

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	FSSE
'Parent' School	Education
Professional accreditation body (<i>if applicable</i>)	Department for Education
Final award (<i>eg. BA Hons</i>)	Postgraduate Certificate in Education (with Qualified Teacher Status) Postgraduate Certificate in Education (without Qualified Teacher Status)
Title of programme(s)	PGCE Primary (3-7) PGCE Primary (5-11)
Subsidiary award(s) (<i>if any</i>)	Professional Graduate Certificate of Education (with Qualified Teacher Status) Professional Graduate Certificate of Education (without Qualified Teacher Status) Qualified Teacher Status
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	July 2024
Start date (this version) (<i>month and year</i>)	September 2024
Periodic review next due (<i>academic year</i>)	2029
HECoS subject code(s)	100500 Early Years Teaching 100511 Primary Teaching
UCAS course code & route code (<i>available from Admissions</i>)	Specific to each partnership, issued through DFE Apply
SITS codes (<i>Course / Pathway / Route</i>) (<i>available from Student Administration</i>)	PGCPFDN = Primary Education 3-7 PGCPRIN = Primary Education 5-11
Delivery venue(s)	Leeds Trinity University Campus, Lead and Delivery Partnership hubs and in school (as appropriate).

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 Primary PGCE Programme is driven by the values and mission of our teacher education partnership which is informed by:

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

The Primary 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.
- **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 will support you to use your voice within the education community.
- **Supportive.** Recognising that transformative learning can be challenging and providing 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.

Knowledge and Understanding

On successful completion of the programme, students will have *demonstrated*

- K1 Knowledge and understanding of how pupils learn and how these impact on planning, teaching, and assessing.
- K2 Secure knowledge of relevant subject(s) and curriculum areas to teach effectively, fostering and maintaining the interests of pupils and addressing potential barriers to learning.
- K3 Knowledge and understanding of the importance of promoting physical, social, emotional and mental wellbeing.
- K4 An understanding of the needs of pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and knowledge of where the teacher might gain support in meeting specific needs.
- K5 Knowledge of how to manage behaviour effectively to ensure a positive and safe learning environment.

- K6 Understanding of potential barriers to learning that arise from cultural, social and economic factors and how schools and teachers might mitigate for these.

Intellectual / cognitive / 'thinking' skills (I)

On successful completion of the programme, students will have *demonstrated*

- I1 Secure use of analytical skills, showing a critical understanding of issues that effect the work of the teacher.
- I2 The ability to identify and synthesise research, scholarship, and other evidence, précising key theoretical and policy frameworks.
- I3 The evaluation and application of research findings and other evidence to inform their practice.
- I4 The ability to engage in educational debates in a professional manner, maintaining effective and sustained communication of results and arguments taking into account ethical considerations.
- I5 They can judge the impact of learning on professional practice and identify the implications for future professional development.

Practical skills specific to the subject (P)

On successful completion of the programme, students will have *demonstrated*

- P1 They can act within the relevant statutory frameworks which set out their professional duties and responsibilities.
- P2 They can plan, teach and assess effectively across all areas and subjects as outlined in the Early Years Foundation Stage Framework (EYFS) and/or the National Curriculum (NC).
- P3 They can reflect on their own professional practice, identifying professional development needs and justifying personal learning goals.

Employability skills (postgraduate)

On successful completion of the programme, students will have *demonstrated*

- 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; showing awareness of interdependence with others.
- E3 **Business and sector awareness** – an understanding of the key drivers for success, including the importance of innovation; the ability to recognise the external context and pressures on an organisation, including concepts such as accountability, value for money and sustainability.
- E4 **Problem-solving** – a capacity for critical reasoning, analysis, and synthesis; the ability to apply knowledge in practice; 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 arithmetical operations and understand data, to read and interpret graphs and tables.
- E7 **Application of information technology** – show familiarity with word-processing, spreadsheets, and file management; the ability to use the internet and email safely and effectively.
- E8 **Entrepreneurship/enterprise** – the ability to employ innovative approaches to teaching that are designed to inspire learning, to generate ideas that contribute to the wider life of the school.
- 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 Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly the National Qualification and Credit Framework (NQF)).

The curriculum has been designed to ensure full coverage of the entitlements as listed in the Initial Teacher Training Early Career Framework (2024) or successor document, and to meet all current ITT quality requirements and criteria as set out by the Department for Education.

The final assessment of the award of QTS will be against the competency statements as listed in the Teachers' Standards (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.

4. Learning outcomes for subsidiary awards

Guidance	
These outcomes are addressed in relevant level 6 modules as	<p>Learning outcomes for the award of Professional Graduate Certificate of Education (pGCE)</p> <p>In addition to meeting the requirements for the award of QTS, students will demonstrate the Employment Skills as set out in Section 3 above and the following learning outcomes.</p> <p>i) The ability to make flexible use of disciplinary concepts and techniques.</p>

outlined on the table below.	ii) A critical evaluation of approaches to solving problems in a disciplinary context. iii) The ability to work autonomously within a structured learning experience. iv) Effective communication of the results of their work in a variety of forms.
These are addressed across all elements of the programme.	Recommendation for QTS In all outcomes which include a recommendation for QTS, students will be required to demonstrate that they can meet the Teachers' Standards (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Primary PGCE (QTS) programme is comprised of four interlinking strands which are delivered at the centre (which could be at the university or lead / delivery partner hub) and during experience in school. These relate to:

- Professional Studies;
- Subject Knowledge and Applied Pedagogy (SKAP);
- Research Literacy;
- School Experience.

