

## Template C4



# Programme Specification

**Title of Course:** *PGCE Postgraduate Certificate of Education*

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<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Education, Midwifery and Social Work
<b>Department</b>	Department of Education
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	PGCE Postgraduate Certificate of Education
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Professional Graduate Certificate of Education Postgraduate Certificate in Professional Practice Research
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	7 (with Level 6 exit award for those students not passing at L6 who will be reassessed against Level 6 criteria).
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston: Wandsworth SCITT; Poole SCITT; George Abbott School SCITT; Harris ITE; Surrey South Farnham SCITT
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full Time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time - 2 Full Time - 1
<b>Maximum period of registration:</b>	Part-time - 4 Full Time - 2
<b>Entry Requirements:</b>	<p>The minimum entry qualifications are set in line with the regulations set by the National College of Teaching and Learning in the document Initial Teacher Training criteria and supporting advice; Information for accredited initial teacher training providers. These are:</p> <p><b>PGCE (not Top Up)</b></p> <ul style="list-style-type: none"> <li>• A minimum of a third-class honours degree.</li> <li>• GCSE (A*–C): English Language, Mathematics (plus Science for EYITT and Primary courses). Equivalency tests will be considered from recognised institutions if GCSEs are not held. However, you will need to show on your application that you will obtain these qualifications before the course begins in September.</li> <li>• EYITT applicants must be employed in an early years setting for a minimum of 16 hours a week which</li> </ul>

	<p>delivers the Early Years Foundation Stage in order to receive funding and have sufficient employed experience, knowledge and understanding of early years.</p> <p>NB: National Academic Recognition Information Centre (NARIC) must be provided for overseas qualifications to show comparability.</p> <p><b>PGCE Top Up</b></p> <ul style="list-style-type: none"> <li>• A minimum of a third-class honours degree</li> <li>• Qualified Teacher Status e.g. DfE Number</li> <li>• Employment in practice in a setting/school.</li> </ul> <p>NB: NARIC must be provided for overseas qualifications to show comparability.</p> <p><b>International Students</b></p> <p>International students will need to demonstrate a good standard of written and spoken English and have an IELTS score of 6.5 overall, as detailed in Kingston University's admissions regulations. Appropriate English language competence must be evidenced in the form of certificated learning. Before the start of the academic year a pre-sessional English course is offered in support of language skills for postgraduate study. After commencing the programme the student has access to English Language Development sessions.</p> <p>All candidates will be required to have Disclosure and Barring Services (DBS) clearance.</p> <p>Interviews will be conducted by at least one member of the programme team.</p>
<p><b>Programme Accredited by:</b></p>	<p>Department for Education (DfE), Teaching Regulation Agency (TRA) and the Office for Standards in Education (OfSTED) recognise Kingston University as an awarding body for the recommendation of Qualified Teacher Status (QTS) and Early Years Teacher Status (EYTS)</p>
<p><b>QAA Subject Benchmark Statements:</b></p>	<p>Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), the Master's Degree Characteristics Statement (QAA, 2020) and the Subject Benchmark Statement Education Studies (QAA, 2019).</p>
<p><b>Approved Variants:</b></p>	<p>Students will automatically be assessed against L7 outcomes and criteria for each module. If they pass they will be awarded L7 credits. If they fail a module then the Programme Assessment Board will consider them for reassessment at L7. If the student fails this reassessment opportunity they will then be remarked against the L6 outcomes and criteria for that module.</p> <p>If a student passes both modules with L7 outcomes they will be recommended for the award of a Post Graduate Certificate of Education (PGCE). If they fail</p>

