



Approved 7 July 16

# PROGRAMME SPECIFICATION

## 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University and Partners</b>
<b>Professional accreditation body</b>	<b>NCTL</b>
<b>Final award</b>	<b>Postgraduate Certificate in Education [with recommendation for QTS]</b>
<b>Title of programme</b>	<b>Primary (5-11) [Provider Led, SCITT and School Direct]</b>
<b>Subsidiary awards</b>	<b>Professional Graduate Certificate of Education [with/without recommendation for QTS]</b>
<b>Duration and mode of study</b>	<b>1 year full-time</b>
<b>Start date</b>	<b>September 2016</b>
<b>Periodic review next due</b>	<b>AY 2020/21</b>
<b>UCAS programme code &amp; code name</b>	<b>Specific to each partnership/alliance, issued by UCASTT</b>
<b>Delivery venues</b>	<b>Leeds Trinity University and Partnership Schools</b>

## 2. Aims of the programme

<b>Rationale and general aims (from the student’s perspective)</b>
<p>We have a vision for the development of outstanding teachers which places the pupil at the heart of teacher education. Through research informed taught sessions, and a variety of school placements and experiences, you will be equipped with the expertise and reflective capability to meet the challenges and rewards of working in a 21st century school. A distinctive feature of the Leeds Trinity PGCE programme is that throughout your learning journey, you are supported by experienced university and professional tutors at the cutting edge of contemporary education and school practice.</p> <p>As a student on a Leeds Trinity Initial Teacher Training Course, you can therefore expect to become a dynamic teacher capable of self-reflection and resilience so that you constantly question, update and improve your practice in pursuit of becoming the best teacher you can be. The programme will enable you to become adaptable, passionate, and creative and to place your pupils’ progress as central to all your work.</p> <p>The course itself is designed to enable you to meet challenges you face with a well devised set of skills. Your work in Subject Knowledge and Applied Pedagogy will enable you to confidently plan lessons and sequences of lessons with pupil progress in mind, as well as to create engaging learning experiences for all your learners, regardless of ability levels. You will be able to teach</p>

your subject/s well through careful scrutiny of best practice and attention to typical misconceptions that pupils make in the age phases you are training to teach in. Classroom skills such as skilled and differentiated questioning, creating a purposeful classroom learning environment and fostering a love of learning are central to your learning in Subject Knowledge and Applied Pedagogy. The key facets of innovative assessment, both formative and summative, will form the basis of your school based work so that you are certain how your teaching leads into assessment (and vice versa) in order to raise achievement and enable appropriate levels of challenge. Much of this programme will be delivered and designed by current school practitioners alongside your university learning mentors. This part of the PGCE programme will enable you to encourage pupils to take risks and responsibility for their learning, work independently and ask questions confidently.

Your work in Professional Teaching and Learning for the 21st century will enable you to become the very best professional educator possible in your training year. You will become confident in your roles and responsibilities as a teacher, legally and pastorally. As a professional teacher you will be able to build up highly effective relationships with your pupils to enable learning in curriculum areas you teach and across two key stages. You will learn how to manage groups effectively, and how to ensure your classroom is a positive learning environment. As a pastoral teacher you will be able to successfully handle different learning and emotional needs, as well as how and when to refer pupil situations on to others as and when appropriate. You will also experience working with parents and guardians as well as non-teaching staff who enable learning to happen in the school environment for all pupils.

The Post Graduate Certificate is a Level 7 award and is assessed throughout the year through carefully devised assignments that focus on professionally centred classroom practice. You will also be assessed against QTS Teacher Standards (DfE, 2012) by your placement school staff, alongside a dedicated link tutor. Key tasks throughout the PGCE year will also be assessed against Level 6, so that every trainee can qualify at Level 6 with a Professional Certificate in Education, should Level 7 Post Graduate outcomes not be reached. The course is a school and university based induction into a professional career for every trainee. Consequently, your timekeeping, engagement, participation, submissions at deadlines and your attendance are all taken into account when writing professional references for you. This expectation level also reflects part 2 of the Teacher Standards (DfE 2012) which sets high levels of personal and professional conduct for all teachers across the country.

