Primary and Early Years
Initial Teacher Education

Postgraduate Certificate in Education (Primary) with recommendation for QTS (Part Time Blended)

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	(i) <u>Latest Periodic Programme review/approval</u> **Previous PGCE programmes June 2012 and June 2017 Desktop revalidation July 2021**
2	Next Scheduled Review Date: [Month/Year]	2026
3	Programme Specification - Effective date: [Day/Month/Year]	01.09.2023
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Postgraduate Certificate in Education 3-7 with recommendation for QTS Postgraduate Certificate in Education 5-11 with recommendation for QTS	

1a	Programme Code
PGCEP723P	

2	Brief Summary (for Marketing Purposes)

Part time

This part-time, two-year blended learning programme includes both school/setting-based experiences, online learning and sessions at the university with a strong focus on integrating theory and practice to develop a reflective and proactive approach to trainees' development as a teacher, in either the 3-7 or 5-11 age phase. It is built around the DfE's Core Content Framework.

The proposed programme will adopt a blended learning approach to enable students from further afield to access the course, and help them overcome the challenges of managing work, study and family life by providing flexibility of provision.

ITT Core Content Framework (publishing.service.gov.uk)

The PGCE course is designed with more than 120 days spent in a school/setting, with placements carefully structured to allow the gradual development of trainee confidence as an effective teacher, supported by University and school/setting based mentors. In addition, the course is designed with 20 days of ITaP (Intensive Training and Practice).

Placements are carefully structured to help trainees gradually build experience and develop confidence as an effective teacher. During the programme trainees will be given the opportunity to:

- become an excellent primary teacher, with specialist expertise, who creates meaningful learning across all aspects of the primary curriculum; and

- benefit from high quality training with experts in primary education and the specialism, both at BGUand across our partnership of schools and settings. The course is designed with a minimum of 120 days spent on placement and an additional 20 days of ITaP (Intensive Training and Practice).

For all programmes, trainees will need excellent time management skills, resilience, energy and a capacity to manage several tasks in parallel.

3	**Awarding institution**	Bishop Grosseteste University
3a	**Programme Length**	**Part-Time** 2 years
3b	**Mode(s) of Study**	Part-time
4	**Home Academic Portfolio**	Primary and Early Years Initial Teacher Education

5	**CAH2/ UTT/HECOS/UCAS code(s)**	**CAH2** CAH22-01-02	**UTT/ITT** B38	**HECOS** 100511	UCAS code B38

6	**Framework for HE Qualifications position of final award(s)**	Level 7 (Postgraduate)
7	**Alignment with University Credit Framework**	Postgraduate
8	**Compliance with University Assessment Regulations**	Regulations for Postgraduate and Professional Graduate Certificate in Education Programmes (for students starting from September 2021)
9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A

Awards

10	**Final Award title(s)**	Postgraduate Certificate in Education 3-7 with recommendation for QTS. Postgraduate Certificate in Education 5-11 with recommendation for QTS.
10a	**Exit awards**	Professional graduate Certificate in Education 3-7 with recommendation for QTS. Professional graduate Certificate in Education 5-11 with recommendation for QTS. Postgraduate Certificate in Education. Professional Graduate Certificate in Education. QTS only.

11	**Combined Honours**		
11a	**(i) Combined Honours Awards available e.g.:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY	N/A	

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
		See Full Time core programme specification	
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	HESA Code 139 Currently TRA (Teaching Regulation Agency, Department for Education (DfE), but should this change then it would be the Professional, Statutory and Regulatory Body(PSRB) created or appointed to take on the role of awarding qualified teacher status.
15a	**Date and outcome of last PSRB approval/accreditation**	Ofsted Graded Good January 2016
16	**Expiry Date of PSRB approval**	Next Ofsted inspection

SECTION B – OUTCOMES

17	QAA Benchmark Statement(s)

There are currently no subject benchmarks for education at Level 7.

Regulations for Postgraduate and Professional Graduate Certificate in Education Programmes (for students starting from September 2021) allow for separate PGCE and QTS to be awarded and will be followed. This enables SCITT partners to undertake the PGCE academic modules with BGU.

Outcomes are consistent with the Quality Assurance Agency *Framework for Higher Education Qualifications* (2014)*.* It has also been designedto reflect the precepts and guidance of the Quality Assurance Agency (QAA) UK Quality Code. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk)

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship l originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

BGU marking policy and marking and moderation guidance have also informed the programme and module outcomes.

Professional standards/requirements
The award of QTS is provided by the PSRB, currently DfE. Students will demonstrate that they have met the Teachers' Standards at the end of programme assessment to be recommended for QTS (Qualified Teacher Status). Teachers' standards - GOV.UK (www.gov.uk)

In line with current BGU regulations trainees can be awarded the PGCE only or, should they fail to meet the requirements of the PGCE, **following a resit opportunity** they can be recommended for QTS only.

