

Programme Specification

Title of Course: Postgraduate Certificate of Education including Postgraduate Certificate of Education (Top-Up)

Date Specification Produced: January 2017

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This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

Glossary

EYTS- Early Years Teacher Status
HCSE – Faculty of Health Social Care and Education
NARIC- National Academic Recognition Information Centre
NCTL – National College of Teaching and Learning
QTS – Qualified Teacher Status
PGCE-Postgraduate Certificate of Education
SCITT – School Centred Initial Teacher Training Centre

SECTION 1: GENERAL INFORMATION

Title:	Postgraduate Certificate of Education
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University Wandsworth Primary Schools Consortium Poole SCITT George Abbott SCITT (Primary Phase) Essex and Thames SCITT
Location:	Kingston: Kingston Hill KT2 7LB Wandsworth: Alderbrook Primary School, Oldridge Road, London. SW12 8PP Poole SCITT: Ad Astra Infant School, Sherborn Crescent, Poole, Dorset. BH17 8AP George Abbott School: Woodruff Ave, Guildford, Surrey, GU1 1XX, with Esher High School: More Lane, Esher, Surrey. KT10 8AP Essex and Thames SCITT: Runwell Community Primary School, Canewdon Gardens, Wickford, Basildon, Essex. SS11 7BJ
Programme Accredited by:	The National College for Teaching and Leadership (NCTL) and the Office for Standards in Education (OfSTED) recognise the course and Kingston University as an awarding body for the recommendation of Qualified Teacher Status (QTS)

SECTION 2: THE PROGRAMME

A. Programme Introduction

The Postgraduate Certificate of Education (PGCE) is an academic award which students undertake alongside Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS) on a one year programme. It has structured and assessed learning elements to enable emerging education professionals to acquire knowledge and skills to support their preparation and transition into the teaching profession. For students who already have QTS it is possible to undertake just the academic award elements of the programme (PGCE Top Up).

Students are prepared for the wide ranging roles and responsibilities which teachers undertake in the complex environment of the modern school or setting. The programme encompasses two 30 credit, level 7 modules for the academic award and a non-credit bearing professional practice module leading to recommendation for QTS or EYTS. These essential elements provide interplay between theory and practice designed to equip student teachers with the essential attributes to enter the profession as reflective, research informed professionals. The non-credit bearing professional practice allows students to develop and demonstrate their competency as practitioners to meet the requirements necessary for the recommendation of QTS or EYTS.

The PGCE has a number of distinctive features. The course structure includes practitioners who teach children from birth to 16. Course sessions benefit from the mixture of expertise and

experience from those teaching across the age ranges and the insights that they can share. It seeks to create practitioners who can discuss debate and implement change from reflective, critically informed positions. The professional practice module is enhanced by the two level 7 modules which support the development of teachers who are able to identify issues and opportunities within their own practice and take appropriate steps to improve their teaching. Students are encouraged to understand their own needs as learners and practicing teachers and how they can develop resilience in both areas. Theory and practice associated with child development are explored and students examine research linked to behaviour for learning. The course teams are very supportive of students and the diverse backgrounds that they come from. Support is a feature of the programme. Students are successful because of the relationships which mark the course and the interventions tutors can put in place.

The integral relationship between the academic and professional practice elements of the programme are designed with the holistic needs of teachers in mind. Students evidence the breadth and depth of their knowledge, skills and understanding to be recommended for the professional status. In order to evidence this successfully students have to engage with the taught programme which provides the understanding required to be a successful practitioner. Kingston University students will not be able to achieve the recommendation for professional status without successfully completing the academic award at level 6 or level 7. This rule does not apply to collaborative providers who are the accredited body for recommending QTS/EYTS as they make their own decisions about the recommendation for QTS/EYTS.

For Kingston University students to achieve a Postgraduate Certificate of Education (level 7 award) or the Professional Graduate Certificate of Education (level 6 award) and the recommendation for QTS or EYTS they must:

- have passed the academic taught modules at level 7 or have achieved level 6 after being reassessed;
- have fully attended the taught and practice based elements of the course. This expectation is supported by the Teachers Standards for Early Years, Primary and Secondary practitioners¹.