The specific content of these strands will be shaped by the minimum entitlements of the Initial Teacher Training Early Career Framework or other related documentation. The content of sessions will be aligned to the age phases (3-7, 5-11, 7-11) that you have chosen to specialise in.

For students, following the Post Graduate Certificate in Education (without QTS) pathway delivered by external partners, the non-credit bearing elements of the curriculum will be delivered by the relevant school partner.

Professional Studies

This strand will provide you with the toolkit for working as a professional in the early years setting or primary school. Drawing upon a range of evidence and thinking that is relevant to the contemporary classroom context, you will develop your knowledge, understanding and skills in a range of areas which will typically 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 the big questions that relate to practice and will get you to think hard about education in action.

Subject Knowledge and Applied Pedagogy (SKAP)

This strand introduces teaching across all core and foundation subjects and/or prime and specific areas of learning. 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 specific subject areas and have the opportunity to practice, rehearse and reflect upon these with groups of your peers. When in school, you will be required to observe, plan, teach and assess in all curriculum areas and, with the support of expert colleagues, will enhance and refine your skills and knowledge across the curriculum

Research Literacy

This strand is designed to challenge you to think critically and reflectively about specific aspects of education and to understand the factors that have informed them. In the two modules that underpin this strand, you will be asked to think deeply about how cultural, social and economic factors might impact upon 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, relevant policies and your own experiences of school and schooling, this strand is designed to support you in becoming a thoughtful and engaged teacher who is not afraid to ask why.

School Experience

This strand is where you will integrate all of your learning at the centre 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.

- 3-7 specialists: Placements in the Early Years Foundation Stage and Key Stage 1;
- 5-11 specialists: Placements in Key Stage 1 and Key Stage 2;
- 7-11 specialists: Placements in upper (years 5 and 6) and lower (years 3-4) Key Stage 2.

6. Structure

Postgraduate Certificate of Education (with Qualified Teacher Status):

Duration: 10 months

Total credit rating: 60 (Level 7)

The programme comprises of two modules that are credit bearing and will lead to the award of Post Graduate Certificate of Education (PGCE). All students will be initially enrolled on the PGCE programme.

Code	Title	Semester/Stage	Credits
PED7323	Supporting Individual Needs	1	30 (Level 7)
PED7313	Developing Assessment Literacy	2	30 (Level 7)
PED6100	School Experience – Stage 1	1	0
PED6200	School Experience – Stage 2	2	0
PED6300	School Experience – Stage 3	3	0
QTS0000	Assessed Teaching	Year Long	0

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.

For students, following the Post Graduate Certificate in Education (without QTS) pathway delivered by external partners, the non-credit bearing elements of the curriculum will be delivered and assessed by the relevant school partner. Students will take the following modules:

Professional Graduate Certificate of Education

Duration: 10 months

Total credit rating: 120 (Level 6)

The fallback award of Professional Graduate Certificate of Education is available for students whose academic work on the Level 7 modules PED7323 and/or PED7313 has not sufficiently addressed learning outcomes once they have received their ratified mark for Level 7 submissions. Students may transfer to this Professional Certificate of Education (with QTS) before they commence to the final stage of the programme, in consultation with academic staff.

The Professional Graduate Certificate of Education is comprised of two core modules, as outlined in the table below.

Code	Title	Semester/Stage	Credits
PED6106	Reflective Professional Practice Development for Education Professionals	Year Long	60 (Level 6)
PED6206	Reflective Pedagogic and Curricular Development for Education Professionals	Year Long	60 (Level 6)
PED6100	School Experience – Stage 1	1	0
PED6200	School Experience – Stage 2	2	0
PED6300	School Experience – Stage 3	3	0
QTS0000	Assessed Teaching	Year Long	0

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.

For students, following the **Professional Graduate Certificate of Education (without QTS)** pathway delivered by external partners, the non-credit bearing elements of the curriculum will be delivered and assessed by the relevant school partner with the following module codes:

Code	Title	Semester/Stage	Credits
PED7323	Supporting Individual Needs	1	30 (Level 7)
PED7313	Developing Assessment Literacy	2	30 (Level 7)

Qualified Teacher Status (QTS)

QTS will be awarded upon the successful completion of all elements of the relevant programme. Final assessment prior to the award of QTS will be made against the Teachers' Standards (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.

7. Learning, teaching and assessment

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

The programme has been constructed with students and expert colleagues across the partnership and will provide a well-rounded and socially-just understanding of teaching and learning in both theory and practice. It will be delivered in three stages, typically spanning three school terms.

