmit their assignment.

### **2. Assignments marked at Level 6**

Where resubmitted work on a PGCE fails to achieve the Level 7 standard it will be judged instead at Level 6 (Graduate Level) instead. All module handbooks clearly outline the marking criteria across both Level 7 and Level 6.

If this occurs, trainees are invited into University to speak with the Module Leader. At this point a trainee has the opportunity to agree to grading at Level 6 or to 'fail repeat' the module at Level 7 the following academic year. If one or more assignments are graded at Level 6, then a trainee will automatically transfer onto the fall-back award of *Professional Graduate Certificate in Initial Teacher Education*; QTS is awarded separately. See - '*Achieving Qualified Teacher Status*' module.

### **3. Qualificatory frameworks**

The qualificatory frameworks, *Curriculum Studies* and *Professional Development*, do not carry credit points and are non-assessed. Despite this, they provide evidence of engagement in the

teaching standards which is a current requirement for trainees to be recommended for Qualified Teacher Status.

The Curriculum Studies framework uses lectures, workshops and seminar discussions to introduce the trainee to key concepts and requirements in their chosen curriculum, such as subject and age phase pedagogy. These sessions will facilitate the trainees' progress towards meeting the Teachers' Standards and will provide a solid subject knowledge base. Delivery of these sessions will take place in university and/or in Lead Alliance schools or settings.

The Professional Development framework requires trainees to engage with tasks associated with 'Continuing Professional Development' (CPD) and the wider school issues programme which will be supported through age-phase specific sessions either in university or in Partnership schools/settings. Tasks may be used to provide additional evidence in completion of the Teachers' Standards.

#### **4. School Experience**

School Experience is an integral part of the course. There are three assessed School Experiences.

These experiences must be in the age phase for which the trainee is training (Key Stage 1 and Key Stage 2), in at least two different schools and total at least 120 days in school, over the year. This adheres to the current statutory compliance documentation from the Department for Education's Initial Teacher Training (ITT) criteria and supporting advice (April, 2019). [www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice](http://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice). This compliance is subject to changes annually. Due to COVID 19 there may be a limitation on the availability and breadth of schools. Any possible changes that have to be made to placements will be in line with guidance as directed by the Department for Education. Ideally, trainees will attend a minimum of 2 placement schools throughout the academic year and there will be three phases of assessment during these placements. Ideally, placements will cover the age phases for which trainees are training to teach, e.g both The Early Years Foundation Stage and a Key Stage 1 placement for a trainee on the PGCE Primary Education 3-7 with Recommendation for Qualified Teacher Status.

Our School Experience is facilitated by working with our Partnerships schools. Each partnership is subject to due diligence, all of whom receive training to support trainees. Trainees are assessed against the Teachers' Standards on each placement, with mid-point grades given half way through the placement and a final grade awarded at the end of the placement. The final grades achieved on the third and final placement are then presented at the exam board.