Collaborative providers will have to provide evidence prior to the assessment boards that students who are being proposed for the award of the PGCE or the Professional Certificate of Education have met the standards to be recommended for the professional status. Those who fail to gain QTS/EYTS will be eligible for the Postgraduate Certificate in Professional Practice Research providing they pass the academic modules at Level 7. For a detailed list of the different award scenarios and outcomes please see Appendix A.

Students who pass the credit-bearing academic modules but fail to be recommended for QTS/EYTS, will be eligible for the award of a Postgraduate Certificate in Professional Practice Research. Students are given one attempt to retake their school experience in order to gain EYTS/QTS

¹ National College of Teaching and Learning (2012) Teachers' Standards. National College for Teaching and Leadership (2013). Teachers' Standards (Early Years)

Students who have already achieved QTS and want to gain the PGCE academic award only must:

- provide evidence of QTS through the admissions process;
- have passed the academic taught modules at Level 7.

The 60 level 7 credits that lead to the award of the PGCE enable students to import them as prior learning into the Masters in Research run by the School of Education. The modules have been designed so that this transition can happen in a clearly structured way. Teaching is increasingly being seen as a profession that is research-engaged as seen in the 2015 White Paper.² This PGCE introduces students to areas of educational research and allows them to start preparing for their own research-engaged practice.

Learning experiences will take the form of lectures, workshops and online discussions. The assignments relate closely to professional practice and the Teachers' Standards and support a close interplay between theory and practice.

Award	Suitability	Achievement
Postgraduate Certificate of Education	For students entering the teaching profession.	Students pass credit-bearing modules at level 7 and gain QTS/EYTS
Postgraduate Certificate of Education (Top Up)	For qualified teachers who want to gain the academic award only.	Students pass credit-bearing modules at level 7.
Professional Research	For students who fail to meet the requirements to be recommended for the professional status (EYTS/QTS)	Students pass credit-bearing modules at level 7

B. Aims of the Programme

The aims of the programme 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).

² 'Education, Excellence, Everywhere', Department for Education, 2015 accessed on 01/11/16 at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508550/Educational_excellence_everywhere_print_ready.pdf

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas (see table below).

The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), the *Master's Degree Characteristics Statement* (QAA, 2015) and the *Subject Benchmark Statement Education Studies* (QAA, 2015) and relate to the typical student.

Module 1 - Professional Practice module leading to the recommendation of EYTS/QTS (non-credit bearing module which is not applicable to PGCE Top Up students who already have achieved QTS). There are three non-credit bearing module relating to the three age phases (Early Years, Primary and Secondary) and students take one depending on their chosen course.

Module 2 - Reflective Teacher

Module 3 - Policy, Practice and Professionalism for Teachers.

Programme Learning Outcomes								
	Knowledge and Understanding		Intellectual Skills		Practical Skills			
	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			
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.		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.		C1	To reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development.	
	Relevant modules	1, 2, 3		Relevant modules	2,3		Relevant modules	1, 2
A2	To locate, analyse and synthesise information about behaviour for learning		B2	To develop a critical self-awareness of personal identity as		C2	To locate, analyse and synthesise information about behaviour for learning	

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	from a variety of sources and apply these to complex situations in different settings.		a professional within wider discourses about the profession as a whole.		from a variety of sources and apply these to complex situations in different settings.
	Relevant modules 1, 2, 3		Relevant modules 3		Relevant modules 1,2, 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.	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.	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		Relevant modules 1, 3		Relevant modules 1, 3
A4	To use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution.	B4	To be able to identify, define and evaluate case studies which demonstrate the impact of research and policy on practice.	C4	To generate a portfolio of evidence which supports the recommendation for QTS or EYTS.
	Relevant modules 2, 3		Relevant modules 1, 3		Relevant modules 1

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Search for and select relevant sources of information	To evidence knowledge and pedagogy for teaching numeracy in the portfolio of evidence for the recommendation of QTS or EYTS.	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems

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Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately		Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement			Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources		Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

D. Entry Requirements

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*. There are:

PGCE (not Top up)

- A minimum of a third-class honours degree.
- 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.
- EYITT applicants must be employed in an early years setting for a minimum of 16 hours a week which delivers the Early Years Foundation Stage in order to receive funding.