**The aims of the programme are under-pinned by some key themes for every PGCE student:**

1. All programmes will focus on the impact that you have on pupil progress over time.
2. All programmes will ensure that there is high quality mentor training and development for staff you work with.
3. All programmes will ensure that schools and partners are engaged at all levels from programme design and development, recruitment, to assessment and leadership and management meaning you can be assured your PGCE is current.
4. All programmes will have a commitment to local schools and supporting school improvement, which means that usually a large amount of trainees gain first employment in the region.
5. All programmes will be committed to addressing national priorities which enables you to hit the ground running as a newly qualified teacher (NQT).
6. All postgraduate programmes will ensure a commitment to supporting all trainees achieving at Level 7, including routes out of UG Level 6 and into Level 7 PG.
7. All programmes will be committed to a high quality of transition into the NQT year, and support both you and your employers as you move through your induction phase and into the rest of your career as a teacher.

**The aims of the PGCE Primary (5-11) programme are:**

1. to support the Institution's mission to provide high quality education in a supportive learning environment for you as a trainee;
2. to provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for qualified teacher status in the primary school so that you leave the course fully equipped for your early career;

3. to ensure trainees have the academic understanding and skills to become lifelong learners, so that you will be able to return to Leeds Trinity for CPD and Masters level learning as you progress through your career;
4. to ensure trainees continue to be highly employable in a competitive job market, so that you can feel confident at interviews during your PGCE year;
5. to meet the needs of those preparing to work in a perpetually developing education system, which enables you to work flexibly and efficiently within policy changes;
6. to ensure that trainees have the professional and academic skills to meet the learning needs of all children and to become reflective professional practitioners, to allow you to confidently work with pupils from all backgrounds and ability levels.

**These aims are consistent across all the potential routes to Primary PGCE, including partnerships with School Direct models and SCITT provision.**

- SCITT course options operate within an alliance of schools, and are school based courses where all teaching, training and placement work occurs in hub schools.
- School Direct course options are at a local level (where some teaching and training occurs in schools and some at university). All placement work occurs in the alliance's schools, and placements are chosen for trainees by the schools concerned.
- Provider Led course options operate at university level in terms of teaching and training, but always with school expert input, and the majority of the year is spent on placement in partnership schools who work with Leeds Trinity.

In all routes, you are supported throughout the year by a University link staff member (university learning mentor), a placement link tutor, and a lead school tutor at primary.

Leeds Trinity has provided teacher training and education for fifty years, and has worked in partnership with schools in the region since the advent of 'partnership' ITE in the 1990's. When you choose to undertake a PGCE with Leeds Trinity, you will join a family of teachers across Yorkshire, the North East region and beyond, and an ever growing alumni network that supports you in your career beyond the PGCE year. You will be able to develop your career further by undertaking further study and CPD at Leeds Trinity in areas such as coaching and mentoring, effective educational leadership, becoming a middle manager, or special educational needs. We look forward to training you, and developing you as a teacher for Yorkshire's schools.

### 3. Student learning outcomes of the programme

**Learning outcomes in terms of:**

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc. codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

For those completing the Postgraduate Certificate in Education (PGCert), trainees will:

#### **LEVEL 7**

- K1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- K2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- K3 demonstrate an understanding of and take responsibility for promoting high standards of numeracy, literacy, articulacy and the correct use of standard English;
- I1 reflect systematically and critically on the effectiveness of lessons and approaches to teaching and learning;
- I2 contribute to the design and provision of an engaging curriculum within the relevant subject areas;

I3	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
I4	Critically examine and reflect on their own professional practice
I5	Reflect on and evaluate the impact of their learning on their professional practice
E1	be able to plan and manage time; be ready to accept responsibility and improve their own performance based on feedback/reflective learning; be able to take initiative and be proactive, flexible and resilient;
E2	be able to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; awareness of inter-dependence of others within the institution;
E4	show a capacity for critical reasoning, analysis and synthesis and be able to apply knowledge in practice; show an ability to retrieve, analyse and evaluate information from different sources;
E5	be able to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E6	show a general awareness of numeracy and its application in practical contexts; be able to carry out arithmetic operations and understand data;
E7	be able to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; be able to use the internet and email effectively;
E8	be able to generate ideas and to identify and take opportunities;
E9	embrace an ethos of community and civic responsibility and to show an awareness of diversity and ethical issues and an understanding of cultures and customs in the wider community.
<p><b>Trainees recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards and Initial Teacher Training (ITT) criteria (DfE, 2012) and therefore be eligible for the award of Qualified Teacher Status.</b></p> <p><i>See also the generic learning outcomes for subsidiary and fallback awards set out in section 4 below.</i></p>	