The programme outcomes are aligned with Level 7 post-graduate qualification programmes to enable RPL onto the Level 7 post-graduate qualification programmes.

18	**Programme Aim**

The defining principles of the PGCE are reflected in the aims and outcomes of the course and articulated through content, learning and teaching and assessment of the PGCE element and summative assessment against the nationally agreed standards for teachers (Teachers' Standards) within schools and Early Years settings. It is the start of the teaching journey. It reflects the BGU mission statements to:

- Excel at teaching, learning and research;
- Enable all students to achieve at the highest possible standard in their chosen field of study;
- Provide life-enriching opportunities for our students;
- Recognise aspiration and achievements and provide opportunities for self-development;
- Foster an ethos in which individuals are valued and diversity is celebrated; and
- Develop productive partnerships to extend and deepen our external contribution regionally,nationally and internationally.

Aims

Through studying for the PGCE trainees will:
- develop a deep and broad academic, critical and reflective knowledge of education;
- be able to relate and apply theory to practice to provide high quality learning opportunities for pupils;
- develop inclusive practice; recognising the range of diverse needs pupils have that can impact on their learning, including resilience and well-being;
- meet the appropriate standards for teaching qualifications at a high level;
- understand and apply key research skills and be able to critique research in a disciplined and reflective way; evaluating practice and links to theory in the light of recent research and policy;
- apply theory and research data to initiate, sustain and evaluate practice within *a school and/or early years setting;*
- acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills appropriate to a Postgraduate programme; and
- contribute to their continuing professional development while training.

19	**Programme Specific Outcomes**

(a)   Final Award Learning Outcomes
The outcomes have been informed by QAA (2014) *UK Code for Higher Education Part A: Setting and Maintaining Academic Standards. The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies.* Section 4.17 descriptors for Higher Education Level 7.

http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf There are no specific subject benchmark descriptors for education at Level 7.

On successful completion of a Postgraduate Certificate in Education Primary 3-7 with a recommendation for

Qualified Teacher Status or a Postgraduate Certificate in Education Primary 5-11 with a recommendation for Qualified Teacher Status trainees will be able to:

Knowledge and understanding (KU) (FHEQ 4.17)

- **KU1** Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues.
- **KU2** Demonstrate detailed and systematic understanding of new insights related to relevant theory and practice at the forefront of educational practice.
- *Linked to the MA in education outcomes-KU1 Undertake rigorous and critical professional analysis of education, exploring the intersections between theory, practice and policy.*

Subject-specific and professional skills (SPS) (FHEQ 4.17)

- **SPS1** Demonstrate the evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice.

Intellectual skills (IS) (FHEQ 4.17)

- **IS1** Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.
- *Linked to the MA in education outcomes-PS2 Students demonstrate confidence in articulating their ideas and knowledge about teaching … in relation to research agendas …*
- **IS2** The following themes are embedded in the programme and students will demonstrate critical engagement with these issues in the modules:
    i.   Education policy and its implication for practice;
    ii. Education research, theory and professional knowledge;
    iii. Reflective practice and professional development;
    iv. Enquiry and evidence-based practice;
    v.   Creativity and critical pedagogy; and
    vi. Educational Ethnography (including action research).

Transferable skills (TS) (FHEQ 4.17)
- **TS1** Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in work-place settings through sustained inquiry.

Linked to MA in Education outcomes-the transferable skills that are developed are skills that become an amalgamation of increased knowledge and understanding, critical and intellectual engagement with ideas and the practical aspects of a research education. Transferable skills for postgraduates are closely allied to the professional skill set, developing a strong 'professional' position in relation to educational issues from a range of paradigms and perspectives.

These Level 7 level aims are informed by UK Quality Code for Higher Education (QAA 2014).http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf
These are the programme outcomes identified in the BGU Level 7 programmes to enable RPL onto Level 7 post-graduate programmes.

Professional Body requirements

In line with guidance from the Department for Education (DfE) (2022) *Initial teacher training criteriaand supporting advice (*Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk) the PGCE programme will be for trainees in the 3-7 and 5-11 age range and will provide experience in other key stages.

Summative assessment against the current teachers' standards (Teachers' standards - GOV.UK (www.gov.uk)) will reflect this latest guidance but should guidancechange then the programme would follow the new PSRB requirements.

C2.2 That they (training providers) prepare all trainee teachers to teach within one of the following age phases:

Ages 3-11 (primary) Ages 7-14 (middle) Ages 11-19 (secondary)

Scope

Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3-7, 5-11, or 7-11 age ranges…

No training programme should cover fewer than four school years.