NB: National Academic Recognition Information Centre (NARIC) must be provided for overseas qualifications to show comparability.

PGCE (Top Up)

- A minimum of a third-class honours degree
- Qualified Teacher Status e.g. DfE Number
- Employment in practice in a setting/school

NB: NARIC must be provided for overseas qualifications to show comparability.

International Students

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.

All candidates will be required to have Disclosure and Barring Services (DBS) clearance.

Interviews will be conducted by at least one member of the programme team.

Programme Structure

The PGCE programme is offered as a full-time one year course. Intake is normally in September each year. The PGCE (Top Up) students will attend the taught elements of the level 7 modules only.

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 are 60 credits for the Postgraduate Certificate of Education. Students will be offered a reassessment opportunity at level 7 if they fail either or both modules. If students do not pass at the second attempt they will automatically be reassessed at level 6. If students pass with a combination of level 6 and level 7 modules or all at level 6, they will be 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 will be 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 will not be awarded the Postgraduate Certificate in Professional Practice Research.

Professional and Statutory Regulatory Bodies

The programme design and delivery is mindful of appropriate PSRB policy direction and guidance on professional learning in the field of Education, notably Ofsted. It does not offer accredited outcomes from these bodies.

Work-based learning, including sandwich programmes

Students will have a minimum of 120 professional practice days in a school/setting in line with the National College of Teaching and Leadership (NCTL) requirements.

EYITT students are required to be in employment to be accepted onto the course.

Outline Programme Structure

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Level 7					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	% Coursework
The Reflective Teacher QI7000		30	7	Semester 1	100%
Policy, Practice and Professionalism for Teachers QI7100		30	7	Semester 2	100%
Non-credit bearing module (excluding students on the PGCE (Top Up))					
Professional Practice module (QWQTS1) Early Years Primary (QP6300) Secondary(QS6300)		0 (pass/fail)	0	Semester 1 and 2	100%*

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 eligible for the award of Professional Graduate Certificate in Education.

Level 6					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	% Coursework
The Reflective Teacher (L6 assessment)		30 (pass/fail)	6	Semester 1	100%
Policy, Practice and Professionalism for Teachers (Level 6 assessment)		30 (pass/fail)	6	Semester 2	100%

* Students are required to produce a portfolio of evidence leading to the recommendation for the award of QTS or EYTS.

E. 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, secondary and early years. 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 are met, tutors and colleagues in schools 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
- 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.

Support

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 submission opportunities for formative feedback both by tutors and their peers. This is a particular feature of the Reflective Teacher module which has a portfolio of tasks leading to an overall 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 new 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 working in the school but also a liaison tutor who goes into the school and supports their placement practice.

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

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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 NCTL 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 assessed against the Teachers' Standards leading to the award of QTS or EYTS.

F. Support for Students and their Learning

Prior to starting the programme students will be encouraged to join the study skills course in September to enhance their preparation for academic study at Masters' level. It will be helpful to students who are returning to study. 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 director 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.

G. 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

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- Staff Student Consultative Committee that are sub-committees of Boards of Study. SSCCs are minuted and should comprise representatives of all years/levels.
- Annual review and arising staff development events
- Periodic review undertaken at phase and cross-phase level
- Student evaluation at module and programme wide levels
- Moderation policies.

H. Employability Statement

Primary and Secondary (non-Top Up)

Graduates of the PGCE programme are well placed to begin their career in early years, primary or secondary education, many finding first teaching appointments in our partnership schools. 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. Many of these take on posts of responsibility and higher management roles within 2-5 years and a number engage in Continuing Professional Development programmes at Kingston University as their career progresses. Those students successfully completing the PGCE (Top Up) will be better positioned to enhance their career opportunities both in the UK and abroad.

The course is structured to provide 'real-world learning' through school placements in the autumn and summer term. The School 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 School 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 require 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 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.

I. 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. For 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 NCTL Teachers' Standards in their first assessment attempt at this module, the student will not be offered any further reassessment.