### 3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements	
<p>The QAA Subject Benchmark Statement for Education Studies (2015) informs the teaching of professional studies on the programme, which are not formally assessed.</p> <p>The programme is also congruent with the Teachers' Standards (2012) and Initial Teacher Training Criteria.</p> <p>Trainees recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards and Initial Teacher Training (ITT) 2016 criteria (DfE, 2012) and therefore be eligible for the award of Qualified Teacher Status.</p>	

### 4. Learning outcomes for subsidiary awards

Postgraduate Certificate in Education (no QTS)	Trainees will have achieved the learning outcomes for Level 7 study and successfully completed 60 Level 7 credits (PED 7323 and 7313). They will have withdrawn from the requirements for the recommendation for award of QTS (DfE, 2012).
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<p>Professional Graduate Certificate of Education (with QTS)</p>	<p>Trainees will have achieved all Level 6 learning outcomes and successfully passed the Teachers' Standards at the end of the programme.</p> <p>On successful completion of the Professional Graduate Certificate in Education (PGCE) programme, trainees will:</p> <p><b>LEVEL 6</b></p> <p>K1 demonstrate a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;</p> <p>K2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;</p> <p>K3 design lessons which demonstrate an understanding of and take responsibility for promoting high standards of numeracy, literacy, articulacy and the correct use of standard English;</p> <p>K4 be able to analyse national priorities for secondary education and assess their impact on school practice;</p> <p>K5 demonstrate a clear awareness of appropriate teaching strategies for specialist subject;</p> <p>K6 demonstrate knowledge of how pupils learn and be able to evaluate how this impacts on planning, teaching and learning;</p> <p>K7 be able to categorise the range of factors which can inhibit pupils' ability to learn, and devise strategies to overcome these;</p> <p>K8 demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education and development;</p> <p>K9 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities, and be able to design learning opportunities which address these potential barriers;</p> <p>K10 be able to design appropriate assessment tools and strategies within the relevant subject and curriculum areas, meeting statutory assessment requirements, and knowing how to make use of this data;</p> <p>K11 demonstrate knowledge of how to promote good progress and outcomes for pupils;</p> <p>K12 demonstrate knowledge of how to manage behaviour effectively to ensure a positive and safe learning environment;</p> <p>I1 reflect systematically and critically on the effectiveness of lessons and approaches to teaching and learning;</p> <p>I2 contribute to the design and provision of an engaging curriculum within the relevant subject areas;</p> <p>I3 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>P1 Have sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges</p> <p>E1 be able to plan and manage time; be ready to accept responsibility and improve their own performance based</p>
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<p>Professional Graduate Certificate of Education (no QTS)</p>	<p>on feedback/reflective learning; be able to take initiative and be proactive, flexible and resilient;</p> <p>E2 be able to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; awareness of inter-dependence of others within the institution;</p> <p>E4 show a capacity for critical reasoning, analysis and synthesis and be able to apply knowledge in practice; show an ability to retrieve, analyse and evaluate information from different sources;</p> <p>E5 be able to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;</p> <p>E6 show a general awareness of numeracy and its application in practical contexts; be able to carry out arithmetic operations and understand data;</p> <p>E7 be able to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; be able to use the internet and email effectively;</p> <p>E8 be able to generate ideas and to identify and take opportunities;</p> <p>E9 embrace an ethos of community and civic responsibility and to show an awareness of diversity and ethical issues and an understanding of cultures and customs in the wider community.</p> <p>Trainees recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards and Initial Teacher Training (ITT) criteria (DfE, 2012) and therefore be eligible for the award of Qualified Teacher Status.</p> <p>Trainees will have achieved all Level 6 learning outcomes as listed above, but will not met the Teachers' Standards (DfE, 2012) in Stage 3.</p>
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## 5. Content

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p> <p>The programme is delivered through taught courses that relate to the following content areas:</p> <ul style="list-style-type: none"> <li>• Professional Learning and Teaching for 21<sup>st</sup> century Teachers</li> <li>• Subject Knowledge and Applied Pedagogy</li> <li>• Assessed Teaching</li> <li>• Professional Learning and Development</li> </ul> <p>These aspects of the programme reflect the content of 3 developmental stages of training.</p> <p>These support trainees with developing competence against the Teachers' Standards which are assessed within the three Assessed Teaching placement blocks.</p> <p>Trainees' developing knowledge and understanding of the Teachers' Standards is reflected in an E-portfolio which tracks their progression from pre-course targets to end of training in the Passport to Induction and the NQT year.</p>
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Whilst taught courses do address specific areas of knowledge and understanding, trainees are encouraged to make links between themes and utilise the relationship between theory and practice. The programme enables trainees to recognise the interconnected nature of all aspects of delivery, both University- and school-based. The taught courses seek to show Early Years current practice delivered by Specialist Leaders in Early Years practice and theories that underpin key elements of effective practice at the heart of all aspects of the programme.

