



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Professional accreditation body</b>	n/a
<b>Final award</b>	<b>Professional Certificate of Education: Primary Education (5-11) (QTS)</b> <b>Postgraduate Certificate of Education: Primary Education (5-11) (QTS)</b> <b>SCITT: Professional Certificate of Education: Primary Education (5-11) (QTS)</b> <b>SCITT: Postgraduate Certificate of Education: Primary Education (5-11) (QTS)</b>
<b>Title of programme(s)</b>	Primary 5-11
<b>Subsidiary award(s)</b>	n/a
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	1 year full time
<b>Start date</b>	September 2012
<b>Periodic review next due</b>	AY 2016/17
<b>GTRR course code &amp; code name</b>	X104
<b>Venue</b>	Leeds Trinity

### 2. Aims of the programme

Rationale and general aims
<p>The aims of the Primary Education (5-11) programme are:</p> <ol style="list-style-type: none"> <li>1. to support the College's mission to provide high quality education in a supportive learning environment;</li> <li>2. to provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for qualified teacher status in the primary school;</li> <li>3. to ensure students have the academic understanding and skills to become lifelong learners;</li> <li>4. to ensure students continue to be highly employable in a competitive job market;</li> <li>5. to meet the needs of those preparing to work in a perpetually developing education system</li> </ol>

6. to ensure that students have the professional and academic skills to meet the learning needs of all children and to become reflective professional practitioners

### **3. Student learning outcomes of the programme**

#### **Learning outcomes in terms of:**

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- professional skills (P)

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

#### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (DfE, 2011)

#### **Knowledge and Understanding:**

On successful completion of the course, students will:

K1: have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings (T3)

K2: demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (T3)

K3: demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English (T3)

K4: demonstrate a clear understanding of systematic synthetic phonics (T3)

K5: demonstrate a clear understanding of appropriate teaching strategies for early mathematics (T3)

K6: demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (T2)

K7: have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (T5)

K8: demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (T5)

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 (T5)

K10: know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (T6)

#### **Intellectual Skills:**

On successful completion of the course, students will be able to:

I1: reflect systematically on the effectiveness of lessons and approaches to teaching (T4)

I2: contribute to the design and provision of an engaging curriculum within the relevant subject areas (T4)

I3: take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (T8)

**Professional Skills:**

On successful completion of the course, students will be able to:

P1: set high expectations which inspire, motivate and challenge pupils (T1)

P2: promote good progress and outcomes by pupils (T2)

P3: plan and teach well structured lessons (T4)

P4: adapt teaching to respond to the strengths and needs of all pupils (T5)

P5: make accurate and productive use of assessment (T6)

P6: manage behaviour effectively to ensure a good and safe learning environment (T7)

P7: fulfil wider professional responsibilities (T8)

P8: fulfil expectations with regard to personal and professional conduct (P1)

For those completing the Postgraduate Certificate in Education additional objectives are:

K11: to demonstrate a critical awareness of key current issues, policies and practices in primary education

K12: to demonstrate a critical awareness of the main traditions of educational research

I4: to apply knowledge of educational research to their own practice

I5: to plan an appropriate action research project in an area of personal interest

T1: to research, debate and form original perspectives on areas of current national interest in education

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

QAA Benchmark Statements for Education Studies (2007) inform the teaching of professional studies on the programme but are not formally assessed

DfE Teacher Standards (2012)

**4. Content**

**Summary of content by theme  
(providing a 'vertical' view through the programme)**

**Stage 1: Planning, teaching and assessment**

This phase of the course includes: introduction to teaching; National Curriculum and its aims and values. Introduction to schools' aims, curriculum and policies. Relationship between planning, teaching and assessment. Introduction to classroom organisation and layouts. Principles of planning. Introduction to planning for learning, the organisation of learning and assessment for learning. Introduction to theories of learning. Values and positive classroom climates. The place of the child in society. Introduction to managing behaviour including: rights, responsibilities, rules and routines. The role of the teacher including values, knowledge, skills, expectations and strategies. Helping children to build relationships and self-esteem. Theories relating to social and emotional and moral development. Introduction to individual needs including EAL, SEN. School characteristics and organisation, stakeholders and governance, aims, roles and responsibilities in schools, policies. Personalised learning. Introduction to Child protection. Introduction to school communities including stakeholders, families, cultural diversity, social diversity.