	<p>to achieve L7 outcomes but pass both modules with a minimum of L6 outcomes they will be recommended for the award of a Professional Graduate Certificate in Education (PgCE).</p> <p>Students who are eligible for the award of QTS or EYTS and fail to meet the recommendation for its award will not be awarded a PGCE. Instead they will be able to achieve a Postgraduate Certificate Professional Practice Research if they pass both modules at level 7.</p> <p>A recommendation for the award of a Post Graduate Certificate in Education with Distinction, with a further recommendation for Qualified Teacher Status, will be made to the Vice Chancellor providing a student fulfils all of the conditions for the award and achieves A grades at L7 in the 2 credit bearing modules as well as a Grade 1 for the School Experience component of the non-credit bearing module. Students on the PGCE Top Up they would need to achieve A Grades in the 2 credit bearing modules only as they will have already been recommended for their professional status.</p> <p>The PGCE Assessment Board has no powers of compensation in respect of any module, or the assessment requirements of that module. This is to satisfy the requirement to meet the standards for Qualified Teacher Status.</p> <p>Students can fail up to 60 credits across the programme.</p> <p>In the non-credit bearing professional practice module, students will be offered 2 attempts to pass the module. If the student has been in serious breach of TRA Teachers' Standards in their first assessment attempt at this module, the student will not be offered any further reassessment.</p>
<p><b>Is this Higher or Degree Apprenticeship course?</b></p>	

***For Higher or Degree Apprenticeship proposals only***

<p><b>Higher or Degree Apprenticeship standard:</b></p>	<p>n/a</p>
<p><b>Recruitment, Selection and</b></p>	<p>n/a</p>

<b>Admission process:</b>	
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

The aims of the course are to enhance the student's ability to:

- become a research-informed practitioner who is able to critically engage with literature on current issues in practice, policy and professionalism and who as a teacher is able to identify and evaluate concepts and ideas relevant to research and enquiry;
- be a reflective practitioner who understands practice in terms of research and policy and can develop capacity to improve their teaching;
- develop the language and communication skills necessary to develop inclusive teaching and learning environments;
- identify themselves as resilient professionals considering their values, rights and responsibilities as teachers within wider discourses on professionalism;
- demonstrate the competencies, knowledge and understanding emerging from all modules in order to be recommended for QTS or EYTS (not applicable to PGCE Top Up students).

### B. Intended Learning Outcomes

The course outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), the *Master's Degree Characteristics Statement* (QAA, 2020) and the *Subject Benchmark Statement Education Studies* (QAA, 2019) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

Module 1 - Professional Practice module leading to the recommendation of EYTS/QTS

There are three non-credit bearing modules relating to the three age phases (Early Years, Primary and Secondary) and students take one depending on their chosen course. This module is not applicable to PGCE Top Up students who have already achieved QTS).

Module 2 - Reflective Teacher (30 Masters' credits)

Module 3 - Policy, Practice and Professionalism for Teachers (30 Masters' credits)

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	To use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution.Relevant Modules 2,3	B4	To be able to identify, define and evaluate case studies which demonstrate the impact of research and policy on practice. Relevant Modules 1,3	C3	To communicate clearly and effectively with parents, carers and other professionals in a range of complex and specialised contexts.To demonstrate resilience in order to respond flexibly and adapt their skills and knowledge to deal with change and meet new challenges.Relevant Modules 1,3
A3	To locate, analyse and synthesise information about the complex needs of different learners and develop communication skills that support inclusive teaching and learning.Relevant Modules 1,3	B3	To critically evaluate the relationship between educational theories and practice, read, analyse and produce a critical synthesis of relevant literature to develop an argument.Relevant Modules 1,3	C2	To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings.Relevant Modules 1,2,3
A2	To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings. Relevant Modules 1,2,3	B1	To identify and evaluate educational theories and policies and to engage in critical debate about current issues, drawing on evidence from theory, policy, research and practice.Relevant Modules 2,3	C1	To reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development.Relevant Modules 1,2
A1	To be able to identify, define and evaluate theories of learning and child development in order to apply creative and imaginative ideas in classroom/setting practice. Relevant Modules 1,2,3	B2	To develop a critical self-awareness of personal identity as a professional within wider discourses about the profession as a whole.Relevant Modules 3	C4	To generate a portfolio of evidence which supports the recommendation for QTS or EYTS.Relevant Modules 1





In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

The PGCE programme is typically offered as a full time one-year course. Intake is normally in September each year. SCITT Partners can also offer the option of a part-time two-year programme where students study the two level 7 modules in year 1 before undertaking assessments of professional practice in year 2 (subject to KU agreement).

