



**PROGRAMME SPECIFICATION**

**1. General information**

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>‘Parent’ School</b> ( <i>ICE / SAC / SSHS</i> )	ICE
<b>Academic Group</b>	Secondary Education
<b>Professional accreditation body</b> <i>(if applicable)</i>	Department for Education
<b>Final award</b> ( <i>eg. BA Hons</i> )	Postgraduate Certificate in Education [with recommendation for QTS]
<b>Title of programme(s)</b>	Secondary (11 – 16 (14 – 19 for Business Studies and Social Sciences)) [University-led, SCITT and School Direct]
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Professional Graduate Certificate of Education [with recommendation for QTS]  Post Graduate Certificate in Education [without recommendation for QTS]
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	N/A
<b>Duration and mode(s) of study</b>	1 year full time
<b>Month/year of approval of programme</b>	June 2020
<b>Start date</b> (this version) ( <i>month and year</i> )	September 2020
<b>Periodic review next due</b> ( <i>academic year</i> )	2025/6
<b>HECoS subject code(s)</b>	100459 Education studies (25%) 101246 Professional practice in education (75%)
<b>UCAS course code &amp; route code</b> <i>(available from Admissions)</i>	Specific to each partnership/alliance, issued by UCASTT or successor organisation(s).
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) <i>(available from Student Administration)</i>	PGSED
<b>Delivery venue(s)</b>	Partnership Schools and LTU campus

## 2. Aims of the programme

### Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

#### The aims of the programme are to:

1. Support the Institution's mission to provide high quality, challenging, stimulating and rigorous education in a supportive learning environment for each trainee;
2. Work with schools and partners at all levels from programme design and development, recruitment, to assessment and leadership and management and so provide high quality learning experiences, integrated in school and centre-based training
3. Support local schools and school improvement, which means that the vast majority of trainees gain first employment in the region;
4. Provide a high quality transition into the Early Career Framework, and support trainees into and beyond their professional induction;
5. Ensure trainees have the academic understanding and skills to become lifelong learners, so that trainees will be able to return to further study, at Leeds Trinity or elsewhere, for CPD and postgraduate level learning, as they progress through their careers;
6. Ensure trainees continue to be highly employable in a competitive job market, so that they can feel confident at interviews during and after their PGCE year;
7. Meet the needs of those preparing to work in a perpetually developing education system, which enables them to work flexibly and efficiently in a context of frequent policy changes;
8. Ensure that trainees have the professional and academic skills to meet the learning needs of all children and become reflective professional practitioners, allowing them to confidently work with pupils from all backgrounds and ability levels and thus make a significant contribution to social justice in the region.

Leeds Trinity has provided teacher training and education for over fifty years, and has worked in partnership with schools in the region since the advent of 'partnership' ITE in the 1990s. When trainees choose to undertake a PGCE with Leeds Trinity, they join a family of teachers across Yorkshire, the North East region and beyond, and an ever-growing alumni network that supports them in their career beyond the PGCE year.

## 3. Student learning outcomes of the programme

### Learning outcomes in terms of:

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

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

On successful completion of the programme, in addition to the outcomes listed in section 4 below, students will have *demonstrated*

- K1 Knowledge of specific pedagogic techniques and technologies to help individual pupils to overcome specific social, cognitive, physical or mental barriers to the development of understanding relevant to the subject and context in which they have developed their practice;
- K2 Knowledge of the construction of sequences of learning specific to the subject and reflecting the context in which they practice, using knowledge and insights about sequencing knowledge, common barriers and misconceptions, and techniques of scaffolding and exposition from teachers, mentors and professional and research literature;

- I1 The use of a structured and systematic approach to small-scale enquiry, selecting appropriate data gathering strategies, making supported analyses of this data, and evaluating and synthesising their own findings in the light of established literature and evidence;
- I2 Critical analysis of the relationship between policy, theoretical models and professional perspectives and their application and impact in particular classrooms, as well as the application of such analysis in their own practice;
- P1 Strategies to create, collate, interpret and react to various forms of evidence relating to pupil's knowledge, understanding and difficulties through adaptation of their professional teaching, assessment and preparation activities.