J. Other sources of information that you may wish to consult

Department for Education www.education.gov.uk

Kingston University *Academic Guidance 2: University Level Descriptors 2015-2016*
<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/>

Kingston University *Led by Learning*
<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/universityplan/>

QAA (September 2015) *Master's Degree Characteristics Statement*

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

For reviews conducted before 1 August 2016 the previous edition continues to apply

QAA (March 2010) *Master's Degree Characteristics Statement*

<http://www.qaa.ac.uk/en/Publications/Masters-Degree-Characteristics-2010.pdf>

Although the QAA *Subject Benchmark Statement Education Studies* (QAA, February 2015) is focused on Bachelor's degrees with honours programmes (Section 1.4), its defining principles and subject strands inform this programme specification (Section 4 & 5).

<http://qaa.ac.uk/Publications/InformationAndGuidance/pages/Subject-benchmark-statement-Education.aspx>

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

Module code		Non-credit bearing professional practice module				Level 7	
						Perspectives on Policy, Practice and Professionalism for Teachers	The Reflective Teacher
Knowledge & Understanding	A1					S	S
	A2					S	S
	A3					S	S
	A4					S	S
Intellectual Skills	B1					S	S
	B2					S	S
	B3					S	S
	B4					S	S
Practical Skills	C1	F				S	S
	C2	F				S	S
	C3	F				S	S
	C4	F				S	S

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

Technical Annex

Final Award(s):	Postgraduate Certificate of Education
Alternative exit award	Professional Graduate Certificate of Education Postgraduate Certificate in Professional Practice Research
Minimum period of registration:	1 Year
Maximum period of registration:	2 Years
FHEQ Level for the Final Award:	7 (with Level 6 exit award for those students not passing at L6 who will be reassessed against Level 6 criteria).
QAA Subject Benchmark:	Education
Modes of Delivery:	<p>For non-employment based routes: full-time study to include 120 days minimum professional practice on placement. This will include blended learning to include taught sessions at University and learning engagement through Canvas.</p> <p>For employment based routes: full-time study through integrated professional practice. This will include blended learning to include taught sessions at University and learning engagement through Canvas. These routes are required to be compliant with NCTL's ITT criteria for accredited teacher training.</p> <p>For Top Up (post QTS/EYTS award): full-time via blended learning to include professional practice, taught sessions at University and learning engagement through Canvas. Employment in practice is a requirement for entry onto this course.</p>
Language of Delivery:	English
Faculty:	Health Social Care and Education
School:	Education
JACS code:	X100 PGCE Primary 5-11 pathway X121 PGCE Primary Early Years 3-7 PGCE Early Years Teacher Status 0-5 2VZZ PGCE Secondary Citizenship with Social Science R1X1 PGCE Secondary Modern Foreign Languages: French R2X1 PGCE Secondary Modern Foreign Languages: German R4X1 PGCE Secondary Modern Foreign Languages: Spanish PGCE Secondary Mathematics F3X1 PGCE Secondary Physics C1X1 PGCE Secondary Biology F1X1 PGCE Secondary Chemistry 32PC PGCE Secondary Physical Education PGCE (Top Up)
UCAS Code:	
X100	PGCE Primary 5-11 pathway
X121	Early Years 3-7 pathway, KU School Direct Training Secondary PE Gladesmore

Postgraduate Certificate of Education including Postgraduate Certificate of Education (Top-Up)

342J	School Direct Training Secondary PE St Michael's Catholic Grammar
2YB5	School Direct Training General Primary 5-11 pathway, Latchmere
2VLZ	School Direct Training General Primary 5-11 pathway, Perseid
2TDP	School Direct Training General Primary 5-11 pathway, Westbourne Primary
	School Direct Training General Primary 5-11 pathway, Chipstead Valley Teaching Alliance
2VZZ	Citizenship with Social Science
R1X1	Modern Foreign Languages: French
R2X1	Modern Foreign Languages: German
R4X1	Modern Foreign Languages: Spanish
F3X1	Physics
C1X1	Biology
F1X1	Chemistry
32PC	Physical Education
	Maths

Course and Route Codes:

PGCE Primary leading to recommendation for QTS

Kingston based

General (Years 5-11)		PFPPP1PPP01
Early Years (Years 3-7)		PFPEY1PEY01

Add PGCE (Top Up)