The PGCE Top Up students attend the taught elements of the level 7 modules only, on a part-time basis, over a period of six months. The teaching sessions for the PGCE Top Up programme take place on scheduled Saturdays.

The programme structure comprises two 30 credit modules. All students study for the award of the Postgraduate Certificate of Education at level 7. The minimum requirement for the exit awards is 60 credits for the Postgraduate Certificate of Education. Students are offered a reassessment opportunity at level 7 if they fail either or both modules. If students do not pass at the second attempt, they are automatically reassessed at level 6. If students pass with a combination of level 6 and level 7 modules or all at level 6, they are awarded a Professional Graduate Certificate of Education.

Students who pass the PGCE modules at level 7 but fail to achieve the recommendation for Qualified Teacher Status/Early Years Teacher Status are awarded the Postgraduate Certificate in Professional Practice Research. This reflects the fact that the PGCE is commonly regarded as being synonymous with the professional status. Students who fail to gain QTS/EYTS at their first attempt may be offered a resit opportunity at the discretion of the Programme Board of Study. Students who fail at level 7 and fail to achieve QTS/EYTS are not awarded the Postgraduate Certificate in Professional Practice Research.

Full details of each module are provided in module descriptors and student module guides.

### PGCE Postgraduate Certificate of Education

Level 6							
PGCE Postgraduate Certificate of Education							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Perspectives on policy, practice and professionalism for	Q16100	30	6	Semester 2			

teachers (Level 6 assessment)							
The Reflective Teacher (Level 6 assessment)	QI6000	30	6	Semester 1			
<b>Optional Modules</b>							

<b>Level 7</b>							
<b>PGCE Postgraduate Certificate of Education</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Perspectives on policy, practice and professionalism for teachers	QI7100	30	7	Semester 2			
Professional Practice	QWQTS1	0	7	Semester 1 and 2			
Professional Practice	QS630 0QP63 00QW QTS1	0	7	1&2		0	0
The Reflective Teacher	QI7000	30	7	Semester 1			
<b>Optional Modules</b>							

#### Level 7 information

Students exiting the programme with 60 credits at L7 are eligible for the award of the PGCE. Students exiting the programme with 60 credits at L6 are eligible for the award of Professional Graduate Certificate in Education.

#### **D. Principles of Teaching, Learning and Assessment**

The teaching and learning strategies are centred on enabling students to become reflective, research-informed professionals. We see the PGCE as part of a continuum of professional development which supports teachers to continue researching their own practice. The PGCE makes strong links between theory and practice using blended learning approaches. Students will engage with research and theoretical papers and then reflect on how they have observed points arising from these papers in practice or how it has modified their teaching. They will be invited to discuss their reflections in online discussion forums and in seminars at the University or SCITT. In order to facilitate online discussions and other forms of blended learning the programme will be utilising the functionality of Canvas.

The teaching and learning strategies students experience in the University needs to model both explicitly and implicitly key aspects of secondary, primary and early year's pedagogy. This philosophy of teaching and learning promotes an understanding of theories such as social constructivism. This view of learning, which emphasises and values the experience of learners through collaborative investigation and dialogue with peers and tutors, promotes a variety of teaching and learning strategies which will be used within the PGCE programme. These will model and exemplify the range of approaches in teaching

and learning that students will encounter. This facilitates engagement with a developmental programme of observation and practice in professional settings.