In addition, the curriculum is mapped and designed to cover the ITT Core Content Framework, as a minimum entitlement (DfE, 2019)

ITT Core Content Framework (publishing.service.gov.uk)

(b)	**Joint Honours Learning Outcomes**
	N/A

20	**Level 6 Transfer**

Students can choose to transfer to a Level 6 (Professional Graduate Certificate in Education) at the start of the course within the transfer window, or can opt to resubmit academic modules at a Level 6 (should a submission at Level 7 not meet the criteria for a pass).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (e.g. FT/PT etc.), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 7 Part Time (Blended) – Year 1

September (year 1)	January (year 1)	July (year 1)
PGE70123 Significant Incidents inProfessional Development Core 30 credits		
Placement 0cr		

Level 7 Part Time (Blended) – Year 2

September (Year 2)	January (Year 2)	July (Year 2)
PGE70223 Practitioner Inquiry Core 30 credits		PLC00121 End of Programme Assessment
Placements 0cr		

21b	Module Structure

Periods 1, 2 and 3 are term times not semesters so 1 = Sept-Dec; 2 = Jan –April and 3 = May to July. Period 4 denotes year-long delivery pattern.

POSTGRADUATE

<u>Level 7   Part time (Blended Delivery) – Year 1</u>

Core Modules (year 1)				
Code	Status	Module Title	Period (number)	No of credits
PGE70123	Mandatory	Significant Incidents in Professional Development	1,2	30
N/A	Mandatory	Placements	1, 2 & 3	0

Core Modules (year 2)				
Code	Status	Module Title	Period (number)	No of credits
PGE70223	Mandatory	Practitioner Inquiry	1, 2	30
N/A	Mandatory	Placements	1, 2 & 3	0
PLC00121	Mandatory	End of Programme QTS Assessment	3	0

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The programme is split into strands which allow teaching and learning to develop through 3 phases and will align with the three phases of learning on placements:

Strands	Introductory phase (Year 1)	Developing phase (Year 2)	Extending phase (Year 2	End of programme assessment (Year 2)
Placements (for QTS)	Placements fulfil DfE requirements by design			
Intensive Teaching and Practice (ITaP	20 days			
Modules	PGE70123	PGE70223	PGE70223	PLC00121

The PGCE Primary Curriculum is built around the minimum entitlement as set out in the ITT Core Content Framework (ITT Core Content Framework (publishing.service.gov.uk)) and has been designed toprovide significant enhancement to these mandatory minimum requirements. As part of the PGCE programme trainees will learn through the:

- Introductory phase (introducing trainees to key thinking, skills and knowledge)
- Developing phase (developing understanding of key thinking, skills and knowledge)
- Extending phase (extending understanding of key thinking, skills and knowledge)

The modules are designed to ensure learning is built upon progressively throughout the course, and is developed around the 5 core areas as defined in the CCF:
- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

Additional curriculum areas will be included:
- Inclusion
- Wellbeing
- Research (linked to the academic module PGE702)

The primary ITE curriculum is sequenced coherently and outlines the knowledge and skills trainees are expected to gain within each phase of their training. Our Curriculum Progress Guide (CPG) was developed with input from partner schools and other ITE colleagues across BGU. This will underpin formative assessment feedback on the primary ITE curriculum and CCF sections, allowing trainees, mentors and lead mentors to gauge weekly whether a trainee is 'on track' to know, remember and apply the trainee curriculum. Increasing levels of challenge are built into these questions, linked to the sequenced modules, allowing for iterative development of trainee knowledge structures and competency.

PGE70123 (Significant Incidents for Professional Development)
This module enables trainees to engage in critical reflection during their time on the Introductory Placement, as well as providing trainees with opportunities to consider pivotal aspects of their practice as part of early ITaP experiences. The module is mapped against the CCF as well as the BGU ITE curriculum areas. By the end of the programme, trainees will be able to use their knowledge and understanding of critical reflection to support them as they enter the ECT years.

PGE70223 (Practitioner Inquiry)
This module enables trainees to engage in small-scale Action Research during their time on the Developing Placement, as well as providing trainees with opportunities to consider pivotal aspects of their practice as part of developing ITaP experiences. The module is mapped against the CCF as well as the BGU ITE curriculum areas. By the end of the programme, trainees will be able to use their knowledge and understanding of implementing changes to practice to support them as they enter the ECT years.

Intensive Training and Practice Experiences (ITaPs)
As part of the programme design, there are 20 days of 'ITaP' trainees will undertake. ITaP experiences provide an opportunity for trainees to focus on a pivotal aspect of the BGU ITE primary curriculum and make effective links between theory and practice. Through these experiences, trainees will have the opportunity to 'Introduce, Analyse, Prepare, Enact and Assess' pivotal aspects of practice. ITaPs will take place through a mixture of on-campus sessions and time spent in schools or settings, working alongside expert mentors to de-construct practice. At the end of each ITaP, trainees will have the opportunity to complete a focused reflection to make effective links between theory and practice as well as setting a SMART target for future placement experiences. ITaPs will be designed to be responsive to the wider national ITE picture (for instance, behaviour management support for trainees ahead of their ECT years).