### **Employability skills**

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

*(including appropriate references to any PSRB, employer or legislative requirements)*

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The QAA Subject Benchmark Statement for Education Studies (2015) informs the teaching of any professional studies on the programme, which are not formally assessed.

Trainees recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards (DfE 2013), and therefore be eligible for the award of Qualified Teacher Status. Course development has been informed by the ITE Core Content Framework (2019), Early Career Framework (2018) and the Initial Teacher Training criteria (DfE, 20200) or such documents as shall modify, replace or amend these.

### 4. Learning outcomes for subsidiary awards

Postgraduate Certificate in Education (without recommendation for QTS)	Trainees will have achieved the learning outcomes for Level 7 study outlined above, and successfully completed 60 Level 7 credits in SED7293 and SED7303. They will have withdrawn from, or not passed the requirements for the recommendation for award of QTS (DfE, 2013) explained below.
Professional Graduate Certificate of Education (with recommendation for QTS)	<p>'On successful completion of the Professional Graduate Certificate in Education (PGCE) programme, trainees will have met the requirements for award of QTS (outlined below), demonstrated the Employment Skills set out in Section 3 above, and will have addressed the following learning outcomes (aligned with Level 6 of the FHEQ):</p> <p><b>LEVEL 6</b></p> <p>K1 Demonstrate knowledge of the subject specific concepts, processes and skills of relevant curricula, and of the ways that pupils develop understanding of these, including awareness of the range of specific and general misconceptions and difficulties pupils may have.</p> <p>I1 Critically consider a range of contemporary issues in education and effectively communicate their views, understanding recent developments in pedagogy, curriculum and subject community, and keeping children safe in education.</p> <p>P1 Demonstrate consistently high standards of personal and professional conduct, so that they maintain public trust and confidence in the teaching profession through personal and professional conduct in and out of school, university or online.</p> <p>P2 Use specific classroom and behaviour management skills and procedures, including those that specifically relate to their subject, so that their pupils learn safely and with minimal disruption.</p> <p>P3 Engage in evidence informed reflective professional development through effective relationships with colleagues, mentors and peers, other professionals and parents, and so make valuable contributions to the wider life of their school.</p>

	P4 Use specific and subject-appropriate pedagogic and assessment approaches to promote the development of learning for pupils with a wide range of needs, attainment histories and prior knowledge.
Recommendation for QTS	In all outcomes which include a recommendation for QTS, trainees will have demonstrated the Employment Skills set out in Section 3 above and that they can meet the Teachers' Standards (2013), or such official requirements that shall amend or replace such Standards.

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The programme is delivered through three courses, in each of the two Stages of the PGCE, that relate to the following content areas:

- Professional Education Studies
- Subject Knowledge and Applied Pedagogy
- Assessed Teaching

Stage A, which takes place between September and December, is designed to give Trainees a guided and supported induction to classroom practice and to the ways in which they will be expected to learn about classroom practice. Stage A involves a short period of "centre-based" tuition (at a Partners School Hub or University) and is followed by "school-based" learning on four days a week, and centre-based on the other day. This mix of experience allows trainees to interrogate and integrate experiences in each arena with those gained from the other, as well as enabling tutors to continue to support trainees as they take their first steps in the classroom.

Stage B takes place from January to June. Trainees will move to a second school, usually for the whole of this Stage. At the beginning of this stage the 'day release' model which sees Trainees return to centre-based training one day a week will continue until, after a period which allows continued support and development from both School and Centre tuition, trainees will be in school full time – usually the period just before Easter until the end of the year. In this stage trainees will learn to apply and reflectively adapt their knowledge, skills and experience from their first placement to a new context and a wider range of pupils.

The courses address specific areas of knowledge and understanding relating to research informed approaches to pedagogy, behaviour and classroom management techniques, and the best practices used by the professional subject communities into which they are being inducted.