In encouraging students to analyse and evaluate teaching and learning approaches observed in practice, the approaches used within the course itself are similarly open to critical examination. It is a professional requirement of teachers and student teachers to reflect systematically on approaches to teaching and this is embedded in the Teachers' Standards for primary (3-7; 5-11) and secondary, and Teachers' Standards (Early Years) for EYITT. The principles underlying ongoing practice will be continually explored in the light of theory and research. Through this approach students are encouraged to generate their own provisional teaching and learning theories and to inform these through experience, reflection, discussion, research and reading of theoretical propositions and research findings. Tutors similarly reflect on, analyse and develop their own understanding of teaching and learning through active dialogue with students and colleagues.

In promoting effective learning and to ensure that the Teachers' Standards/ Teachers' Standards (Early Years) are met, tutors and expert colleagues in schools/settings will use a range of strategies to exemplify good practice to be found in practice. These will include some or all of the following:

- Lectures, seminars, workshops and group work with opportunities for discussion and debate
- Individual learning and directed study
- Collaborative learning
- Flip learning/micro-teaching
- Group and individual tutorials
- Student presentations and formative peer-assessment
- Technology-enhanced learning
- An emphasis on personal reflection
- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Students are required to:

- Take responsibility for their own learning across and between modules including professional development
- Take a critical and reflective approach to their own learning and development
- Actively participate in all timetabled sessions
- Undertake prescribed reading and extend this further to widen and develop their knowledge and understanding
- Keep personal reading and reflective learning logs
- Maximise the opportunities afforded them by the University's Learning Resource Centre and information communication technology to support their learning
- Keep 'professional' hours and provide a suitable professional role model in every respect for the children with whom they are in contact during all periods of school experience
- Set realistic professional, academic and school experience targets to ensure their success in terms of the PGCE aims and learning outcomes and in meeting the Teachers' Standards.

## **E. Support for Students and their Learning**

Kingston and its collaborative partners place great emphasis in the support that is given to all students to succeed. The assessment strategy has been developed so that students are given opportunities for formative feedback by tutors and their peers as well as self-assessment. This is a particular feature of the Reflective Teacher module which has reflective tasks that supports the summative assessment. This builds students' confidence as time is allowed to gain feedback and develop their academic writing skills. This allows students from backgrounds where they have not had experience of reflective academic writing to gain support. We have a strong tradition of offering this support on the PGCE courses. Personalised support has been a feature of these courses in the past and we bring this expertise to the PGCE. Our courses aim to develop students' skills in inclusive, personalised teaching with children and we practice this in how we support them in turn. When students are in school there is a long-established practice of offering them one to one support from a mentor/expert colleague working in the school but also a liaison tutor who supports their placement practice through virtual and physical meetings.

**Accessibility** is carefully considered to ensure students can access the curriculum. All students are welcomed onto the course. Each year we carefully review the outcomes of different students from different groups to ensure that they are succeeding on our courses. Where we feel action is required to support groups we factor this into our improvement planning. For instance, we have run focus groups to make sure that specific groups' voices are heard within our cohorts. We make use of the wider University support services to ensure students are supported during their time with us. We model good practice in school and settings by making sure that the views and opinions of all individuals are heard in discussions on the course to enrich the seminars and whole cohort lectures. An essential element of the course is reflection which enables all learners to draw on and share experiences from their own backgrounds. By opening our students to the diverse experiences of their peers and by placing them in a range of placement settings we seek to enable them to work in a multicultural, globally influenced workplace.

**Assessment** is an integral part of the teaching and learning process and also provides evidence that the standards for QTS and EYTS have been attained. Knowledge and understanding of the principles of assessment for learning, which are essential to classroom practice, are reflected in the approaches to assessment on the taught course. Students will engage in self- and peer- assessment as well as being summatively assessed. This engagement with the process develops student appreciation of the importance of a range of approaches to assessment in the classroom in order to facilitate learning. Reflection and research-informed practice lie at the heart of the assessment strategies.