Taught elements support trainees in relation to both the identified learning outcomes but importantly linking to the Teachers' Standards (DfE, 2012). This is supported by the reflective nature of the Professional Learning and Development requirements in relation to purposeful and productive dialogue with both School mentors and University learning mentors. The programme recognises globalisation and internationalisation in education and will draw upon theoretical models and perspectives from a wide range of educational settings and research outcomes. For example, the Reggio Emilia approach to Early Years settings provided through the Applied Pedagogy sessions and Professional Studies.

All students are initially registered to undertake study at Level 7 through two 30-credit modules:

- PED 7323 Supporting Individual Needs
- PED 7313 Planning for Progression

These modules enable trainees to apply criticality to practice at Masters level. The taught programme is specifically designed to enable the reflection of their own practices to be the basis of content within these studies.

## 6. Structure

### Postgraduate Certificate in Education: Primary (5-11)

Duration: 1 year full-time

#### Level 7

PED 7323 Developing Professional Practice	30 credits
PED 7313 Critical Thinking in Primary Education	30 credits

Trainees may withdraw from the Postgraduate Certificate in Education award and continue on the Professional Graduate Certificate of Education award, subject to the agreement of the Programme Leader, and following counselling with University Development Tutor.

Trainees who withdraw from QTS in Stage 3 can complete Level 6 assessments and be awarded a Professional Graduate Certificate (non QTS).

#### Level 6

Trainees are required to undertake three stages of training:

Stage 1	Introduction to Primary Education, Primary Learning and Teaching
Stage 2 <sup>1</sup>	Developing Independence in Professional Knowledge and Practice
Stage 3 <sup>2</sup>	Independent Professional Practice and Enhanced Provision

<sup>1</sup> In order to progress to Stage 2 students need to complete Stage 1 successfully.

<sup>2</sup> In order to progress to Stage 3 students need to complete Stage 2 successfully.

The structure of the programme is delineated and actual training /teaching sessions are given more detail in all PGCE Primary handbooks.

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The PGCE Primary (5-11) programme fulfils the principles and strategies of the University's Learning, Teaching and Assessment Strategy 2015-19 in as far as these relate to postgraduate professional learning.

Trainees are challenged to reach the standards required to gain Qualified Teacher Status. Teaching within University is focused on developing their skills in acquiring new knowledge, assimilating skills and understanding from a range of sources, and developing the thinking and problem-solving skills to critically evaluate the underpinning theory. They are expected to become reflective classroom practitioners who can accommodate the needs of a diverse classroom population, whilst fulfilling the requirements related to professional values, skills knowledge and development.

The programme design is predicated on a range of teacher training models, some of which are school based, reflecting policy direction within the Department for Education. Thus, the term "centre" can refer to the university but equally, can refer to a school setting. The expectation is that the programme will be co-constructed with the partnership such that it is informed and delivered by school colleagues in terms of design, implementation and assessment throughout the PGCE year.

Both the programme structure and the learning and teaching strategy that permeates the programme are designed to integrate training in how to teach and lead learning with a critical understanding of the principles underpinning effective professional practice. Centre based training will develop knowledge and understanding of the principles and theory underpinning the Teachers' Standards and models of good practice so that trainees will be enabled to apply such knowledge and understanding effectively in a variety of contexts within school. This will be enhanced with content relating to Applied Pedagogy which will be provided both in school and in University. The development of critical understanding informed by direct experience of acting upon such a knowledge base will enable trainees to transfer effectively their emerging expertise into their experiences in different school environments.

In **Stage 1**, trainees will be taught by use of lectures, workshops and tutorials. Best practice with regards to interactive and direct teaching methods will be used throughout all sessions to best prepare trainees to become effective classroom practitioners whilst also inducting trainees into models of teaching expected of professional colleagues in schools. Stage 1 sessions will be a combination of centre based and off-campus teaching in partnership/ alliance schools as appropriate. Trainees will be supported in their Level 7 study through dedicated taught sessions at an appropriate point in their training.

