



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	Faculty of Social Sciences and Education
'Parent' School	Teacher Education
Professional accreditation body (<i>if applicable</i>)	Department for Education
Final award (<i>eg. BA Hons</i>)	Postgraduate Certificate in Secondary Education [SUBJECT] with recommendation for QTS
Title of programme(s)	Secondary [Subject] (11 – 16); or Secondary Business (14 – 19)
Subsidiary award(s) (<i>if any</i>)	Professional Graduate Certificate of Secondary Education [SUBJECT] with recommendation for QTS Professional Graduate Certificate of Education Secondary Postgraduate Certificate in Education [without recommendation for QTS]
Honours type (<i>Single / Joint / Combined</i>)	N/A
Duration and mode(s) of study	1 year full time
Month/year of approval of programme	June 2024
Start date (this version) (<i>month and year</i>)	September 2024
Periodic review next due (<i>academic year</i>)	2029/30
HECoS subject code(s)	100459 Education studies 100465 Secondary Education 101246 Professional practice in education 101088 research and study skills in education
UCAS course code & route code (available from Admissions)	Specific to each partnership issued through "DfE Apply"
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	PGSED
Delivery venue(s)	LTU campus, and Lead Delivery Partnerships hubs, and partner schools

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:

The Secondary PGCE Programme is driven by the values and mission of our teacher education partnership. It is built from

- The aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- A commitment to encouraging collaboration and the making of meaningful connections locally, regionally, nationally, and globally.
- The facilitation of teacher development through the provision of ambitious curricula that are designed to support teachers in becoming exceptional future leaders.

In line with this, the Secondary PGCE (QTS) programme aims to be:

- **Content focussed.** Providing an academically challenging and rigorous introduction to teaching that is highly relevant to your needs as a beginning teacher and grounded in the subject communities of practice in which you will work.
- **Active and Purposeful.** Engaging you from the start in high quality, evidence-informed professional learning experiences that draw upon the passion, knowledge and experience of colleagues who are experts in their field.
- **Dialogic, discursive, and collaborative.** Immersing you in opportunities for purposeful discussion and debate that encourage you to find your place within the education community.
- **Supportive.** Recognising that transformative learning can be challenging and will provide the expert support that you need to be successful across all stages of the programme
- **Inclusive.** Encouraging you to think reflectively and critically about the environmental, political, social, economic, and cultural dimensions of your professional practice.

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 (postgraduate) (E) or attributes and skills (undergraduate) (AS)

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 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 as set out by the DfE, and therefore be eligible for the award of Qualified Teacher Status. Course development has been informed by the ITE Core Content Framework, Early Career Framework and the Initial Teacher Training criteria as set out by the DfE, 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/SED7353 or SED7303/SED7363. 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>LEVEL 6</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> <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.</p>
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)	
<p>The Secondary PGCE (QTS) programme is delivered through four interlinking strands relating to:</p> <ul style="list-style-type: none"> ○ Professional Education Studies (PES); ○ Subject Knowledge and Applied Pedagogy (SKAP); ○ Research Literacy (RL); ○ School Experience. <p>The specific content of these strands will be underpinned by relevant curriculum frameworks and are shaped by the entitlements of the Core Content Framework or other related documentation. The content of sessions will be closely aligned with the age phase and subject that you have chosen to specialise in.</p> <p>Professional Education Studies</p> <p>This strand will provide you with the toolkit that you need to work as a professional in the secondary school setting. Drawing upon a range of evidence and thinking that is relevant to the contemporary classroom, you will develop your knowledge understanding and skills in a range of areas which will include: keeping children safe in education, cognitive science, theories of learning, behaviour management, planning, assessment etc. Centre based training will be extended through specific school-based tasks. These tasks will ask you to reflect on some big questions that relate to education and will get you to think hard about the work of the secondary school teacher.</p> <p>Subject Knowledge and Applied Pedagogy (SKAP)</p> <p>This strand introduces teaching in your chosen subject specialism. In SKAP sessions you will develop your subject knowledge and extend your understanding of the curriculum. You will be introduced to a range of strategies for teaching that are specific to this subject area, and will have the opportunity to practice and rehearse these with groups of your peers. When in school, you will be required to observe, plan, teach and assess in your subject area and, with the support of expert colleagues, will enhance and refine your skills and knowledge across the curriculum.</p> <p>ITAP</p> <p>Students will also have opportunities to focus upon foundational aspects of teaching and learning through intensive training and practice experiences. These will draw upon the expertise of a range of colleagues and have been developed to give students the opportunity to practice, apply and refine their skills in specific aspects of teaching and learning.</p>	

Research Literacy

This strand is designed to Challenge you to think critically and reflectively about specific aspects of education, to recognise the contested nature of the policies that inform the work of the teacher and understand the factors that have informed this. In the two modules that underpin this strand, you will be asked to think deeply about how cultural, social and economic factors might affect the child's experience of education and how schools and teachers might mitigate for this. Drawing together the ideas posited by significant thinkers in the field, and your own experiences of school and schooling, this strand is designed to support you become a thoughtful and engaged teacher who is not afraid to interrogate your practice. This strand is emphasised throughout the programme, and especially in the L7 modules.