Students will automatically be entered onto the 2 level 7 academic modules. If they pass they will be eligible for the award of the PGCE. If either module is failed at first attempt the student will be given an opportunity to be reassessed at Level 7 at the discretion of the Module Board of Study. If this student passes both modules at level 7 at this point they would be awarded the PGCE. However, if at this point the student fails to meet level 7 outcomes in a module they failed at the second attempt they will automatically step onto the level 6 version of the module and be reassessed against the University's level 6 criteria. If the student passes both modules including one or both at level 6 they will be eligible for the award of the Professional Graduate Certificate of Education. There is no option to enter directly onto the level 6 modules.

Professional Practice module. Students will be offered 2 attempts to pass the module. The second attempt is normally taken in the following academic year as there is not normally time to fit a reassessment opportunity into the year a student enrolled on. If the student has been in serious breach of TRA Teachers' Standards in their first assessment attempt at this module, the student will not be offered any further reassessment.

**Formative assessment** enables students to build on their previous knowledge and experience and to develop self-assessment strategies, essential if they are to take responsibility for their own learning and professional development. Formative tasks are carefully designed to build student knowledge and experience throughout the taught course to support student learning and develop the ability to complete summative assignments

confidently. These also inform school experience and enable students to synthesise theory and practice. Examples of the tasks and types of formative assessment which have been selected to complement the assessment of learning outcomes are found in the modular descriptions.

**Summative assessment** is solely through assessment of practice as course work and assessments rather than examinations. It is vital that students show their ability to use knowledge generated through research-based literature and personal reflection to inform their practice and it is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

All summative assessment will be criteria referenced. The postgraduate regulations assessment criteria will be applied to grade students' work and to provide them with developmental feedback. The Professional Practice module (not applicable to PGCE Top Up students) will be summatively assessed against the Teachers' Standards leading to the award of QTS or EYTS.

### **Support for Students and their Learning**

Prior to starting the programme students will be encouraged to access skills4study online materials in September to enhance their preparation for academic study at Masters' level. The induction process will include the development of a peer network. This network will enable students to develop critical feedback opportunities from peers in relation to formative assessment tasks and to contribute to the shared practice, or 'cohort' identity, of a community of learners.

#### **Personal Tutor Scheme (PTS)**

The Personal Tutor Scheme (PTS) will be embedded in the programme. At level 7 the aims, and therefore the minimum expectations, of the PTS are:

- to help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- to encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- to help students gain confidence in contributing to, and learning from, constructive peer review
- to encourage students to become part of a professional community
- to help students to prepare for the dynamics of supervision.

Some students on the programme may return to study after a substantial period. To help ensure successful transitioning to Masters level study for all students, personal tutors will be allocated and meet students, in the induction period.

Personal tutors will be available to provide academic advice and guidance throughout the course. They will facilitate students' reflections and encourage learner autonomy in preparation for assignment writing.

Designated personal tutors will have access to the university guide and be in receipt of tailored student information through the 'OSIS' function of SITS.

Students are supported by:

- A module leader for each module
- A course leader to help students understand the programme structure
- Personal tutors to provide academic and personal support (see above)
- A designated programme administrator, contactable in the office or by email
- An induction programme at the beginning of each new academic session
- Staff Student Consultative Committee
- Canvas, facilitating an online interactive learning environment
- Academic Skills Centre (HSCE) to assist students to become autonomous, confident and successful learners, alongside embedded skills development within the programme.
- Student support facilities that provide advice on issues such as regulations
- The Students' Union
- Health and Counselling service

- Careers and Employability service.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), surveys ie placement and PDS week
- Moderation policies
- Feedback from employers
- Staff Student Consultative Committee that are sub-committees of Boards of Study. SSCCs are minuted and should comprise representatives of all years/levels.
- Moderation policies.

## **G. Employability and work-based learning**

Graduates of the PGCE programme are well placed to begin their career in primary (3-7; 5-11) or secondary education, many finding first teaching appointments in our partnership schools and settings. Graduates do not solely gain employment in mainstream or independent schools or settings: there are opportunities to work in special school settings, pupil referral units, nurseries and education settings in this country and abroad. Our data indicates that a high percentage of our graduates take up teaching or education-based appointments by the beginning of the subsequent academic year. A number of graduates engage in Continuing Professional Development programmes at Kingston University as their career progresses.