SBT: students will engage in a gradual process of development: week 1 will involve observations and planning for the block experience; weeks 2 and 3 will involve group teaching and beginning to plan with the teacher's support for aspects of literacy and numeracy and weeks 4, 5 and 6 involve developing independence, ideally teaching independent whole class sessions.

**Stage 2: Individual learning needs and broadening teaching strategies**

This stage of the course includes: evaluation of and reflection on planning, teaching and assessment on first period of SBT. Developing planning. Differentiation. Working with other adults. Managing learning – whole class, grouping and individual. Teaching strategies, e.g. explanations, modelling, questioning. Assessment for learning and assessment of learning. How to apply theory into practice including how social constructivist models influence learning. Learning outside the classroom. Identifying areas for development in SBT, reflecting and identifying areas for development from 2<sup>nd</sup> period of SBT and creating an action plan for 3<sup>rd</sup> period of SBT. Managing challenging behaviour and bullying. Develop subject knowledge and understanding of safeguarding and associated issues. PHSCE education. Working with parents. Working with support staff. Roles and responsibilities of other professionals and integrated working. SEN identification, policy and procedures in SEN, role of SENCO, role of parents, knowledge of a range of needs. Gifted and talented. Exploring more issues in relation to diversity and meeting the needs of all children including EAL. Recognising and overcoming barriers to learning.

SBT: Wk 1 observations and planning; weeks 2 and 3 literacy and numeracy teaching; weeks 5 and 6 50% timetable moving to 80% by week 7 and 8; week 9 is transition into Stage 3 in school

**Stage 3: Professionalism and Induction**

This stage of the course includes: values and positive classroom climates. School characteristics and organisation, stakeholders and governance, aims, roles and responsibilities in schools, policies. Personalised learning. Introduction to Child protection. Introduction to school communities including stakeholders, families, cultural diversity, social diversity. Ensuring a comprehensive understanding of professionalism and reflective practice and the impact of these on practice and children's progress.

SBT: Wk 1 observations and planning; Wks 2 to 7 80% timetable

2 weeks research or learning in an alternative setting: providing the opportunity to pursue an area of interest and engage in a practical project in this area for the placement school. Or to experience learning in an alternative setting such as a special school.

**5. Structure**

**Professional Certificate of Education: Primary Education (5-11) (QTS)**

**Postgraduate Certificate of Education: Primary Education (5-11) (QTS)**

**SCITT: Professional Certificate of Education: Primary Education (5-11) (QTS)**

**SCITT: Postgraduate Certificate of Education: Primary Education (5-11) (QTS)**

**Duration:** 1 year full-time

**Level 6**

**Core:** Candidates are required to take:

Stage 1	<b>Introduction to primary curriculum and professional practice</b>	<b>Sem 1</b>
Stage 2 <sup>1</sup>	<b>Developing Independence in professional knowledge and practice</b>	<b>Sem 1/2</b>
Stage 3 <sup>2</sup>	<b>Independent Professional Practice and Alternative Provision</b>	<b>Sem 2</b>

**Level 7**

Students may choose to take:

PED 7003	Critical Thinking	30 credits	Sem 1 and 2
PED 7013	Application of Critical Thinking <sup>3</sup>	30 credits	Sem 2

<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 SBT successfully.

<sup>3</sup> In order to take Application of Critical Thinking students need to successfully complete Critical Thinking

## **6. Learning, teaching and assessment**

### **6a) Statement of the strategy for learning, teaching and assessment for the programme**

The Postgraduate/ Professional Certificate in Education: Primary Education (5-11) (QTS) course fulfils the principles and strategies of the Student Centred Learning, Teaching and Assessment Strategy 2012-2015 in as far as these relate to postgraduate, professional learning.

Students are challenged to reach the standards required to gain qualified teacher status. Teaching within College 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 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.

Teaching within the department reflects our understanding of good practice in learning and teaching, combining the best of interactive learning with development of the students' independent learning skills related to reading; research; reflection and evaluation. Tutors across the programme model effective use of interactive whiteboards, ICT, practical activities and group-work, as well as challenging debate and reflection of new theoretical material.