School Experience

This strand is where you will integrate your learning at centre or hub with professional practice in your classroom or setting. With the guidance of expert colleagues, you will be supported to develop your confidence and competence across all aspects of the role of the teacher.

School placements will be arranged that will provide experience in the following age groups:

- 11-16 [subject] specialists: Placements teaching in subject specialism in Key Stage 3 and Key Stage 4
- 16-19 Business specialists: Placements teaching Business in Key Stage 4 and Key Stage 5

These strands are delivered across three stages:

Stage 1 is designed to give you a guided and supported induction to classroom practice and to the ways in which you will be expected to learn about classroom practice. The stage 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

In Stages 2 and 3 you will learn to apply and reflectively adapt your knowledge, skills and experience from your first placement to a new context and a wider range of pupils. You will learn to plan 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, you 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 your development needs and career aspirations.

6. Structure

Postgraduate Certificate in Education Secondary [Subject] (11-16/14-19)

Duration: normally 10 months full time

Total credit rating: 60 (30 ECTS)

Level 7 – with effect from September 2024

Core: Students are required to take:

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

And the following modules

QTS0000	Assessed Teaching	Year Long	0 Credits
SED6100	School Experience (QTS) Stage 1	Sem 1	0 Credits
SED6200	School Experience (QTS) Stages 2&3	Sem 2&3	0 Credits

The modules listed above are supplemented by additional components that are non-credit bearing and relate to Professional Studies, Subject Knowledge and Applied Pedagogy and School Experience. Learning from these components will contribute to the final award of QTS.

Postgraduate Certificate in Education

Duration: normally 1 year full time

Total credit rating: 60 (30 ECTS)

Level 7 – with effect from September 2024

Core: Students are required to take:

SED7363	Supporting Individual Needs	Sem 1	30 credits
SED7353	Planning for Progression	Sem 2	30 credits

Students taking the pathway delivered by external partners are required to take the following modules:

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

Level 6 – with effect from September 2024

Students enrolled on the Post Graduate Certificate in Education Secondary [Subject] may withdraw from this award and continue on the Professional Graduate Certificate of Education Secondary [Subject] award, subject to the agreement of the relevant Programme Leaders, and following counselling with appropriate university staff.

Core: Students are required to take:

SED6100	School Experience	Stage 1,	0 credits
SED6200	School Experience	Stage 2 & 3,	0 credits
SED6106	Reflective Professional Practice Development for Education Professionals	Year long,	60 credits
SED6206	Reflective Pedagogic and Curricular Development for Education Professionals,	Year long	60 credits,

The modules listed above are supplemented by additional components that are non-credit bearing and relate to Professional Studies, Subject Knowledge and Applied Pedagogy and School Experience. Learning from these components will contribute to the final award of QTS.

Professional Graduate Certificate of Education Secondary

Level 6 – with effect from September 2024

Students enrolled on the Post Graduate Certificate in Education Secondary may withdraw from the from this award and continue on the Professional Graduate Certificate of Education Secondary award, subject to the agreement of the relevant Programme Leaders, and following counselling with appropriate university staff.

Core: Students are required to take:

[SED6106]	Reflective Professional Development for Education Professionals	Sem 1 & 2	30 credits
[SED6206]	Reflective Pedagogic and Curricular Development....	Sem 1 & 2	30 credits

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

Core: Students are required to take:

SED6100	School Experience (QTS) Stage 1	Sem 1	30 Credits
SED6200	School Experience (QTS) Stages 2&3	Sem 2	30 Credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

Stage 1: Introducing and Preparing

This stage provides the foundation from which we will build your understanding of teaching and learning. In your first weeks on the programme, we will look closely at foundational principles of education. In your stage 1 placement school and you will spend time in the classroom, working with expert colleagues to develop your knowledge, understanding and skills. We will introduce research literacy bringing the work of important educational thinkers to your experiences of school and schooling.

Stage 2: Developing and Securing

This stage is designed to support you in developing and refining your skills in a different placement school. You will focus on learning as it takes place over time with an emphasis placed on planning sequences of learning you will also develop a clearer understanding of assessment and adaptive teaching. Again, you will work closely with expert colleagues during this stage to put into action medium and short-term planning that is relevant to the specific needs of the children in your classroom or setting.

Stage 3: Refining and Embedding

With the continued support of expert colleagues from stage 2, this final stage will support you in finding your place in the education community. We will revisit what it means to be a teaching professional and will refine and embed the knowledge you have gained across the previous phases to ensure that you are fully prepared to assume the roles and responsibilities of the early career teacher.

Across the academic year, you will be taught in the centre (University or lead/ delivery partner hubs) and school with learning purposefully integrated across both settings.

- **Centre-based learning** will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate which we feel to be integral to all high-quality professional learning and will draw upon the principles of Digital Active Design, incorporating pre, live and post tasks.
- **School-based Learning** provides opportunities for you to apply the knowledge and skills you have learned during centre-based sessions. The school-based tasks that will be

completed during this time will provide focus and have been designed to get you to *think hard* about the content of the training curriculum. Across your school-based training you will gain experience in both key stages appropriate for your phase of study.