There is an expectation in terms of pedagogical, subject and curriculum knowledge needed, informed by evidence-based practice. The programme aims to support trainees through their demonstration of willingness to engage, learn, listen, and explore so that they have a mind-set of curiosity and are open to new experiences, willing to take risks and be innovative. Trainees are encouraged to develop effective communication, collaboration and understanding of the professional roles and responsibilities of the teacher throughout their training. Critical thinking and reflection will be embedded in delivery, so trainees focus on impact of teaching and learning and next steps for themselves and the pupils. Developmental reflection will be built into training and the promotion of active listening (most listen with the intent to reply not the intent to understand). Trainees on a PGCE route are expected to demonstrate criticality in their selection of, engagement with and analysis of research and resources.

Support for well-being will be important for trainees themselves and in their role as trainee teachers with children. This recognises research and guidance about the impact resilience has on ability to learn and work. Trainees will be supported in developing strategies to support their own time and workload management and to develop resilience. They will also have training to support their understanding of what can impact on children's well-being and the teacher's role in supporting children.

Trainees will have the opportunity to consolidate and extend their practice and learning in schools and early years' settings, working in close partnership with PGCE core staff and school/setting mentors and, through partnership training, develop an increasingly diverse range of appropriate pedagogical strategies and professional attributes to meet the requirements of the programme (in accordance with Bishop Grosseteste University Code of Practice for Work-Based Learning and Student Transport Policy).

The PGCE programmes, through engaging and appropriate modes of study, are intended to inspire and enable trainees to meet the requirements of academic study at a Postgraduate level and to meet the relevant teachers' standards by the end of the programme, to become effective Early Career Teachers. Trainees are encouraged to be creative and take risks that demonstrate their enthusiasm for engaging children and supporting their learning progress.

The modules studied will enable trainees to continue their professional development at BGU by providing trainees with credits towards a Level 7 post-graduation qualification.

Trainees on the 3-7 route will have specific training to address the particular requirements of the 3-5 and 5-7 age range, delivered through a range of approaches and by staff with expertise in the Early Years. Trainees on the 5-11 route will also have specific training to reflect the curriculum requirements for the age range and expert staff will deliver sessions.

As part of University-based sessions, trainees will make links to placement experiences, in order to 'know more and remember more' of the PGCE curriculum. Pre-placement learning summaries will support trainees on placement in making links between taught theory and practice.

By successfully gaining the knowledge and skills of the Primary ITE curriculum and implementing these in practice, trainees will be able to demonstrate that they have met the Teachers' Standards in the end of programme summative assessment.

23	**Learning and Teaching Strategies**

Delivery is seen as a partnership process and, following feedback from schools about the developmental nature of placements and from working closely with partner schools and settings, a number of more flexible approaches will continue to be in place to meet trainee and partnership needs. E.g.training delivered by partnership staff in schools, followed by seeing this in practice in the classroom so trainees consider the impact on their own practice, and expert staff and partnership staff delivering training at BGU. Staff expertise enables specific focus on the curricular for the 3-7, 5-11 and specialist programmes so that training is tailored to the chosen routes across the partnership.

Programme delivery
The programme will be delivered using a blended approach, with the use of live on-campus sessions at university (lectures, seminars and workshops) with opportunities for peer group discussions. Trainees will engage with sessions within each phase of training (Introductory, Developing and Extending), across both academic years. Sessions usually take place on a Friday, with six on-campus days in each academic year (usually 3 across each semester), and blended delivery through synchronous and asynchronous sessions. This will consist of live online sessions (with tutor interaction throughout and peer group discussions) delivered alongside tutored learning tasks (for example, online debates and reflective tasks through discussion boards). There will also be tutor directed independent learning, where trainees will undertake reading required to engage with tutored learning tasks as well as time for independent study to prepare for the academic modules. As part of the programme, trainee wellbeing and support are integrated into our curriculum, with regular sessions on workload and wellbeing. At the start of the programme, there are sessions on the importance of 'learning communities' and trainees are encouraged to form learning communities with each other to enable peer support through the duration of the programme.

Trainees work in learning communities and are encouraged to support each other through peer review and study group activity. Where appropriate, a flipped classroom approachmight be used to support trainees with interactive discussions and activities seminars based on materials studied prior to sessions. Throughout the programme, the emphasis is on synthesis of theory and practice, critical reflection and is research informed. Training is seen as a cyclical process, enabling trainees to be introduce to an aspect of training, apply it, review it, then develop further and follow the same cyclical process.
Every session has a range of resources made available on the VLE for trainees to use prior to and in session to support their learning.

Academic modules are designed to inform professional development and demonstrate the importance of these strong theory and practice links. As part of the sessions delivered to trainees, links are made to the Core Content Framework (ITT Core Content Framework (publishing.service.gov.uk) at the start of each

taught session. There are also suggested further tasks and reading for trainees wishing to further develop and enhance their knowledge and understanding.

