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Course Specification

**PGCE Primary
Education (3-7) with
Recommendation for
Qualified Teacher
Status (QTS)**

Course Code: PGPED

2021/22

PGCE Primary Education (3-7) with Recommendation for Qualified Teacher Status (QTS) (PGPED)

Material Information Summary for 2021/22 Postgraduate Applicants

Confirmed at March 2021

General Information

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

Contained Awards

- PGCE Primary Education (3-7) without QTS Level 7;
- Professional Graduate Certificate in Primary Education (3-7) with recommendation for Qualified Teacher Status (QTS) level 6;
- Professional Graduate Certificate in Primary Education (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 Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England

Course Lengths & Standard Timescales Duration of Study 38 weeks. Timescale usually starts September, finishing in June the following calendar year.

Part Time Study This course is not available as a part-time course due to the structure and intensity of the phases of placement, although there may be flexibility to increase your pace of study. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent.

Location(s) of Delivery

Course content will be available online with a mixture of delivery including both live and recorded sessions to allow maximum access to content. Where current Government guidance allows and for practical outdoor sessions on the PGCE 3-7 course, these will be based at Headingley Campus, Leeds; this content will also be available remotely. School Experience will be available in Partnership schools in England which meet our current placement criteria.

Entry Requirements

Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning.

Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

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

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

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). 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

Your Course Director	Louise Nelson
Your Course Leader	Suzanne Simpson
Your Course Administrator	teachertraining@leedsbeckett.ac.uk

Sandwich or Other 'In Year' Work Placement Information

Trainees will attend a minimum of 2 placement schools throughout the academic year and there will be three phases of assessment during these placements. 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.

Professional Accreditation or Recognition Associated with the Course

Professional Body

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

<https://www.gov.uk/government/organisations/department-for-education>

Accreditation/ Recognition Summary

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

Course Overview

Aims

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 Early Years Foundation Stage and the 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 Early Years Foundation Stage and Key Stage 1 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 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;
7. 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;

8. an ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;
9. 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

Summary

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.

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 Early Years Foundation Stage and 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.

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.

2. 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 online lectures 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 online 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 online, with some practical element in university (where current Government guidance allows) or in Partnership schools/settings.

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 in an Early Years Setting), 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). <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>. This compliance is subject to changes annually.

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)

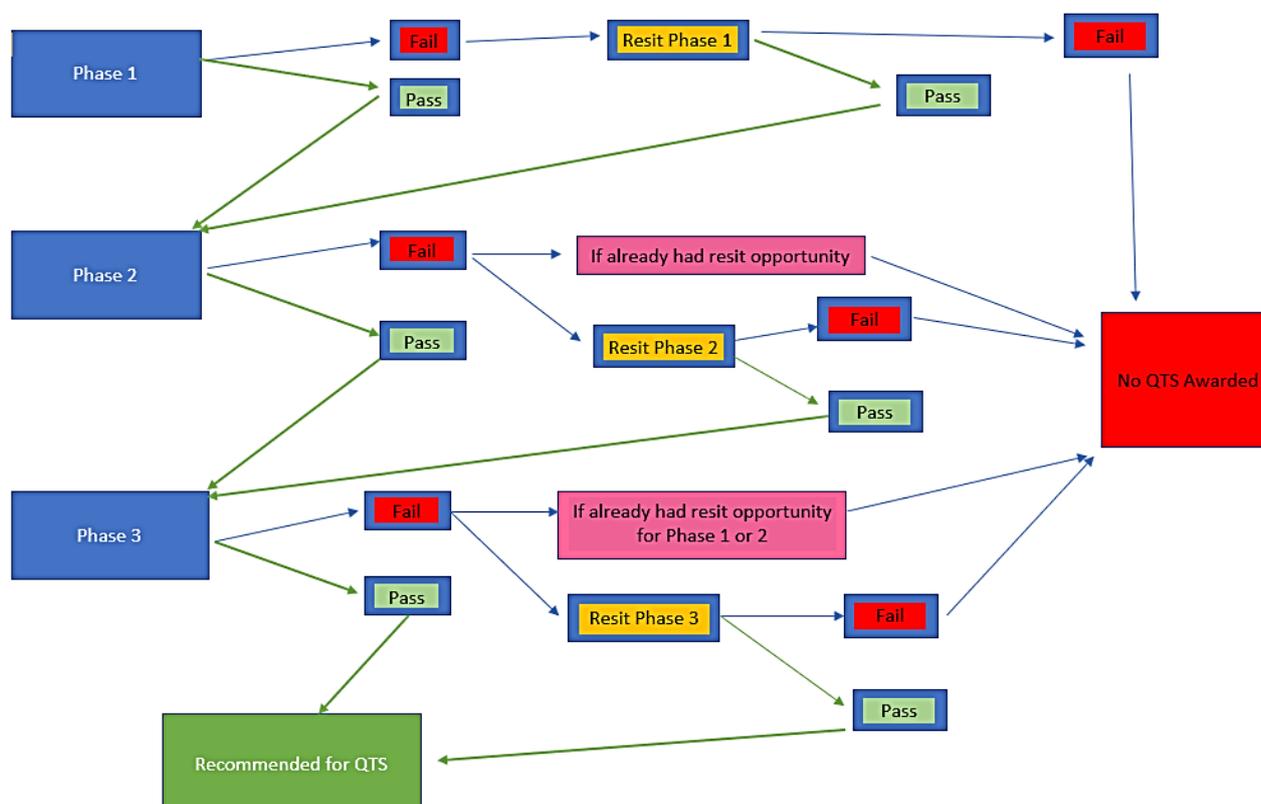
The module 'Achieving Qualified Teacher Status' will enable trainees to fulfil the criteria as set out from the Teachers Standards issued by the Department for Education (DfE) and their current statutory guidance; 'Initial teacher training (ITT): criteria and supporting advice' 15th April 2019. In addition, 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 (this may be subject to change under current Government guidance) 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.