Teaching is a balance of lecture, workshop, tutorial and independent study tasks. Through this balance students receive relevant input on the area of study; they are supported in their engagement with new material and guided in how to develop their understanding and then encouraged to review and evaluate their learning independently. Tutors make good use of

reading materials and the CLARCS pack for independent reading and the VLE for support materials, online assessments, sharing good practice and links to additional materials.

Masters provision: throughout the course of the first module students will be developing their expertise in analysing data from research and evaluating sources. They will engage independently in researching areas of interest and presenting these through oral and written formative exercises. It is expected that this engagement in evaluation will support students' professional development, too, through self evaluation and reflective practice. The second module starts before the end of the PGCE and will see students engaged in a practical action research project to enhance their practice.

*Assessment:*

- Professional Studies: Planning, Assessment, School Communities and Relationships – Planning Evaluation.
- Professional Studies: Behaviour Management, Management Strategies, Record Keeping and SEN - Research/Findings.
- Art and Design and the Primary Curriculum – Ideas Resource.
- Design and Technology and the Primary Curriculum – Planning.
- English Reading and the Primary Curriculum – Presentation.
- English Writing and the Primary Curriculum – Writing Resources.
- Geography and the Primary Curriculum – Session-based Tasks.
- History and the Primary Curriculum – Session-based Tasks.
- ICT and the Primary Curriculum – Own Resource Review / Reflective Report.
- Mathematics and the Primary Curriculum – Maths Resources and Audits.
- MLF and the Primary Curriculum – Partner Presentation.
- Music and the Primary Curriculum – Session-based Tasks.
- PE and the Primary Curriculum – Lesson Plan Activity.
- RE and the Primary Curriculum - Portfolio
- Science and the Primary Curriculum – Science Audit and Plans.

## 6b) Stage details

Stage number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
Stage 1	Seminars	Portfolio	6,000-word equivalent	Pass/Fail	Semester 1	Deborah James Robert Boulter Jenny Stuart Collins Katie Hartshorne Chris Mullarkey <b>Alison Lesurf</b> Julia Holden	<b>SCITT in school</b>
		In session tasks	None set – group task within session time limits	Pass/Fail	Semester 1		
Stage 1/ 2	Seminars	Maths and English audits	2 x ½ hour equivalent x 2	Pass/Fail	Semester 1		
Stage 1 SBT	School-based training	SBT assessment booklet		Pass/Fail	Semester 1	Deborah James <b>Alison Lesurf</b> Julia Holden	<b>In school</b>
Stage 1 Professional Studies	Seminars	Essay	2,500 words	Pass/Fail	Semester 1	Sarah Trussler <b>Alison Lesurf</b> Deborah James	
		Planning evaluation	2,500 words	Pass/Fail	Semester 1		
Stage 2 SBT	School-based training	SBT assessment booklet		Pass majority of Standards	Semester 2	Deborah James <b>Alison Lesurf</b> Julia Holden	<b>In school</b>
Stage 2	Gathering and evaluating evidence from teaching and taught sessions	Standards Evidence Base		Formative in Stage 2, has to be passed by the end of Stage 3	Semester 2	Deborah James <b>Alison Lesurf</b> Jenny Stuart-Collins Katie Hartshorne Chris Mullarkey Diane Maguire Julia Holden	<b>In school and college</b>
Stage 2	Seminars	In session tasks	None set – group task within session time limits	Pass/Fail	Semester 2		
Stage 3 SBT	School-based training	SBT assessment booklet		Pass all Standards	Semester 2	Deborah James <b>Alison Lesurf</b> Julia Holden	<b>In school</b>
Stage 3	Gathering and evaluating evidence from teaching and taught sessions	Standards Evidence Base		Pass/Fail	Semester 2	Deborah James <b>Alison Lesurf</b> Bev Forrest Robert Boulter Chris Mullarkey	<b>In school and college</b>

Stage 3	Seminars	In session tasks	None set – group task within session time limits	Pass/Fail	Semester 2	<b>Sarah Trussler</b> Bev Forrest Jane Grace	
Masters PED 7003 Critical Thinking	Lectures, seminars and workshops	Essay Proposal	3,000 words 3,000 word equivalent including 10 minute presentation	Pass/ Fail	Semester 1 Semester 2	<b>Sarah Trussler</b>	
Masters PED 7013 Applying Critical Thinking	Lectures, seminars and workshops	Research report	6,000 words	Pass/Fail	December of NQT year	<b>Sarah Trussler</b>	





## 7. Entry requirements

### Postgraduate programmes

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

A good honours degree in a relevant subject (or equivalent) 2ii or above

GCSE English Language and Mathematics and Science at grade C (or equivalent) or above.

