PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School (ICE / SAC / SSHS)	**ICE**
Academic Group	**Primary Education**
Professional accreditation body	**Department for Education**
Final award (eg. BA Hons)	**Postgraduate Certificate in Education [with recommendation for QTS]**
Title of programme(s)	**Primary (3-7) and (5-11) [University-led; School Direct Local and Distance; SCITT]**
Subsidiary award(s) (if any)	**Professional Graduate Certificate of Education [with recommendation for QTS]** **Post Graduate Certificate in Education [without recommendation for QTS]**
Honours type (Single / Joint / Combined)	**N/A**
Duration and mode(s) of study	**1 year full-time / 2 years part-time**
Month/year of approval of programme	**June 2020**
Start date (this version) (month and year)	**September 2020**
Periodic review next due (academic year)	**2025/6**
HECoS subject code(s)	**100511 Primary teaching (100%)**
UCAS course code & route code (available from Admissions)	**Specific to each partnership/alliance, issued by UCASTT**
SITS codes (Course / Pathway / Route) (available from Student Administration)	**PGPRI**
Delivery venue(s)	**Partnership Schools and LTU campus**

2. Aims of the programme

Rationale and general aims, including what is special about this programme
The aims of the programme are under-pinned by some key themes for every PGCE student:

1. All programmes will focus on the impact students have on pupils' learning and social and emotional development.

29.7.2020 – Module Codes added for SBT,QTS, PES and Subj Knowledge
15.6.21 – Addition of PED7023 and PED7033 codes for external SCITT students only following Level 7

2. All programmes will ensure that there is high quality mentoring for all students in School Based training.
3. All programmes will ensure that schools and partners are engaged within the partnership, including programme design and development, recruitment, assessment and leadership and management.
4. All programmes will have a commitment to local schools and supporting school improvement, not least through provision of high-quality teachers.
5. All programmes will be committed to addressing national priorities so that students are well prepared as a newly qualified teachers (NQT) and as early career teachers.
6. All postgraduate programmes will ensure a commitment to supporting all students achieving at Level 7.
7. All programmes will be committed to a high quality of transition into the NQT year, and support both students and employers move through induction phase and into early career induction.

The aims of the PGCE Primary (3-7) and (5-11) Programmes are:

1. To support the Institution's vision, values and mission to provide high quality education in a supportive learning environment for all students;
2. To provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for qualified teacher status in the primary school so that students leave the course fully equipped for early career opportunities;
3. To ensure students have the academic understanding and skills to become lifelong learners, so that students will be able to return to Leeds Trinity for CPD and Masters level learning as they progress through their careers;
4. To ensure that students have the professional and academic skills to meet the learning needs of all children and to become reflective professional practitioners, to allow students to confidently work with pupils from all backgrounds and ability levels;
5. To ensure students continue to be highly employable in a competitive job market, so that they are well prepared and can feel confident at interviews during and after their PGCE year;
6. To meet the needs of those preparing to work in a perpetually developing education system, which enables them to work flexibly and efficiently within policy changes.

These aims are consistent across all the potential routes towards Primary PGCE, including, School Direct and University-led courses and the delivery of Level 7 on the SCITT programmes.

1. School Direct courses are either at a local model (where some teaching and training occurs in schools and some at university), or at a distance model (where all teaching occurs at the schools, with university input in situ). All placement work occurs in the alliance's schools, and placements are chosen for students by the schools concerned.
2. University-led courses operate at university level in terms of teaching and training, but always with school expert input, and the majority of the year is spent on placement in partnership schools who work with Leeds Trinity. Subject knowledge and professional studies modules are delivered by university staff and visiting experts from partnership schools.
3. SCITT courses operate within an alliance of schools, and are school based courses where all teaching, training and placement work occurs in the hub schools. All subject knowledge and applied pedagogy and professional studies is organised and delivered by SCITT, dependent on the SCITT's operations across their schools. LTU provide the Level 7 teaching and assessment only.

In all routes, students are supported throughout the year by University tutors, a placement link tutor, and a school mentor. All programmes are built on and contribute to a local professional

community. The curriculum has been devised and developed and reviewed in partnership with such communities.

Leeds Trinity has provided teacher training and education for over fifty years, and has worked in partnership with schools in the region and in recent years widening participation since the advent of 'partnership' ITE in the 1990's. When students 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)**

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

Knowledge and understanding

K1   Secure knowledge of relevant subject(s) and curriculum areas in order to foster and maintain pupils' interest in the subject, and address pupil's barriers to learning;

K2   A critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

K3   Knowledge and understanding of early English (including Systematic Synthetic Phonics), early maths and other national priority areas within the early years or primary curriculum;

K4   Knowledge and understanding of how pupils learn and how this impacts on planning, teaching and assessing;

K5   Knowledge and understanding of the physical, social, emotional, mental wellbeing and intellectual development of pupils, and know how to adapt teaching to support all pupils' education and development;

K6   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;

K7   Knowledge of how to manage behaviour effectively to ensure a positive and safe learning environment.