**Stage 2** will continue with further opportunities for taught sessions both centre-based and in other settings enabling trainees to continue to develop professional practices and understand and enable reflection and critical evaluation of school based experiences. Stage 2 content informs Level 7 study (PED 7323 Supporting Individual Needs) with a focus on meeting the individual needs of pupils in their class.

**Stage 3** input allows for further opportunity and task-setting for the remaining element of Level 7 activity for those trainees pursuing the Postgraduate award (PED 7313 Planning for Progression) with a focus on pupil progress over time. It also consolidates the teaching practice of trainees and supports them in developing autonomy and independence in the classroom.

In Assessed Teaching placement blocks trainees will be required to:

- plan and teach lessons/lead learning for whole classes, groups and individuals across the attainment range in their age range;
- evaluate their own developing practice, making use of feedback and advice from Mentors and colleagues;
- reflect upon and take increasing responsibility for their own professional development;
- operate within expectations outlined within Information booklets at each stage, developing and (in Stage 3) demonstrating independence in their role as a trainee teacher.



Training will thus be active, vocational and professional.

An enhanced placement of two weeks at the end of Stage 3. Depending of the nature of their school / partnership, prior experience, interest and progress through the programme, trainees will use this time to enhance their practice with regard to, for example, English as an Additional Language, Special Educational Needs, community languages, cross-curricular events and learning in out-of-classroom contexts. These periods will also support the development of Level 7 knowledge and understanding for those trainees pursuing the Postgraduate Certificate. The programme will also provide two immersion days focused on National Priorities (or future equivalents), e.g. special provision and English as an Additional Language, followed by dissemination events and opportunities for further professional development.

Trainees will have a dedicated University learning mentor<sup>1</sup> throughout their programme who will be a member of the Primary Education teaching team. Each Assessed Teaching placement block will be supported by a named School mentor<sup>2</sup> in school and, in the case of School direct, each partnership will have a nominated Lead mentor<sup>3</sup>. A Link tutor<sup>4</sup> will visit trainees at all stages, providing a source of support to trainees and school partners, a quality assurance role and a moderation role in relation to assessment against the Teachers' Standards. The University's Virtual Learning Environment (VLE) will be utilised to provide online support from peers, tutors, university and school mentors, the lead mentor and programme leaders throughout the programme. Trainees are able to request support from the mentors, progress tutors, link tutors, University tutors and the programme leader at any time throughout the programme. They also have access to the Director and Deputy Director (PG) of the Institute for Children and Education.

Trainees have access to the Library/Andrew Kean Learning Centre at the University, where the Liaison Librarian dedicated to Education is aware of the needs of PGCE trainees, as well as to other support systems such as IT. Trainees also have access to other support services including, but not limited to, Student Support and the Learning Hub. In addition to this, the programme is supported by the VLE (Moodle), which will include links to relevant research material, programme notes and session outlines, assessment guidance and online fora where trainees can engage in online discussion as well as supportive tutorials.

The assessment strategy of the programme needs to support the following:

**Reliability:** i.e. incorporates procedures and guidance that is consistently manageable by Mentors and Link Tutors of varying expertise and experience across partnerships and within the University;

**Accuracy:** in measurement of trainee competence against Teachers' Standards and hence eligibility for Qualified Teacher Status;

**Generalisability:** i.e. can generate attainment data that the University can be confident in through moderation procedures;

**Personalised Target Setting:** i.e. can enable diagnostic assessment of individual attainment and training needs and generate differentiated profiles of attainment.

Trainees will have their proficiency of performance judged against the Teachers' Standards and ability to meet the requirements of Part Two – Personal and Professional Conduct. They will be assessed at each stage, recognising the expectations for that stage as described in the relevant

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<sup>1</sup> University learning mentor – a university member of staff who is responsible for each individual trainee allocated to them

<sup>2</sup> School mentor – a school member of staff who manages, assesses and supports training

<sup>3</sup> Lead mentor – a member of school staff who overviews mentoring arrangements and manages the experiences of trainees within the partnership

<sup>4</sup> Link tutor – a member of staff working on behalf of the University who provides support, moderates judgements and fulfils a quality assurance role

Information Booklet. Leeds Trinity Primary Education programmes will utilise a 1-4 grading scale, aligning it with other provision. This is considered essential in enabling congruency between programmes.