The course starts with a focus on the essential elements of teachers' knowledge and practice, relating to, amongst others, the role and limitations of working memory, the construction of learning episodes and sequences of knowledge and activity which seek to foster recall of the knowledge being taught, the use of assessment techniques that enable pupils to remember and teachers to identify gaps in knowledge or misunderstanding and a range of behaviour management techniques. As the confidence, experience and knowledge of trainees increase they are introduced to a wider range of pupils, topics and classes. Trainees are enabled to take on tasks of planning for longer sequences of learning, the benefits and limitations of classroom data, expanded techniques for supporting and challenging learners with diverse needs and attainment histories. By the end of the course trainees will also know more about the place of schools in society, the role of governmental and regulatory structures such as the DfE, Multi-Academy Trusts and Ofsted, and have a clear initial view about their own development needs and career aspirations.

Trainees are encouraged to make critical use of such knowledge and to see the contextual basis of the links 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 are designed to expose trainees to current practice delivered by experts in secondary

education, and important theories and subject curricula knowledge that underpin key elements of effective practice .

Taught elements support trainees in relation to both the identified learning outcomes but importantly are designed to allow trainees to meet and exceed the professional and practice standards set out in the Teachers' Standards (DfE, 2013). 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 (subject).

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

- SED7293 *Planning for Progression*
- SED7303 *Supporting Individual Needs*

These modules enable trainees to use their studies at postgraduate level to improve their knowledge and practice through the use of techniques of reflection and engagement in professional, subject community and research literature.

## 6. Structure

### **Post Graduate Certificate in Education Secondary [Subject] (11-16/14-19)**

**Duration:** normally 1 year full time

**Total credit rating:** 60 (30 ECTS)

**Level 7** – with effect from September 2020

**Core:** Students are required to take:

SED7293 Planning for Progression	Sem 1 & 2	30 credits
SED7303 Supporting Individual Needs	Sem 1 & 2	30 credits

Students 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 Co-ordinator, and following counselling with appropriate university staff.

Students who withdraw from their final stage of School Based Training (Stage 3) must have successfully completed and passed School Based Teaching Stages 1&2 and relevant Level 6 assessments in:

- PGSKPA Subject Knowledge and Applied Pedagogy Stage A Sem 1
- PGSKPB Subject Knowledge and Applied Pedagogy Stage B Sem 2

### **Professional Graduate Certificate in Education Secondary [Subject] (11-16/14-19)**

**Level 6** – with effect from September 2020

**Core:** **Students are required to take:**

PGPESA	Professional Education Studies for Secondary Teachers Stage A	Sem 1	0 Credits
PGPESB	Professional Education Studies for Secondary Teachers Stage B	Sem 2	0 Credits
PGSKPA	Subject Knowledge and Applied Pedagogy Stage A	Sem 1	0 Credits
PGSKPB	Subject Knowledge and Applied Pedagogy Stage B	Sem 2	0 Credits
PGSEDA	School Based Training Stage A	Sem 1	0 Credits
PGSEDB	School Based Training Stage B	Sem 2	0 Credits

### **QTS Secondary [Subject] (11-16/14-19)**

**Core:** **Students are required to take:**

QTS0000	Assessed Teaching (Secondary) (11-16/14-19)	Sem 1&2	0 Credits
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## **7. Learning, teaching and assessment**

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

Formal integration of the PGCert assignments, the adoption of the 'Development Cycle' tutorial support, mentor and trainee driven targets and the evaluation of pupil progress and understanding, puts an active enquiry learning model at the heart of the course. Trainees collect evidence about teaching practices (their own and other more experienced colleagues) and the developing understanding, or the emerging difficulties of their pupils. They use these forms of data to evaluate the impact of their teaching and to set development targets.

Because PSRB requirements mean that the PGCE is under more constraints (for instance trainees have to spend 120 days in school) the team have explored different methods of allowing students to work flexibly – giving choice over the focus of assignments, developing video resources and using Moodle to disseminate key reading, for instance.

The programme is designed to reflect and react to the levels of school-experience that trainees bring with them, and their growing confidence on the course. Within the three phases, which are planned according to research-based insights into the growth of trainees' confidence and proficiency, there is a great deal of flexibility as to the experiences and teaching-load that each trainee meets. The weekly mentor meeting focuses on the trainee's development through their impact on pupils' learning and each week sees an evaluation of practice and the setting of personalised targets for the coming week. In effect this is an ongoing cycle of formative feedback.