In addition, the use of 'Teams' can facilitate discussions between trainees and core staff for 1-1 tutorials, which can be accessed flexibly when trainees are on placement. Occasionally, some sessions may also contain additional notes and be pre-recorded in their nature, so that trainees can revisit learning materials at points throughout the training year.

School/setting placement experience

The school/setting placement experience is complemented and supported by the PGCE modules. There is an emphasis earlier in the programme on the professional role of the teacher. In university, this will be facilitated through sessions on focused observations, reflective practice, safeguarding induction, developing positive relationships and behaviour for learning, classroom presence, learning theories, pedagogy and core subject pedagogy.

Trainees will be prepared, carefully and systematically through sessions (linked to the ITT Core Content Framework - ITT Core Content Framework (publishing.service.gov.uk)), that will include the examination of key aspects of current practice within primary schools and early-years settings and the expectations for placements. Across the partnership, the emphasis in training will be on research informed practice. Sessions will also, where appropriate, have an emphasis on professional practice and utilise a number of modes of delivery that enable trainees to rehearse the teacher role through role-play, presentingto the whole group, peer teaching etc. Trainees will also have the opportunity, through digital media, to observe and reflect on the good practice of other professionals.

Trainees on the part-time route will initially spend 2 consecutive days a week in the placement school or setting during each placement (Introductory, Developing and Extending) building to a longer 6-week block (where trainees will attend for 5 days per week). Each placement is enhanced by an enrichment or enhancement experience, usually following on directly from the assessed teaching blocks (placements will cover a minimum of 120 days, alongside an additional 20 days of Intensive Training Practice). Such enrichment experiences enable trainees to build on areas for development and breadth of experience in their trainingby, for example, working in other key stages or getting experience of diversity. Trainees will also be given the opportunity to investigate how learning is led in the curriculum, in preparation for the responsibilities they will have to take on after their Early Career Teacher years. These experiences may be taken in the placement school, or another school or setting may be sourced, either by trainees themselves or by the Placement Services Office.

24	Assessment Strategies

PGE70123 Significant Incidents for Professional Practice has more input earlier in the programmeand is completed in term 2. PGE70223 Practitioner Inquiry is introduced at the end of the first academic year and submitted in the second academic year for part time trainees.

Generic sessions relevant to both modules about academic writing are timetabled early in the programme. Both modules are 30 credit modules. PGE70123 Significant Incidents for Professional Practice is a written essay assignment and PGE70223 Practitioner Inquiry is a written impact report.

PGE70123 Significant Incidents for Professional Development

This module has a strong focus on exploring significant incidents in professional development and making reflective connections between these incidents using critical incident and reflective theory. Trainees select professional incidents to consider and create a rationale for their choices in terms of informing their professional development and theoretical framework. Flexibility will be ensured through the types of incidents that trainees can reflect upon linked to their own experiences possibly subject related, wider experience and teaching. Taught sessions will be in place early in the programme to introduce the module

and provide guidance on Level 7 academic writing, critical incident theory and reflective approaches. There will be aprogressive approach to developing reflective practice. Trainees will be able to begin this process early in the programme and engage with their record of professional development through regular completion of reflections on learning and practice.

PGE70223 Practitioner Inquiry

This module has a strong focus on using research informed practice to support trainees' continuing professional development, but there is flexibility in terms of this relating to school priorities, trainee areas for development or an area of interest. Taught content is planned to enable trainees to be supported at each stage of the process from developing a research question to the final written report.
This module is introduced following submission of PGE70123.

School/setting Placement Experiences:

Trainees are supported to improve their knowledge of the curriculum and apply this as skills in practice through a clear focus on their developmental needs. This enables all trainees to exceed the minimum level of practice competence expected with regard to meeting the Teachers' Standards by the end of the programme. The final summative assessment is made holistically with the substantive evidence base being the training portfolio, referred to as the electronic Record of Professional Development (eRPD).

Ongoing, formative assessment of trainees' progress towards gaining the knowledge and skills on the curriculum and applying this in their own practice is facilitated through:

- Weekly curriculum progress review meetings with the School/Setting-Based Mentor (SBM), centred around the weeklycurriculum focus. This is recorded on the eRPD.

- Frequent observations of practice by the school-based mentor – informal, formative feedback is provided linked to the CCF areas and trainees will be encouraged to develop their practice based on the formative feedback provided.

- Regular monitoring and feedback on the eRPD by the University-Based Mentor.

- Regular visits and observations by the University-Based Mentor (normally 2 visits per placement, including remote monitoring and support). These visits normally involve observation of teaching with the School-Based Mentor and quality assurance of above processes to ensure consistent delivery of the curriculum and formative feedback.

- Scheduled Professional Placement Discussions (normally one per placement). At these meetings, progress against the BGU ITE curriculum is considered against that expected for a trainee at the relevant point of theirtraining and recorded as 'on track'. Where progress is not on track, a Personal Support Plan may be putin place, or a Cause for Concern.