The indicators address every aspect of the Teachers' Standards and related guidance from the National College for Teaching and Leadership (NCTL) and the Office for Standards in Education, Children's Services and Skills (OFSTED), allowing clear differentiated assessment and target-setting at each phase of the programme and towards the end of the programme in order to meet the requirements for transition into the Induction Year. Support for Newly Qualified Teachers (NQTs) will be addressed in line with the demands of the OFSTED inspection framework.

The assessment against the Teachers' Standards in the final stage where trainees are demonstrating independence will provide the evidence for recommendation of the Award of QTS. Attainment at the end of Stage 3 will be used to identify judgements in relation to their potential to be outstanding, good or requiring improvement at the end of programme.

Forms of assessment to be used:

**Stages 1/2/3:** completion of the e:portfolio, presentations, written reports, case-studies; coursework, assignments and documentary evidence (which includes lesson plans, curriculum maps, teaching and learning resources, assessment tasks, self-reflection documentation); performance during the Assessed Teaching placement block.

Forms of evidence required for each standard in Assessed Teaching placement blocks will be specified in order to enhance reliability and dependability of assessments, as well as define a required minimum in order to protect both school-based tutors and trainees from well-intentioned and over-anxious zeal. This e:portfolio will include additional evidence compiled by trainees during the Assessed Teaching placement blocks in school placements during Stages 1, 2 and 3 and will inform formative assessment and ongoing target-setting as well as constituting the primary evidence base for trainees to demonstrate knowledge and understanding of the Teachers' Standards.

If a trainee fails to meet the standards for an Assessed Teaching placement blocks, then their performance is reviewed at the relevant Pre-Panel meeting. The Pre-Panel will make a recommendation to the Panel of Examiners; the Panel of Examiners will consider whether a student should be given a further opportunity to resit the Assessed Teaching placement block/s and make a recommendation to the Board of Examiners. It is at the discretion of the Board of Examiners whether a student should be given a further opportunity to resit the Assessed Teaching placement block/s.

Staffing and delivery of the programme for each partnership will be determined by the Partnership Agreement on an annual basis.

7b) Module details

Stage, module/subject	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing		
Professional Learning and Teaching for 21 <sup>st</sup> century Teachers (PLT21C)	Lectures, seminars and workshops and school based sessions	E:portfolio		Pass/Fail	Stage 1	<b>Programme Leaders</b> Julia Holden Alison Lesurf	Centre/school
		Planning, evaluation and critical reflection of a teaching episode	2,000-word equivalent	Pass / Fail	Stage 1		
		Individual presentation: Contemporary issue e.g. behaviour management	2,000 word equivalent	Pass / Fail	Stage 3		
		Individual presentation: Professional knowledge and the impact of the enhanced placement	2,000 word equivalent	Pass / Fail			

Stage, module/subject	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing		
Professional Learning and Development (PLD)	Individual tutorials, progress tutor meetings, self reflections	E:portfolio (Action plans/target setting Development profile, learning journal)  (Updated development Profile, lesson plans evaluations, thinking maps, action plans and target setting)  (Final development Profile, lesson plans evaluations, thinking maps, action plans and target setting, Passport to Induction)	1,500 word equivalent  1,500 word equivalent  2,000 word equivalent	Pass/fail  Pass/Fail	Stage 1  Stage 2  Stage 3	<b>Programme Leaders</b> University learning mentors, school mentors, lead mentors	
Stage 1 Assessed Teaching	Placement- school based training	Assessment booklet	n/a	Pass/Fail	Stage 1	<b>Programme Leaders</b> Link tutors	
Stage 2 Assessed Teaching	Placement- school based training	Assessment booklet	n/a	Pass/Fail	Stage 2	<b>Programme Leaders</b> Link tutors	
Stage 3 Assessed Teaching	Placement- school based training	Assessment booklet	n/a	Pass/Fail	Stage 3	<b>Programme Leaders</b> Link tutors	

Stage, module/subject	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing		
Stage 1 Subject Knowledge Applied Pedagogy (SKAP)	Lectures, seminars, tutorials and workshops, 1:1 advice and support from school mentors	Portfolio: One task / activity contribution from each subject area taught	Overall 4,000 word equivalent	Pass/Fail	Stage 1 & 2	<b>Subject Tutors/school staff</b>	
PED 7323 Supporting Individual Needs	Lectures, seminars and tutorial support	Reflective practice assignment informed by an appendix evidencing professional practices	Assignment: 4,000 words Appendix: 2,000-word equivalent	100%	Stage 2	<b>Primary PG Cert Lead</b>	Centre
PED 7313 Planning for Progression	Lectures, seminars and tutorial support	Reflective practice assignment informed by an appendix evidencing professional practices	Assignment: 4,000 words Appendix: 2,000-word equivalent	100%	Stage 3	<b>Primary PG Cert Lead</b>	Centre