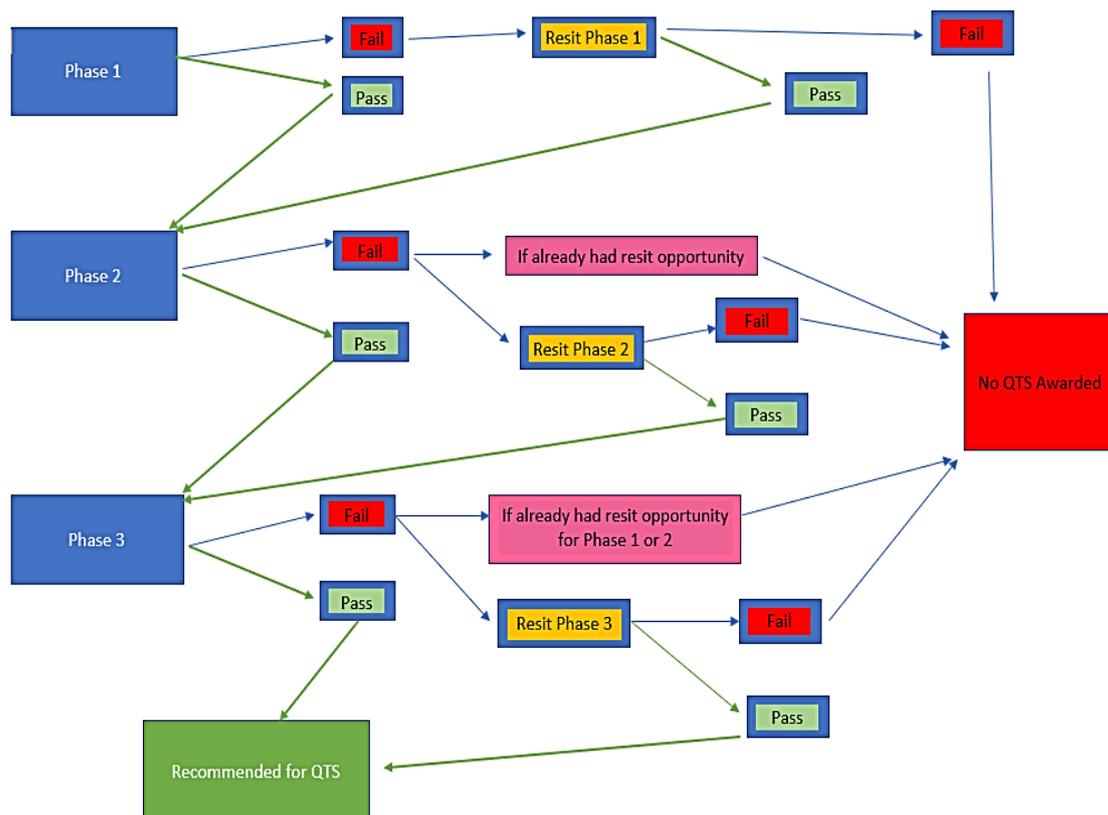
Trainees are supported on placement during their school experience by mentors in schools and by University Link Tutors who visit to quality assure the mentor process, observe trainees, give feedback and agree targets for development.

### Achieving Qualified Teacher Status (QTS)

The module 'Achieving Qualified Teacher Status' will enable trainees to fulfil the criteria as set out from the Teachers Standards issued by the Department for Education (DfE) and their current statutory guidance; 'Initial teacher training (ITT): criteria and supporting advice' 15th April 2019. In addition, this module also will facilitate trainees in demonstrating that they have met all the standards for QTS.

Trainees have to meet the standards by undertaking a minimum of 120 days of school placement and satisfactory outcomes are measured by collaboration between university and school-based staff. There will be a minimum of 2 Placements offered in this module. There will be 3 phases of assessment during the placements. Each phase of assessment will have to be completed successfully in order to progress onto the next phase. All three phases have to be successfully completed in order to pass QTS. Only one repeat phase of assessment will be offered during the length of the course.

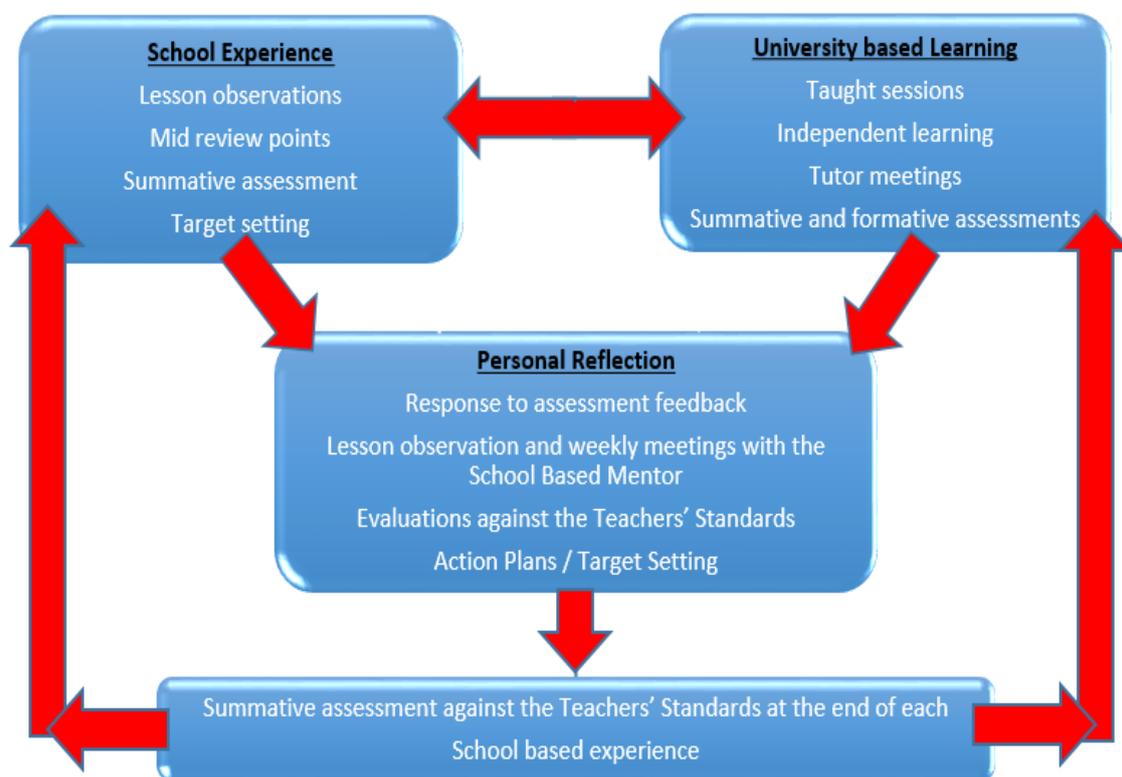
Fig 1 Pathways to achieving recommendation for QTS