Intellectual skills

I1   The skills to follow a structured and systematic approach to practitioner 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   The skills to critically analyse the relationship between theoretical models and perspectives and their application and impact in particular classrooms, as well as formulating ways of applying the findings of their own professional reflection and research findings in their practice in such classrooms;

I3   The skills to review and make connections between theory, policy and practice and, through such reflective practice and CPD opportunities, improve within a given development cycle.

Practical skills

P1   Sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges;

P2   The ability to model and organise provision for Physical Education, appropriate to the age group taught.

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   **Team-working** – 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.

Students recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards (DfE, 2012/3) and therefore be eligible for the award of Qualified Teacher Status.

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 professional studies on the programme, which are not formally assessed. The programme is also congruent with the Teachers' Standards (2012/3) and Initial Teacher Training Criteria. Course development has been informed by the ITE Core Content Framework (2019), Early Career Framework (2018) and the Initial Teacher Training criteria (DfE, 2016).

4.   Learning outcomes for subsidiary awards

Guidance	
	Postgraduate Certificate in Education (without recommendation for QTS) Students will have achieved the learning outcomes for Level 7 study outlined above, and successfully completed 60 Level 7 credits in PED7323/PED7023 and PED7313/7033. They will have withdrawn from, or not passed the requirements for the recommendation for award of QTS (DfE, 2012/3).
The assessment strategy is designed so that each of the Level 6 outcomes is addressed throughout university-led study across Stages 1, 2 and 3.	**Professional Graduate Certificate of Education (with recommendation for QTS)** On successful completion of the Professional Graduate Certificate in Education (PGCE) programme, in addition to meeting the requirements for the recommendation for award of QTS, students will demonstrate the Employment Skills set out in Section 3 above and meet the generic learning outcomes for Level 6 award: i) an ability to make flexible use of concepts and techniques related to primary education; ii) critical evaluation of approaches to solving problems in an educational context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms.

Recommendation for QTS	In all outcomes which include a recommendation for QTS students will demonstrate the Employment Skills set out in Section 3 above, and that they can meet the Teachers' Standards (2012/3), or such official requirements that shall amend or replace such Standards. In addition, in relation to each of the Teachers' Standards, students shall demonstrate that they:
	TS1 Set high expectations which inspire, motivate and challenge pupils
	• Understand that teachers have the ability, through modelling and maintain high expectations, to influence the attitudes, values, behaviours and achievements of their pupils.
	TS2 Promote good progress and outcomes by pupils
	• Recognise the importance of the role of knowledge and understanding in pupil's progress and abilities, taking into account the cognitive and affective architecture of memory and the importance of well-planned practice and recall opportunities.
	TS3 Demonstrate good subject and curriculum knowledge
	• Can devise (using a wide range of resources) and deliver sequences of learning which identify and explicitly teach and monitor the learning of essential, knowledge, skills and principles of all subjects, whilst anticipating common misconceptions, and which over time link new ideas.
	TS4 Plan and teach well-structured lessons
	• Teach new learning in steps linking new ideas to previous knowledge, with well devised and a range of teaching strategies that include: questioning, discussion, modelling, guiding and scaffolding, reviewing. All of which are related to the age expected or exceeding the levels demonstrated by pupils.
	TS5 Adapt teaching to respond to the strengths and needs of all pupils
	• Adapt and differentiate levels of support in ways that reflect the requirement of pupils with differing attainment, prior knowledge, cultural experiences or with specific barriers to learning.
	TS6 Make accurate and productive use of assessment
	• Use assessment strategies to gather information about pupils' understanding and needs and make well informed decisions about teaching and learning strategies, as well as provide high quality feedback which gives pupils specific guidance on how to improve.
	TS7 Manage behaviour effectively to ensure a good and safe learning environment

	• Establish and reinforce clear expectations, routines, which recognise the importance of, and enable pupils to learn, how to regulate their emotions and reactions as well as their motivations. • Develop a systemised approach that allows pupils to demonstrate and independently become active learners within a positive environment **TS8 Fulfil wider professional responsibilities** • Engage in reflective professional development, listening to colleagues, mentors and peers, seeking out ways of making valuable contributions to the wider life of the school and building effective relationships with other professionals and parents. **PPC Meet consistently high standards of personal and professional conduct** • Maintain public trust and confidence in the teaching profession through personal and professional conduct in and out of school, university or online.