We assume that if learning is to be transformational it should be done with you and not to you and as such you are expected to be **prepared and present and curious** throughout.

Assessment

Assessment of the PGCE programme will take many forms that have been carefully designed to embed non-deficit, anti-discriminatory approaches to progress and success. Assessment will be multi-focal and will typically include.

- Elements of negotiated assessment in level 7 academic modules;
- Formative assessment of learning during centre-based training, through audits of subject knowledge and reflective logs.
- Formal and informal observations by expert colleagues during school experience.
- Ongoing self-reflection and target setting.
- High Quality Feedback and Feedforward across all modules and strands.

The structure of the programme, assessment and training/teaching sessions are explained in more detail in Secondary PGCE Programme handbook.

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</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>	Self - management	Tea mworking	Bus iness & sector awareness	Pro ble m-solv ing	Co mm unication	App licat ion of numeracy	App licat ion of IT	Entr epre neu rship / ente rpri se	Soci al, cult ural & civi c aware ness
SED7293/SED7353 Planning for Progression														
SED7303/SED7363 Supporting Individual Needs														

Level 6 Professional Graduate Certificate of Education

	Assessed learning outcomes of the programme	Skills development
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	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>		Self-management	Team working	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
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)																

Qualified Teacher Status - Secondary Education 11-16 / 14-19

	Assessed learning outcomes of the programme		Skills development
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	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.	High Expectations	Promote Good Progress	Good Subject Knowledge	Plan and teach well structured lessons	Adapt teaching to for all pupils	Accurate use of Assessment	Behaviour Management	Wider Professional Responsibilities	High Personal and Prof. Standards.		Self-management	Team working	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/enterprise	Social, cultural & civic awareness
QTS0000 - Assessed Teaching (Secondary) (11-16/14-19)																			

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	
Postgraduate programmes	<p>The following requirements typically align with the DfE (2023) Initial Teacher Training: criteria and supporting advice.</p> <ul style="list-style-type: none"> • A 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; • 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 6 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 <p>Desirable</p> <ul style="list-style-type: none"> • 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 <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from
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The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for the Postgraduate Certificate in Education

Progression during School Experience

Assessment of School Experience will take place at three points across the academic year as outlined on the table below:

- **Stage 1:** Assessment will be against the foundational competencies. Outcomes will be validated and reported to relevant formal assessment panels and boards.
- **Stage 2:** Assessment will be against the additional competencies. Outcomes are formative and show the trajectory of the trainees' expected progress across Stage 3 and areas where sufficient progress is not being made will be address with appropriate support on an individual basis.
- **Stage 3:** Assessment will be against the Teachers' Standards and will be formally ratified and reported to the relevant assessment panels and boards.

To complete the programme, all students need to demonstrate the level of competence required in the Teachers Standards (DfE, as amended December 2021) or any such standards or other relevant regulatory and compliance requirements in force in England at the time of assessment. To ensure progression towards the final assessment against these standards, a series of criteria (Core Competency Statements) have been developed to outline about what expected progress looks like in each stage of school experience. These are available for all parties in the relevant handbooks.

Progression on School Experience

Where it is felt that a student is not making sufficient progress within any stage of the programme, a Support Plan can be instigated. Most typically, this will come into effect when it is felt that the student teacher:

- is not meeting professional expectations;
- is at risk of not meeting the end of stage expectations;
- is not showing sufficient subject, curriculum or pedagogical knowledge in the specific age/subject they have chosen to teach in.

Should a student teacher not show evidence of sufficient progress against the targets on the support plan within the designated time frame, that stage of school-based training will be deemed to have been failed. Any decisions made about Support Plan failure will be moderated by the relevant programme or level lead and outcomes will be reported to the relevant assessment panel and board where subsequent actions will be agreed. In more serious cases, this may result in denial of resit opportunity.

Additional Considerations

- If a student temporarily suspends their studies, they may return to the programme the following year to re-start that stage.

To attain the fall-back final award of Professional Certificate of Education (with QTS)

- The fallback award of Professional Graduate of Education is available for student's whose academic work (SED7303/7293) has not sufficiently addressed learning outcomes of the Level 7 module/s.
- Students may transfer to this programme, in consultation with academic staff, once they have received their ratified mark for level 7 submissions.

Other Anomalies

- Where a student does not show sufficient evidence of meeting the Teachers' Standards by the end of their training but has passed both academic assignments at level 7, they can be awarded a Post Graduate Certificate in Education without QTS.

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 2 trainees need to successfully complete the Assessed Teaching placement block in Stage 1.
- To be given the final award of Postgraduate Certificate of Education (with QTS) a student must have passed both academic modules at Level 7 and demonstrated sufficient competence during School Experience against each area as specified in the Teachers' Standards (2012).
- To be given the final award of Professional Graduate Certificate of Education (with QTS) a student must have passed both Level 6 modules and demonstrated sufficient competence during School Experience against each area as specified in the Teachers' Standards (2012).

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.