The course is structured to provide 'real-world learning' through school placements in the autumn, spring and summer terms. The Department of Education and partner SCITTs have large networks of local schools which work in partnership with us to provide settings for students to develop their teaching skills. Many of these schools have Department of Education alumni on the staff to provide appropriate guidance and mentoring. This partnership provides a rich and varied source and enhances employment opportunities. The acquisition of professional standards for teaching requires students to graduate as independent, reflective learners, demonstrating reliability, punctuality and the ability to work collaboratively.

Practically speaking the course directly supports students' employability through mock interviews and support in writing personal statements.

The PGCE programme is structured so that students who complete the course with 60 level 7 credits can import these credits directly into the Masters in Research. This in turn supports students' future career development.

### **Early Years and Top Up Students**

These students are typically in employment. The PGCE allows these students to improve their promotion prospects and develop their careers both in England and abroad through gaining a recognised and highly desirable qualification. It enables students to understand and articulate their understandings of how they can develop through reflection and through engagement with research informed practice.

### **Approved Variants from the Postgraduate Regulations**

Students will automatically be assessed against L7 outcomes and criteria for each module. If they pass they will be awarded L7 credits. If they fail a module then the Programme Assessment Board will consider them for reassessment at L7. If the student fails this reassessment opportunity they will then be remarked against the L6 outcomes and criteria for that module.

If a student passes both modules with L7 outcomes they will be recommended for the award of a Post Graduate Certificate of Education (PGCE). If they fail to achieve L7 outcomes but pass both modules with a minimum of L6 outcomes they will be recommended for the award of a Professional Graduate Certificate in Education (PgCE).

Students who are eligible for the award of QTS or EYTS and fail to meet the recommendation for its award will not be awarded a PGCE. Instead they will be able to achieve a Postgraduate Certificate Professional Practice Research if they pass both modules at level 7.

A recommendation for the award of a Post Graduate Certificate in Education with Distinction, with a further recommendation for Qualified Teacher Status, will be made to the Vice Chancellor providing a student fulfils all of the conditions for the award and achieves A grades at L7 in the 2 credit bearing modules as well as a Grade 1 for the School Experience component of the non-credit bearing module. Students on the PGCE Top Up they would need to achieve A Grades in the 2 credit bearing modules only as they will have already been recommended for their professional status.

The PGCE Assessment Board has no powers of compensation in respect of any module, or the assessment requirements of that module. This is to satisfy the requirement to meet the standards for Qualified Teacher Status.

Students can fail up to 60 credits across the programme.

In the non-credit bearing professional practice module, students will be offered 2 attempts to pass the module. If the student has been in serious breach of TRA Teachers' Standards in their first assessment attempt at this module, the student will not be offered any further reassessment.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

n/a

## **H. Other sources of information that you may wish to consult**

Department for Education [www.education.gov.uk](http://www.education.gov.uk)

QAA (September 2020) *Master's Degree Characteristics Statement*

[https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81\\_12](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12)

QAA UK Code for Higher Education

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Although the QAA *Subject Benchmark Statement Education Studies* (December 2019) is focused on Bachelor's degrees with honours programmes (Section 1.4), its defining principles and subject strands inform this programme specification (Sections 4 and 5).

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81\\_5](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5)

## **I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual

modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6		Level 7			
		Q16000	Q16100	QWQTS1	QS6300QP 6300QWQT S1	Q17100	Q17000
Knowledge & Understanding	A4					S	S
	A3					S	S
	A2					S	S
	A1					S	S
Intellectual Skills	B4					S	S
	B3					S	S
	B1					S	S
	B2					S	S
Practical Skills	C3					S	S
	C2					S	S
	C1					S	S
	C4					S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.