This image may not be suitable for users of assistive technology. [Please contact the course team for an accessible version of the Fig 1 diagram.](#)

Trainees' present evidence of engagement to university and school based staff who then make judgements and recommendations regarding meeting the standards at the end of each phase of assessment; a QTS interview will take place at the end of the final phase with university staff enabling recommendation for QTS to be presented at exam board See Fig 2: *The cycle of process towards achieving QTS*. Successful outcomes indicate trainees have demonstrated practice, pedagogy, subject knowledge and competence to teach. Further details are published in the Course ITE handbooks.

Fig 2 The cycle of process towards achieving QTS



This image may not be suitable for users of assistive technology. [Please contact the course team for an accessible version of the Fig 2 diagram.](#)

This is a zero credit module, however the professional nature of this provision requires attendance to be a pre-requisite. Failure to attend may result in the trainee being referred in accordance with the university's professional suitability regulations in which case QTS may be removed from the Level 7 PGCE or Level 6 Professional Graduate Certificate in Initial Teacher Education qualification.

### Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

On this course the assessments of the Teachers' Standards are inbuilt within the course structure and are addressed in a variety of ways which may include: course work, assignments, presentations and school experience.

<b>Overall Workload</b>	<b>Level 6 (zero credit module) Achieving Qualified Teacher Status (QTS)</b>
Teaching, Learning and Assessment	
Independent Study	
Placement	120 days on placement* please refer to Policies, Standards and Regulations Exemption III

<b>Overall Workload</b>	<b>Level 6 / 7 M1 Teaching and Learning</b>
Teaching, Learning and Assessment	28 hours
Independent Study	72 hours
Placement	100 hours

<b>Overall Workload</b>	<b>Level 6 / 7 M2 Educational Priorities</b>
Teaching, Learning and Assessment	21 hours
Independent Study	79 hours
Placement	100 hours

<b>Overall Workload</b>	<b>Level 6 / 7 M3 Teacher Researcher</b>
Teaching, Learning and Assessment	21 hours
Independent Study	79 hours
Placement	100 hours

### **Learning Support Arrangements**

In line with the University's expectations the programme operates an Academic Advisor (Personal Tutor) system. All students are allocated to a Personal Tutor who is the first point of contact for non-academic/module related pastoral support. Students enrolled on the programme will be supported throughout their studies by the same Personal Tutor (where possible) and the course team. This will ensure that students will have regular contact with their Personal Tutor and that they can support them in their personal, academic and career development. It is expected that students will meet with their Personal Tutor, outside of credit-bearing provision and induction programme, a minimum of five times per year. Personal Tutor use a variety of ways to arrange meetings with their students which may include tutor arranged appointments and student arranged appointments online or face-to-face where appropriate and safe to do so.