5. Content

Summary of content by theme
The programme is delivered through three taught strands that relate to the following content areas: • Professional Education Studies (Level 6 and Level 7) • Subject Knowledge and Applied Pedagogy • School Based Training The course addresses specific areas of knowledge and understanding relating to research informed approaches to subject knowledge and pedagogy, planning teaching and assessment, behaviour and classroom management techniques through the best practices used by the partnership schools into which they are being introduced. Students are encouraged to reflect upon and make critical use of such knowledge and to see the how links between theory and practice are made. Professional Education Studies and key national priorities underpin the taught content and run in parallel to knowledge-based teaching. The programme enables students to recognise consistency and parity of approach between all aspects of delivery, both University and School based. The taught courses seek to show Primary current practice delivered by experts in Primary education, and theories that underpin key elements of effective practice at the heart of all aspects of the programme. Students are introduced to whole class teaching from early in the programme where they spend time in school, observing, reviewing the learning cycle and developing and delivering planning sessions. This school experience builds throughout Semester 1 with university and school-based learning symbiotically. Students are introduced to a broad and balanced curriculum and given opportunities to demonstrate an understand of, and reflect on, their growing experience, whilst receiving top-up training. Semester 2 provides further university-led teaching with longer periods of school-based training. Conference days and sessions delivered by both University staff and school partners ensure SKAP and professional studies continue to embed knowledge and understanding throughout the academic year. Contrasting school experiences support a developing confidence in planning for sequences of learning and reporting on the impact of pupil progress and experience.

Taught elements support students in relation to both the identified learning outcomes and Teachers' Standards (DfE, 2012/13). This is supported by the reflective nature of the Subject Knowledge and Applied Pedagogy and Professional Learning and Development requirements. Purposeful and productive dialogue is encouraged with both School mentors and University learning tutors.

All students are initially registered to undertake study at Level 7 through two 30-credit modules:
- PED7323/PED7023 Supporting Individual Needs
- PED7313/PED7033 Assessment and Planning Pupil Progress in the Primary Classroom

These taught modules are specifically designed to enable the critical reflection of current practices and form the basis of content within these studies.

6.   Structure

Postgraduate Certificate in Education: Primary (3-7) and (5-11)
Duration: 1 year full-time
              2 Years part-time

Level 7 – with effect from September 2020

Core:	**Students are required to take:**		
PED7323/ PED7023	Supporting Individual Needs	Sem 1	30 credits
PED7313/ PED7033	Assessment Planning for Pupil Progress in the Primary Classroom	Sem 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:

- Subject Knowledge and Applied Pedogogy

Professional Graduate Certificate in Primary Education (3-7) or (5-11)

Level 6 – with effect from September 2020

Core:	**Students are required to take:**		
	Professional Education Studies	Sem 1 & 2	0 Credits
	Subject Knowledge and Applied Pedagogy	Sem 1 & 2	0 Credits
PGPRD1	School Based Teaching Stage 1	Sem 1	0 Credits
PGPRD2	School Based Teaching Stage 2	Sem 2	0 Credits
PGPRD3	School Based Teaching Stage 3	Sem 2	0 Credits

QTS Primary (3-7) or (5-11)

Core:	**Students are required to take:**		
QTS0000	Assessed Teaching	Sem 1 & 2	0 Credits

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

7.   Learning, teaching and assessment

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

A. Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students to both shape and be responsible for their learning through the use of;

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

B. Provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning;

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

C. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals;

The course is designed to reflect and react to the levels of school-experience that students 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 students' confidence and proficiency, there is a great deal of flexibility as the 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.

D. Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills;

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

E. Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world;

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 they have obtained through their studies and practice. These Level 7 pieces require that the students read and critique

research and professional literature. Each study has a focus on practice, informed by their critical reading of this literature, and evidenced through the data produced by their pupils.

F. Ensure that ethical practice, social responsibility and sustainability are central to what we do.

In addition to extensive research and review of the Teachers' Standards, students are encouraged to critique policy and practice from multiple perspectives, including ethical, social, moral and political ones.

G. Ensure that all of our staff have pervasive development opportunities so that they are well trained, current and innovative in their pedagogical approach

Several of the team have applied to Advance HE for fellowship status, funded by the University. Some have presented at Conferences, either research or Subject Association. In the main though we have looked to ourselves for CPD.

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

Stage 2 will continue with further opportunities for taught sessions in both school and university and in other settings enabling students to continue to develop professional practices and understand and enable reflection and critical evaluation of School Based experiences. Stage 2 content informs Level 7 study (PED7323/PED7023 Supporting Individual Needs) with a focus on meeting the individual needs of pupils in their class.

Stage 3 input allows for further opportunity and task-setting for the remaining element of Level 7 activity for those students pursuing the Postgraduate award (PED7313/PED7033 Assessment and Pupil Progress in the Primary Classroom) with a focus on pupil progress over time. It also consolidates the teaching practice of students and supports them in developing autonomy and independence in the classroom.