7c) Programme learning outcomes covered

	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	I1	I2	I3	I4	I5	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	E9	
Lighter or hatched shading indicates modules that are not core, ie. not all trainees on this programme will undertake these.	Secure knowledge of the relevant subject	Critical understanding of developments in the subject and curriculum areas	Understanding of and take responsibility for promoting high standards of literacy, articulation	Understanding of systematic synthetic phonics	Understanding of appropriate teaching strategies for early mathematics	Understanding of national priorities for primary education	Knowledge and understanding of how pupils learn	understanding of how a range of factors can inhibit pupils ability to learn	Awareness of the physical, social and intellectual development of children	Understanding of the needs of all pupils	Understand how to assess	Know how to promote good progress and outcomes for pupils	Know how to manage behaviour effectively to ensure a positive and safe learning environment	Reflect systematically and critically on the effectiveness of lessons and approaches to T&L	Contribute to the design and provision of an engaging curriculum within the relevant subjects	Take responsibility for improving teaching through appropriate Professional Development, responding to advice and feedback from colleagues	Critically examine and reflect on their own professional practice	Reflect on and evaluate the impact of their learning on their professional practice	Have sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges	Be able to model and organise provision for Physical Education, appropriate to the age group taught	Manage time effectively and accept responsibility	Co-operate with others	Business and sector awareness	Critical reasoning	Presentation of information	Numeracy skills	Application of Information Technology	Generate ideas and take opportunities	Embrace diversity	
Professional teaching and learning for 21 <sup>st</sup> century teachers																														
Assessed blocks of school-based training																														
Professional Learning and Development																														
Subject Knowledge and Applied Pedagogy																														
PED 7323 Supporting Individual Needs																														
PED 7313 Planning for Progression																														

## 8. Entry requirements

### .Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

- A good honours UK degree in a relevant subject (or equivalent) normally at 2ii or above;
- GCSE English Language and Mathematics and Science at grade C (or equivalent) or above;
- Passes in Professional Skills tests before commencement of the programme or the equivalent national requirements as defined by the DfE;
- Meet the Secretary of State's requirements for physical and mental fitness to teach;
- Have not been excluded from teaching or working with children nor be registered with the Disclosure and Barring Service (DBS) as unfit for working with children or young persons;
- Have suitable personal and intellectual qualities, attitudes and values required for teaching in primary schools;

#### Desirable

- Significant and relevant primary school experience as classroom assistant, work placement or equivalent;
- Be able to read effectively and to communicate clearly and accurately in standard English

For trainees whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) (currently 6.5 overall with a minimum of 6.0 in each component).

#### **Working with Children**

With effect from Feb 2015, it is a statutory requirement that all trainees working with children in any setting have a responsibility to disclose whether they or others in their household ("by association") are or would be disqualified under the Childcare (Disqualification) Regulations 2009. For details please refer to this link:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

To pass the Assessed Teaching placement blocks at Stages 1, 2 and 3 trainees need to meet the Teachers' Standards successfully, recognising the expectations for that Stage as described in the relevant Information Booklet.

In order to progress to Stage 2 SBT trainees need to successfully complete Stage 1.

In order to progress to Stage 3 trainees need to successfully complete Stage 2

If trainees temporarily withdraw, e.g. due to Extenuating Circumstances in Stage 1, they return to the programme the following September.

If trainees temporarily withdraw in Stage 2 they return at the starting point of the same stage the following academic year. i.e. at the beginning of the stage in which they withdrew.

If trainees temporarily withdraw in Stage 3 they return at the starting point of the same stage the following academic year. i.e. at the beginning of the stage in which they withdrew. If trainees fail SBT 3 only, they can resit in the September to November resit period and, if successful, receive their award at December graduation.

Standards are assessed using a grading scale of 1-4. A grade 4 signifies that a performance against a standard is inadequate. Trainees who receive weak grades (grade 4) across a range of Teacher Standards will not be recommended for QTS.