Must pass skills tests before commencement of course (from 2013) or the equivalent TA national requirements. For 2012 entry, trainees must pass QTS skills tests by the end of the AY.

Be able to read effectively and to communicate clearly and accurately in standard English;  
(From September 2013) Passed the DFE Skills Tests in Literacy and Numeracy.

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 Criminal Records Bureau as unfit for working with children or young persons;

Have suitable personal and intellectual qualities, attitudes and values required for teaching in primary schools.

Significant and relevant primary school experience as classroom assistant, work placement student or the equivalent

SCITT: significant primary school experience as a classroom assistant, HLTA or equivalent

For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

## 8. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

To pass Stage 1 SBT students need to successfully complete 2 out of 3 observations and will receive formative feedback against the Standards.

To pass Stage 2 SBT students need to successfully meet at least 6 of the 8 teaching Standards plus the professional Standard.

To pass Stage 3 SBT students need to successfully meet all the Teacher and Professional Standards.

Students who receive weak grades across a range of Teacher Standards may not be recommended for QTS.

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

In order to progress to Stage 2 students need to successfully pass the maths and English audits.

In order to progress to Stage 3 students need to successfully complete Stage 2 (SEB1 is formative in Stage 2, but must be passed by the end of Stage 3).

If students temporarily withdraw eg. Due to DFO in Stage 1 they return to the course the following September.

If students temporarily withdraw in Stage 2 they return the following November.

If students temporarily withdraw in Stage 3 they return in the following March, i.e. at the beginning of the Stage in which they withdrew. If students fail SBT 3 only, they can resit in the September to November resit period and receive their award at Christmas.

## 9. Prerequisites

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

*Include the rationale which justifies imposition of the prerequisite(s).*

Audits in English and maths must be passed by progress board 1 in order to progress any further on the course.

## 10. External examining arrangements

### External examining arrangements

There will be one External Examiner for the Professional Graduate Certificate course who will:

- assure the quality and integrity of the assessment procedures and comparability of course 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 College.

There will be an External Moderation team who:

- will be senior teachers currently working in, or recently retired from, schools outside the Leeds Trinity partnership and so will be 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 College.

## 11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

Students will complete three school placements in at least 2 different schools. School placements will be decided by the department in conjunction with the Education and Partnership Office. Students are not able to arrange their own SBT placements, although personal circumstances are considered.

For the alternative placement period at the end of the programme students are expected to find their own placements – which could be at the same school as SBT or in any other relevant learning environment. If students choose to go abroad for their placements, they are responsible for risk assessment and funding. The alternative placement will contribute to M Level data gathering for those completing the Applying Critical Thinking module.

It is at the department's discretion to require a student to complete the alternative placement fortnight in their SBT placement school or provision related to a particular Standard that they may be missing. Students would, therefore, forgo the alternative placement element which may impact on their ability to complete the Masters element of the programme.

If a student withdraws from SBT for reasons other than those applicable to DFO they have failed the continuous assessment and therefore fail the placement. If a school requires a student to withdraw due to unprofessional conduct, lack of attendance etc. then the student automatically fails the placement. However, if a school is unable to meet the expectations of the partnership agreement, as decided by the school or department, then students will have a right to be placed elsewhere to complete their SBT – this may, in some circumstances, require additional time to be made up in school outside of scheduled SBT placement.

Students will be required to undergo 24 weeks of SBT as set out in the DfE requirements – if a student is absent due to illness or other reasonable circumstances, then they will be expected to make up the time to the full 24 weeks. If attendance falls below a reasonable level, a student may fail the SBT and be required to withdraw to complete the SBT at the same period the following year. Any absence from the college based or school based elements of the programme will be carried over from Stage to Stage.

Students do not have an automatic right to resit SBT, this is at the discretion of the progress Board or final exam Board.

## 12. Additional support needs

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

(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)

All successful applicants have to meet the Secretary of State's requirements for physical and mental fitness to teach.

All trainees will have access to support from the college disabilities coordinator.

Teaching materials will be located on College VLE so access to these outside of taught sessions will be possible. A forum for dialogue between students, and between students and tutors will also be provided via VLE.