SCITT partners

General (Years 5-11)	SCITT Essex and Thames	PFETH1ETH01
General (Years 5-11)	SCITT George Abbot	PFPPG1PPG01
General (Years 5-11)	SCITT Poole	PFSP1PSP01
General (Years 5-11)	SCITT Wandsworth	PFPSW1PSW01
Early Years (Years 3-7)	SCITT Wandsworth	PFESW1ESW01
	SCITT Harris	

School Direct Training

General (Years 5-11)	Chipstead Primary	PFPPP1PPP03
	Latchmere School	PFPPP1PPP03
	Perseid School	PFPPP1PPP03
	Westbourne Primary	PFPPP1PPP03
Early Years (Years 3-7)	Westbourne Primary	PFPET1PET01

School Direct Salaried

General (Years 5-11)(NO PGCE)	Belleville Primary	PFPPP1PPP04
	Latchmere School	PFPPP1PPP04
	Chipstead Primary	PFPPP1PPP04
	St James CofE Primary	PFPPP1PPP04
General (Years 5-11)(PGCE)	Chipstead Primary	PFPPP1PPP02

PGCE Early Years leading to recommendation for EYTS

TBC post validation

PGCE Secondary leading to recommendation for QTS

Kingston based

Biology	PFSSB1SSB01
Chemistry	PFSSC1SSC01
Citizenship with Social Science	PFSCP1SCP01
French	PFSLF1SLF01
German	PFSLG1SLG02
Maths	PFSMA1SMA01
Physics	PFSSP1SSP02
Physical Education	PFPED1PED01
Spanish	PFSLS1SLS01

SCITT partner: George Abbot

Art and Design	PFSAG1SAG01
Biology	PFSBG1SBG01
Business Studies	PFSXG1SXG01
Chemistry	PFSCG1SCG01
Citizenship with Social Science	PFSZG1SZG01
Classics	TBC post validation
Computing	PFCOM1COM01
D&T	PFSDT1SDT01
Drama	PFSDG1SDG01
English	PFSEG1SEG01
Geography	PFSSG1SSG01
History	PFSHG1SHG01
Maths	PFSMG1SMG01
MFL	PFSPL1SPL01
Music	PFSUG1SUG01
Physical Education	PFSPE1SPE01
Physics	PFSPG1SPG01
Psychology (Biology)	PFPYB1PYS01
Psychology (Chemistry)	PFPYC1PYC01
RE	PFSRG1SRG01

School Direct Training

Biology	Latchmere	PFSSB1SSB02
Biology	Chipstead	PFSSB1SSB02
Citizenship with Social Science	Southfields	PFSCP1SCP02
English	Chipstead	PFSEN1SEN02
German	Latchmere	PFSLG1SLG01
Spanish	Latchmere	PFSLS1SLS02
Spanish	Chipstead	PFSLS1SLS02
Maths	Latchmere	PFSMA1SMA02

Postgraduate Certificate of Education including Postgraduate Certificate of Education (Top-Up)

Maths	Chipstead	PFSSMA1SMA02
Physical Education	Gladesmore Community School	PFPE1PED02
Physical Education	St Michaels Catholic Grammar School	PFPE1PED02
Physics	Latchmere	PFSSP1SSP01
Physics	Chipstead	PFSSP1SSP01

Appendix A

Different exit award scenarios

Table A: Collaborative partners who are the accredited body for recommending QTS/EYTS

Context	Outcome
Student gains QTS and passes academic modules L7	PGCE with QTS/EYTS
Student gains QTS and passes academic modules at with at least one module at L6	Professional Graduate Certificate of Education with QTS/EYTS
Student gains QTS but fails academic modules (A student passing one module at L6 or above will be credited with having passed this amount of credit?)	EYTS/QTS only
Student fails to gain QTS but passes both academic modules at L7	PG Cert in professional Practice Research

Table B: Kingston University students

Context	Outcome
Student gains QTS and passes academic modules at L7	PGCE with EYTS/QTS
Student gains QTS and passes academic modules at with at least one module at L6	Professional Graduate Certificate of Education with EYTS/QTS
Student fails academic modules (A student passing one module at L6 or above will be credited with having passed this amount of credit?)	No recommendation for EYTS/QTS
Student fails to gain QTS but passes both academic modules at L7	PG Cert in Professional Practice Research