If it is apparent that progression towards QTS is at risk, with the agreement of the Programme Leader, students can opt to withdraw from Level 7 study.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

### Level 7

Trainees are required to take:

PED 7313	Planning for Progression	30 credits
PED 7323	Supporting Individual Needs	30 credits

Trainees may withdraw from the Postgraduate Certificate in Education award and continue on the Professional Graduate Certificate of Education award, subject to the agreement of the Programme Leader, and following counselling with University Development Tutor.

### Level 6

Trainees are required to take:

Stage 1	Introduction to Primary Education, Learning and Teaching
Stage 2 <sup>1</sup>	Developing Independence in Professional Knowledge and Practice
Stage 3 <sup>2</sup>	Independent Professional Practice and Enhanced Provision

<sup>1</sup> In order to progress to Stage 2 trainees need to complete Stage 1 successfully.

<sup>2</sup> In order to progress to Stage 3 trainees need to complete Stage 2 successfully.

## 11. External examining arrangements

### External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

There will be one External Examiner for the Postgraduate and Professional Graduate Certificate of Education programme (Level 7 and 6) who will:

- assure the quality and integrity of the assessment procedures and comparability of programme standards with those obtaining elsewhere in Higher Education Institutions;
- review assessment and internal moderation procedures and reports;
- scrutinise samples of documentary evidence, both centre-based and school-based, of trainees of a representative cross-section of attainment;
- chair the Panel of External Moderators;
- report orally to the Panel of Examiners in Education;
- submit a written report to the University.

There will be one External Examiner for the Postgraduate and Professional Graduate Certificate of Education **SCITT** programmes (Level 7 and 6) who will:

- assure the quality and integrity of the assessment procedures and comparability of programme standards with those obtaining elsewhere in Higher Education Institutions;
- review assessment and internal moderation procedures and reports;



- scrutinise samples of documentary evidence, both centre-based and school-based, of trainees of a representative cross-section of attainment;
- chair the Panel of External Moderators;
- report orally to the Panel of Examiners in Education;
- submit a written report to the University.

There will be an External Moderation team for the award of QTS chaired by the External Examiners. Moderators will:

- be senior teachers currently working in, or recently retired from, schools outside the Leeds Trinity partnership and so able to represent employers' needs. They will observe teaching by strong, average and weak (borderline/fail) trainees, in parallel with school-based or centre-based tutors;
- assure the quality and integrity of assessment and internal moderation procedures;
- assure the comparability of partnership standards with other ITT providers within the region, the relevance and appropriateness of partnership procedures and standards to the schools that employ NQTs;
- submit a report to the External Examiner to inform his/her written report to the University.

**NB:** In any SCITT programme External moderation is the responsibility of the provider for the recommendation for the award of QTS, as per NCTL guidelines.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (e.g. a non-standard delivery pattern, study abroad, a field programme, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

SCITT, School Direct and Provider Led courses operate as follows:

- SCITT course options operate within an alliance of schools, and are school based courses where all teaching, training and placement work occurs in the hub schools.
- School Direct course options are either at a local level (where some teaching and training occurs in schools and some at university). All placement work occurs in the alliance's schools, and placements are chosen for trainees by the schools concerned.
- Provider Led course options operate at university level in terms of teaching and training, but always with school expert input, and the majority of the year is spent on placement in partnership schools who work with Leeds Trinity.

The various delivery models reflect current government policy direction towards more school led provision, but all models adhere to Level 6, Level 7 and QTS demands for PGCE as listed earlier in the NP3. SCITT school led provision can be delivered at Level 6 and QTS only, dependent on the lead school's requirements. This will be set out in the partnership agreement that the SCITT is required to produce, and that Leeds Trinity is required to sign with the SCITT partner, in line with current NCTL requirements.

## 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

All successful applicants have to meet the Secretary of State's requirements for physical and mental fitness to teach. There is an ongoing requirement to monitor fitness to teach and if trainee circumstances change, further action to support progression will be required.

Students with disabilities or other support needs are welcome and arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. All trainees will have access to support from the University's Dyslexia and Disability Coordinator.

Students undertaking this programme must meet various requirements regarding their 'suitability to teach' (available here: <https://www.gov.uk/government/publications/initial-teacher-training-criteria>) and this suitability includes a specified health and physical capacity. Suitability to teach is monitored throughout the programme and, if student circumstances change, further action to support progression may be required.

Teaching materials will be located on the University VLE to allow access to resources outside of taught sessions and the University. A forum for dialogue between trainees, and between trainees and tutors will also be provided via the VLE.