- To inform all discussions with the SBM, curriculum questions have been developed against each of the strands of the intended curriculum (linked to the CCF). These questions are contained within the 'Curriculum Progress Guide' and are used by university and school/setting-based staff to explore the extent to which trainees are developing the knowledge and skills of the intended curriculum, and to identify targets to improve practice.

Module code	Module Description	Credits	Semester	Assessment and learning methods		
				Exam/written	Practical	Coursework
				%	%	%
PGE70123	Significant Incidents for Professional Development	30	1/2			100
PGE70223	Practitioner Inquiry	30	1/2			100

PLC00121	Assessment for QTS at the end of the course	0	2		100	

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading
PGE70123	Significant Incidents for Professional Development	30	Coursework	5000 words
PGE70223	Practitioner Inquiry	30	Coursework	5000 words
PLC00121	Assessment for QTS at the end of the course	0	Practical	45 mins

25	**Inclusive Practice and Personal Development Planning**

Trainees are organised into tutor groups and have a named group tutor for pastoral support for the duration of the programme. These tutors work with their groups for many sessions, particularly early in the programme so that trainees and tutors can build strong working relationships. There are clear systems forcommunication and trainees are made aware of which tutors to contact for different purposes e.g. placement lead, cohort lead, course leader or module leader for specific module related needs.

During placements trainees have a university-based mentor who works collaboratively with the school/setting based mentor and trainee through visits, e-mail support and feedback and in ensuring that the electronic record of professional development (eRPD) is being completed effectively and used to support continuing professional development through reflection, discussion and formative on-going assessments against the curriculum. Through regular dialogue with the school/setting-based mentor, and where trainees are not 'on track'to develop the knowledge and skills of the intended curriculum, a Personal Support Plan (PSP) may be implemented with SMART targets linked to the curriculum, in order to support a trainees' development.

Should insufficient progress be made towards the PSP targets, a C4C (Cause for Concern) may then be instigated. These processes are outlined within the 'Placement Handbook'.

Each cohort has a cohort lead who works closely with the University support services and Student Union and is familiar with systems that can be helpful, and they work closely with any trainees who need support such as extensions to assignments. The Course Leader supports the cohort leads and trainees who may need to move through more formal processes such as Support for Study, intercalations and fitness to study procedures. Any trainees with a declared need meet with the Cohort Leaders at the beginning of the programme to discuss reasonable adjustments, and placement and PGCE staff are made aware of adjustments needed in terms of ability to access taught sessions and support on placements.

Trainees undertake audits of their knowledge and skills and action plan from this so that they have personal targets for development. These are reviewed and recorded on the record of professional development. Core subjects also have a developmental audit after term 1, which enables trainees to note progress and their next steps.

Staff work in expert groups for subjects, aspects of professional practice and research and can support trainees with specific concerns or needs. Tutors also track subject outcomes and trainees highlighted as needing support, are given additional tutorials or taught sessions each term. Specific sessions are in place during the year to support trainees in managing workload and building resilience.

Trainees have regular opportunities to evaluate through RFS meetings and Trainee Initial Teacher Education Surveys (TITES) each term. Responses to these inform responsive sessions that trainees identify as areas for development.

Trainees also have opportunities to evaluate sessions, currently using Socrative and feedback informs next sessions and future inputs as appropriate.

26	Technology Enhanced Learning

The blended learning approach planned for this programme will require students to make use of technology enhanced learning.

Asynchronous sessions
Asynchronous sessions, by design, enable students to engage with the material over time. They are a combination of scheduled teaching (Tutored-learning tasks) and Tutor-Directed Independent Learning. Asynchronous sessions in each module will be delivered through the VLE. Students will be given a session question, which the material will then explore. Students will be required to respond to the session question using the journal feature on the VLE.

Asynchronous sessions, by design, will be made available for students to stream and material will be broken down into 'episodes', with opportunities to collaborate with other students within the session. The raw session material, without narration, will be available for students to download. Using the Distance/Blended Learning VLE Template (2021/2022), the different learning activities are made clear to students.

A typical structure for asynchronous sessions may look like the following:

- An introduction to the session with the session question.
- An overview of where this session fits within the taught curriculum.
- An overview of the learning outcomes and references to the CCF.
- Part 1- usually a narrated presentation.
- Part 1- An activity that may involve guided independent learning.
- Part 2- introduction and recap of part 1.
- Part 2- an activity that may involve collaboration with others, for example, a discussion board.
- A summary and direction to answer the session question in their journal.

Tutors will make it clear to students when they should try and complete the session question and will offer informal feedback on their journal entry.

Live online sessions
Live online sessions are a form of synchronous learning that takes place using collaborative software. These are delivered on the same day for consistency and are used for sessions that require high levels of tutor input or response. Because it is a blended learning programme, live online sessions are recorded and made available to students to stream at a later date.