The programme is therefore an integrated curriculum of practical, theoretical and enquiry-led work. Trainees are encouraged to test insights obtained in school and in centre-based training, using criteria derived from both. The course is structured around the key skills and knowledge that they will need in their professional role of teacher.

Alongside the enquiry led approach to improving their practice, which involves the analysis of soft and hard data produced by the pupils in their classes, there are two Level 7 pieces of work designed to integrate and consolidate the skills and knowledge that trainees have obtained through their studies and practice. These Level 7 pieces require trainees to read and critique research and professional literature. Each study has a focus on practice, which is informed by their critical reading of this existing literature and evidenced through the data produced by their pupils.

The curriculum is not only focused on the professional Teachers' Standards, which include ethical and social elements, but also works from a critical, practice and PSRB perspective. Trainees are encouraged to critique policy and practice from multiple perspectives, including ethical, social, moral and political ones.

7b) Programme learning outcomes covered

Level 7 Post Graduate Certificate of Education

	Assessed learning outcomes of the programme					Skills development								
	K1	K2	I1	I2	P1	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Knowledge of pedagogic techniques at technologies</i>	<i>Knowledge of construction of sequences of learning</i>	<i>Structured, systematic small-scale enquiry</i>	<i>Critical Analysis of theory and practice.</i>	<i>adaptation of professional activities</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
SED7293 Planning for Progression														
SED7303 Supporting Individual Needs														

Level 6 Professional Graduate Certificate of Education

	Assessed learning outcomes of the programme						Skills development								
	K1	I1	P1	P2	P3	P4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Demonstrate Knowledge</i>	<i>Critically consider contemporary issues</i>	<i>Demonstrate high standards of conduct</i>	<i>Use Classroom management skills and procedures</i>	<i>Effective Reflective Professional Development</i>	<i>Use specific and subject-appropriate pedagogic and assessment approaches</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
PGPESA/B - Professional Education Studies for Secondary Teachers (PES)															
PGSKPBA/B - Subject Knowledge and Applied Pedagogy (11-16/14-19)															



QTS0000 - Assessed Teaching (Secondary) (11-16/14-19)																			
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**Qualified Teacher Status - Secondary Education 11-16 / 14-19**

	Assessed learning outcomes of the programme									Skills development									
	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	PPC	E1	E2	E3	E4	E5	E6	E7	E8	E9	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>High Expectations</i>	<i>Promote Good Progress</i>	<i>Good Subject Knowledge</i>	<i>Plan and teach well structured lessons</i>	<i>Adapt teaching to for all pupils</i>	<i>Accurate use of Assessment</i>	<i>Behaviour Management</i>	<i>Wider Professional Responsibilities</i>	<i>High Personal and Prof. Standards.</i>		<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
QTS0000 - Assessed Teaching (Secondary) (11-16/14-19)																			

## 8. Entry requirements

### Postgraduate programmes

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

#### Essential

- A good UK honours degree in a relevant subject (or equivalent) normally at 2ii or above;
- GCSE English Language and Mathematics at grade 4 (or equivalent) or above;
- Meeting national requirements relating to Literacy, Numeracy or other knowledge 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 secondary schools.
- 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 5.5 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>

#### Desirable

- Some experience of working, volunteering or caring for children or in a school.

## 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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for the Postgraduate Certificate in Education

To pass the requirements for Assessed Teaching at Stages A, and B trainees need to meet the expected levels of competency in professional knowledge and practice relevant to each Stage, as set out in the Assessed Teaching NP4b.

In order to progress to Stage B, trainees need to successfully complete the Assessed Teaching placement block in Stage A. Trainees who have not passed the requirements of L6 or L7 will be given opportunities to re-sit those elements in Stage B, in accordance with University Regulations in force at that time.

If trainees temporarily suspend their studies, they may return to the programme (usually the following year) to re-start that stage.

If trainees fail Stage B, a board can stipulate the amount of time they need to spend on placement and an assessment period in order to complete a resit.

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

## 10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

In order to progress to Stage B trainees need to successfully complete the Assessed Teaching placement block in Stage A.

## 11. Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. 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 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.