In School Based Training Stages students will be required to:
- plan and teach lessons learning for whole classes, groups and individuals across the attainment range in their age range;
- evaluate their own developing practice, making use of feedback through target setting and action tracking devised through self-evaluation and advice from Mentors and key practitioners;
- reflect upon and take increasing responsibility for their own professional development;
- operate within expectations outlined within the identified handbook; demonstrating independence in their role as a student teacher.

At the end of Stage 3, students will undertake a two-week enhanced placement. Students will use this time to enhance their practice and deepen their experience in preparation for their early teaching career.

Students will have their proficiency of performance judged against the Teachers' Standards and ability to meet the requirements of Part Two – Personal and Professional Conduct. They will be

assessed at each stage, recognising the expectations for that stage as described in the handbook. Leeds Trinity Primary Education programmes will utilise a pass/fail judgment within the provision. The indicators address every aspect of the Teachers' Standards and related guidance from the Teachers Regulation Agency and the Office for Standards in Education, Children's Services and Skills (OFSTED), allowing differentiated assessment and target-setting at each phase of the programme and towards the end of the programme in order to meet the requirements for transition into the early career.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme												Skills development								
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	K1 Secure curriculum knowledge	K2 Critical understanding and scholarship	K3 English, SSP, maths and priortity areas	K4 How pupils learn	K5 Pupils' physical, social and intellectual development	K6 Pupils' diverse needs	K7 Behaviour management	I1 Structured and systematic approach to practitioner enquiry	I2 Critical reflection on own professional practice related to theoretical models	I3 Connections between theory, policy and practice	P1 Ensure the safety of children and make reasonable adjustments	P2 Model and organise provision for PE	E1 Self-management	E2 Teamworking	E3 Business & sector awareness	E4 Problem-solving	E5 Communication	E6 Application of numeracy	E7 Application of IT	E8 Entrepreneurship / enterprise	E9 Social, cultural & civic awareness
PED7323/PED7023 Supporting Individual Needs		▓		▓	▓	▓	▓	▓	▓				▓		▓		▓				▓
PED7313/PED7033 Assessment and Pupil Progress in the Primary Classroom	▓	▓		▓		▓	▓		▓	▓			▓		▓	▓					▓
Subject Knowledge and Applied Pedagogy (L6)	▓	▓	▓	▓						▓	▓	▓				▓		▓			
Professional Education Studies (L6)					▓	▓					▓		▓	▓	▓						▓
School Based Training (QTS)	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		▓

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, Mathematics and Science 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 primary schools.
- Significant and relevant school experience as classroom assistant, work placement or equivalent;
- 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 5.5 in each component).

Working with Children
With effect from Feb 2015, it is a statutory requirement that all students working with children in any setting have a responsibility to disclose whether they or others in their household ("by association") are or would be disqualified under the Childcare (Disqualification) Regulations 2009. For details please refer to this link:
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

9.   Progression, classification and award requirements

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

The following regulations apply, together with the General Academic Regulations:
- Programme Regulations for the Postgraduate Certificate in Education

To pass the School Based Training placements at Stages 1, 2 and 3 students need to meet the Teachers' Standards relevant to each Stage, as set out in the School Based Training NP4b.

In order to progress to Stage 2 students, need to successfully complete the School Based Training in Stage 1 and successfully complete Level 6 assessment in SKAP NP4b.

In order to progress to Stage 3 students needs to successfully complete the School Based Training in Stage 2 and successfully complete Level 6 assessments in SKAP NP4b

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

If students fail Stage 3 only, they can re sit in the September to November resit period and, if successful, receive their award at December graduation.

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

Level 6

Component form (eg. Essay *or* Online test)	Magnitude (eg. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Which semester and approximate timing within it, eg. mid- / end)	Objective(s) assessed (eg. 1, 2)
Maths Subject Knowledge Journal	equivalent to 6 hours	Pass or Fail	Ongoing: Stage 1 and Stage 2	1, 2, 3, 4
English Subject Knowledge Journal SSP online audits	equivalent to 6 hours	Pass or Fail	Ongoing: Stage 1 and Stage 2 End of Stage 2	1, 2, 3, 4
Science Subject Knowledge Journal	equivalent to 6 hours	Pass or Fail	Ongoing: Stage 1 and Stage 2	1, 2, 3, 4
Do all individual components need to be passed to pass overall?				Yes
Can this subject be condoned for marginal failure?				N/A

The Maths, English and Science journal assessments are designed to assess students' understanding of subject pedagogy across their chosen age phase. Students will draw on knowledge from both taught sessions and observation in school to complete the journals. These will be peer assessed.

The English SSP online audits will assess and review phonics and SPAG subject knowledge.

10. Prerequisites

In order to progress to Stage 2, students need to successfully complete the School Based Training at stage 1.

In order to progress to Stage 3, students need to successfully complete the School Based training at Stage 2. Students will also have to have completed relevant Level 6 assessments (see section 9)

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.