Live in-person sessions
These are a form of synchronous learning that takes place on campus. These sessions are delivered on the same day for consistency and are used to teach the material that may be challenging remotely. There is an expectation that students attend these sessions as they will not be recorded and will not be made available to students at a later date, other than the raw materials that will be available from the VLE.

Trainees need to be confident in using the technologies that schools use for teaching children so that they are confident in their own digital literacy. Multi-media access in teaching spaces at BGU is important so staff model appropriate pedagogies and trainees have opportunities to become familiar and confident with

technology e.g. use of interactive boards, Scratch, iPads, Augmented Reality apps and digital microscopes. Staff will model use of appropriate technology in sessions specifically to support trainees' understanding of how technology is used to support learning but also across sessions relating to the breadth of the primary curriculum and their professional role. The use of mobile devices in sessions to access information as well as watching and creating videos is also used to support critical reflection, observation and understanding of teaching and learning. A range of interactive learning technologies will be used e.g. Padlet, Socrative, Twitter, Nearpod. As part of developing their learning community, they will be encouraged to use technology to support each other e.g. through professional use of social media. Trainees work in active learning sets, particularly early in the programme, to support peer learning.

To support academic work and their role as informed practitioners, trainees will be supported to access online research and reading through BGU electronic systems. Guidance will be given for multiple platforms of reading, starting with authenticated sources, and then moving to less authenticated sources that they can use intelligently, recognising their limitations. Specific sessions with library staff will support trainees in accessing materials, narrowing searches and being able to judge the relevance of materials. Taught sessions will also signpost trainees to useful technology and online materials. Trainees are also encouraged to use originality checks prior to electronic submission of assignments.

A number of taught sessions each term are evaluated by trainees using Socrative (audience participation), and feedback from this informs future sessions.

There is an expectation of engagement with the virtual learning environment for communication, timetabling and to access materials from taught sessions and additional support materials. Trainees also use an electronic record of professional development throughout their training to support their development as a teacher through reflection, mentor meeting support, records of observations, audits and action planning and reviews against the intended curriculum. Training in the use of this system is in place throughout the programme including sharing good examples of how it can be used to support professional development. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are outlined within individual modules.

The nature of teacher training also means that safe use of technology in terms of safeguarding themselves and the children they teach is embedded in the programme.

27	Work-related Learning and/or Placement

See section 23 and 24
There is a strong partnership already established and key staff within academic teams have a lead role within this liaising with the Head of Partnership and the Placement Services Office. School/setting staff are involved in programme development, Committees and Steering groups and work with core staff on recruitment to the programmes as well as contributing to delivery of training in schools and at BGU. School/setting staff attend Primary Phase Committee, where changes to programmes, placements and training are discussed. The Partnership Steering Group also involves close working between BGU and school/setting partners in considering wider and more strategic developments to the partnership.

Schools and settings enter a partnership agreement with BGU, which outlines the expectations for all those in the partnership and procedures for supporting trainees including support plans, QA of trainees who are not meeting the Teachers' Standards to ensure procedures have been followed and termly QA of a range of partnership schools and setting and UBMs. Senior staff undertake QA visits to schools and settings and the Regional Lead for ITE collates the findings, which inform training for University Based Mentors (UBMs) and promote consistency across the partnership. These QA visits are structured to give partnership staff, trainees and UBMs the opportunity to provide feedback as well as for the QA staff to ensure practice is consistent with expectations for the placement.

Each term all UBMs are required to attend training prior to placement, led by the ITT Regional Lead and

Placement Leads to promote consistency in expectations and understanding of placement requirements. School/setting-based mentors are also encouraged to attend mentoring and coaching training and for some clusters of schools this may be able to be delivered more locally. Subject related QA is also undertaken regularly, and findings inform training.

Trainees complete a breadth of experience section on their electronic record of professional development. This is used by the Placement Lead and Placement Services Office staff to inform where trainees are placed to ensure diverse experiences.

Termly trainee surveys (TITES) inform the quality of placement provision and strengths and areas for development within training.

Mentors also complete a termly mentor survey to provide feedback about the strengths and areas for development both in terms of training and support for school-based mentors. This is used to update action plans and inform partnership activities.

28	Employability

See section 22

Prior to the proposal stage of the revalidation process, school staff were consulted about expectations of trainees for different stages of training. Key feedback included what they would look for in a trainee by the end of each placement and the comments have been used to support the graduated approach to teaching, placement expectations, assessment and breadth of experience.

PGCE trainees were seen as academic with a thorough background in theory and research and a focus on long term career aspirations.

External Examiners have also been consulted about the focus for the modules and will be further consulted as assignment briefs are developed.

A Head teacher has also attended a meeting looking at documentation and provided feedback from a school perspective about the focus within the programme to ensure the qualities developed and academic modules support the development of effective and appropriately informed trainee teachers.