Stage 1: Introducing and Preparing

This stage provides the foundation from which we will build upon your understanding of teaching and learning. In your first weeks on the programme, we will look closely at the foundational principles of education and you will spend time in the classroom working alongside expert colleagues to develop your knowledge, understanding and skills. In developing your research literacy at this stage, you will be asked to think about who you are as a learner and relate the work of key educational thinkers to your prior experiences of school and schooling. A specific emphasis in stage one will be placed upon the importance of inclusion and inclusive practice.

Stage 2: Developing and Securing

This stage is designed to support you in developing and refining your skills and will focus on learning as it takes place over time. A focus in this phase will be placed on planning sequences of learning and you will develop a clearer understanding of assessment in both theory and practice. You will work closely with expert colleagues during this phase to put into action medium and short-term planning that is relevant to the specific needs of the children in your classroom or setting. You will evaluate the impact that teaching has on learning and in doing so will become proficient at explaining the rationale for the choices made in your planning.

Stage 3: Refining and Embedding

With the support of expert colleagues, 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 stages to ensure that you are fully prepared to assume the roles and responsibilities of an early career teacher.

Across the academic year, you will be taught in the centre (the university or lead/ delivery partner hubs) and in 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 are integral to high-quality professional learning. Sessions 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 learnt during centre-based sessions. The school-based tasks that will be completed during this time have been designed to get you to think hard about the content of the training curriculum.

During the programme, you will 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 will ask you to practice, apply and refine your skills in specific aspects of teaching and learning.

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:

- summative assessment across 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.

To be awarded QTS at the end of the programme, you need to meet the above learning outcomes and demonstrate the level of competence required to meet the Teachers' Standards or any such regulatory or compliance requirements that are in force in England at the time of assessment. To ensure appropriate progression towards the Teachers' Standards a series of criteria (Core Competency Statements) have been developed which outline what expected professional practice looks like at each stage of the programme.

The structure of the programme, assessment and training/teaching sessions are explained in more detail across all Primary PGCE Programme handbooks.

7b) Programme learning outcomes covered

Professional Graduate Certificate of Education

	Assessed learning outcomes of the programme														Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	P1	P2	P1	E1	E2	E3	E4	E5	E6	E7	E8	E9
	How pupils learn	Subject and Curriculum	SEMH and Wellbeing	Support for SEND, EAL learners	Managing Behaviour	Identifying Barriers	Critical Understanding	Synthesis of research	Applying findings	Educational Debates	Impact on practice	Statutory Frameworks	Teach across subjects	Reflection on Professional Practice	Self-management	Teamworking	Sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PED7323 Supporting Pupil Progress																							
PED 7313 Developing Assessment Literacy																							
Subject Knowledge and Applied Pedagogy																							
Professional Studies																							
School Experience																							

All students will be initially enrolled on a Level 7 programme. Students transferring to a Professional Graduate Certificate of Education will be assessed against the stated outcomes of Level 6 modules as outlined in section 4 of this document.

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	No
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>The following requirements 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, Mathematics and Science at grade 4 (or equivalent) or above. • Meet the Secretary of State's requirements for suitability 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. • Be able to read effectively and to communicate clearly and accurately in standard English. • For students 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).

9. Progression, classification and award requirements

<p>Details of requirements for student progression between levels and receipt of the award(s)</p> <p>(A certain level of attainment which <u>must</u> 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)</p>
<p>The following regulations apply, together with the General Academic Regulations.</p> <p>Programme Regulations for the Postgraduate Certificate in Education.</p> <p>To complete the programme, all students need to demonstrate the level of competence required by the Teachers' Standards (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.</p> <p>Assessment of professional practice prior to the award of QTS will take place at three points across the academic year as outlined below. To progress to the next stage, students need to show evidence of satisfactory progress against the relevant Core Competency statements for that stage.</p> <ul style="list-style-type: none"> • Stage 1: Assessment will be against the foundational competencies. Outcomes will be validated and reported to relevant assessment panels and boards. • Stage 2: Assessment will be against the foundational competencies and the progress that has been made towards meeting additional competencies. Outcomes will be validated and reported to relevant formal assessment panels and boards. • Stage 3: Assessment will be against the additional competencies, which have been mapped to ensure alignment with the Teachers' Standards. Outcomes will be formally ratified and reported to the relevant assessment panels and boards.

Where it is felt that a student is not making sufficient progress against the Core Competency descriptors within any specific 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 the expectations for that specific stage or phase;
- 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 the denial of re-sit opportunity.

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 (PED7323/13) 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

- To be awarded a Postgraduate Certificate in 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 (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.
- To be awarded a Postgraduate Certificate in Education (without QTS) a student must have passed both academic modules at Level 7.
- To be awarded a 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 (DfE, as amended December 2021) or any relevant regulatory and compliance requirements in force in England at the time of assessment.
- To be awarded a Professional Graduate Certificate of Education (without QTS) a student must have passed both Level 6 modules.

11. Additional support needs

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

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.