What constitutes a failed placement?

1. Not meeting Part 2 of the teaching standards. Part 2 must be met at the end of all three phases of assessment (standards met)
2. If a trainee withdraws themselves from a placement without due cause or if a school withdraws their support for a trainee during placement.
3. A decision from an academic panel including Course Directors regarding insubstantial progress against the teaching standards or misconduct.
4. Not meeting all of the teachers' standards (standards met) at the end of Phase 3, final placement.

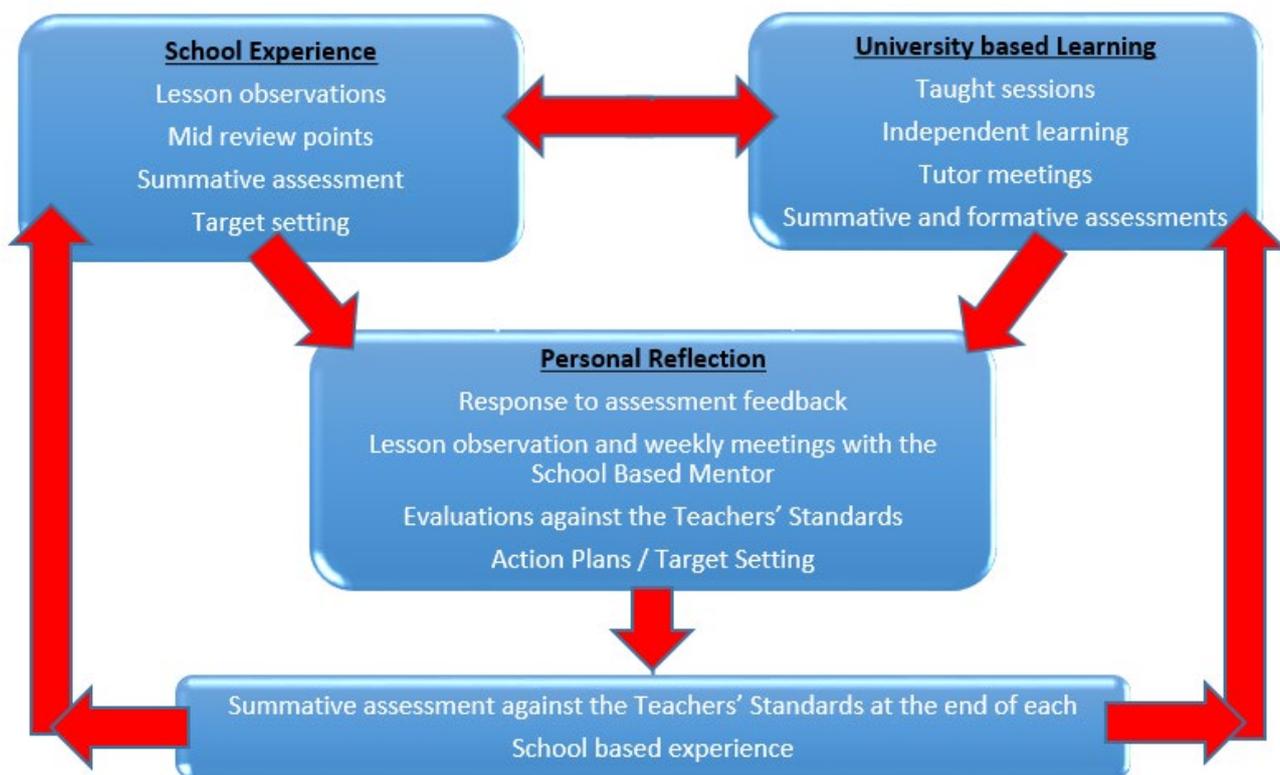
Fig 1 Pathways to achieving recommendation for QTS*



**if you need an accessible version of this diagram, please contact us.*

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**



**if you need an accessible version of this diagram, please contact us.*

This is a zero credit module, however the professional nature of this provision requires online engagement to be a pre-requisite. Failure to engage in study 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.

The assessment balance and overall workload associated with this course are calculated from core modules undertaken by a typical trainee. 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. Modules may have more than 1 component of assessment.

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.

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

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

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

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

Learning Support

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 specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available 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. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett 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.