School/Setting staff may join university core staff to deliver sessions, so trainees have opportunities to observe and reflect on school-based practice. School/Setting Based Mentors (SBMs) are the main support for trainees on placement.

Through working alongside colleagues in BG Futures, trainees are provided with opportunities to access further employability support (through sessions on Early Career support and applying for jobs). In addition to this, the Graduate Attributes (below) have been mapped against both academic modules and placement experiences.

In order to provide our students with the BGU Graduate Attributes, we ensure that all aspects of the programme contribute to the over-arching aim of attaining qualified teacher status.

This is exemplified as follows:

Academic Literacies: Students will develop their criticality in both academic modules (PGE701 and PGE702), which will enable them to consider and discuss a range of perspectives. They will also develop their ability to both write and communicate orally in a suitably academic tone, and in a clear and concise manner. In both academic modules, students will be required to take responsibility for their own learning goals.

Global Citizenship: Students will develop skills to participate confidently, responsibly and imaginatively in the wider world of teaching and education in both academic modules and be able to apply this in their school or setting placements.

Information Literacy: Information literacy will be developed in both academic modules, and be of particular importance within the PGE702 module, which will support students to develop their use of the library to support the development of their organisation, planning and problem-solving skills, as they undertake their own small-scale research.

Digital Fluency: Undertaking the programme will require students to be ICT proficient and digitally creative. Students will be supported within sessions and by CELT to enable them to develop their existing digital fluency which will support them in their future careers.

Employability: The programme is designed to enable students to meet the requirements of QTS and prepare them for their work as Early Career Teachers.

Being Enterprising: The nature of the placements will require students to develop their place within the wider community of the school or setting in which they are placed and through new ventures and opportunities which create positive change in the community and further prepare them for their careers as Early Career Teachers.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

The PGCE programme is designed to support trainees in meeting the relevant standards for qualified teacher status (QTS) as identified by the appropriate regulatory body, currently the DfE. Trainees will specialise in primary 3-7 or 5-11 ensuring experience outside of these age phases and Key Stages prior to and following those in which they are assessed.

In line with guidance from DfE (2022) *Initial teacher training criteria and supporting advice,* Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk) the PGCE programme will be for trainees in the3-7 and 5-11age range and will provide experience in other key stages. Summative end of course assessment against the current teachers' standards Teachers' standards - GOV.UK (www.gov.uk) will reflect this latest guidance.

C2.2 That they (training providers) prepare all trainee teachers to teach within one of the following age phases:
Ages 3-11 (primary) Ages 7-14 (middle) Ages 11-19 (secondary)

Scope
Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3-7, 5-11, or 7-11 age ranges… No training programme should cover fewer than four school years.

In accordance with the ITT regulations (Section 1.3), Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk), 'all trainees have been subject to appropriate pre-selection checks. This will include obtaining and considering Disclosure and Barring Service (DBS) criminal records checks and children's barred list information'. As a condition of enrolment, all trainees will complete a DBS check (to be paid for by the trainee).

Entry requirements remain those stipulated by the regulatory body for the programmes, currently DfE: GCSE or equivalent to grade C (changing to Grade 4 or above as trainees come onto the programme or gain a qualification post 2014), in mathematics, English and science.

All entrants must meet any statutory safeguarding requirements. They also must meet the Secretary of State's requirements for physical and mental fitness to teach.

Minimum 2:2 or above, although it may be possible for those with considerable experience or a higher-level qualification to be offered a place with a 3rd class degree. These cases would be reviewed on an individual basis by the admissions tutor and programme lead. Currently, guidance requires a first degree but does not specify a classification. (*Initial teacher training criteria and supporting advice information for accredited initial teacher training providers, 2022*). Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk)

PGCE entry requirements specified by PGCE at BGU: *For entry requirements refer to the current University on-line prospectus.*

Should recruitment strategies change, the programme would follow the statutory requirements put in place. Candidates with overseas qualifications or who are unsure their qualifications meet the requirements cancontact the admissions department who will advise on their equivalence to the standard entry qualifications, as can other candidates unsure of the equivalency of their qualifications.

30	**Programme Specific Management Arrangements**

Currently

- <u>General</u>
  Head of Programmes Primary and Early Years
  Course Leader PGCE Primary and Early Years

- <u>Professional, Regulatory & Statutory Bodies</u>
  Course Leader for PGCE Primary and Early Years ensures trainees have completed the requirements for qualified teacher status (QTS) prior to exam boards.
  Currently DfE. Quality Assurance and Student Data (QASD) send recommendation and DfE confirm qualified teacher status (QTS) directly with trainees.

- <u>Partnerships</u>
  SCITT and School Direct
  Head of ITE Mentoring
  and Partnerships
  Course Leader for PGCE Primary and Early Years

- <u>Other</u> (including off-site delivery)

31	**Staff Responsibilities**

Currently

- <u>General</u>
  Cohort Leader for 3-7
  Cohort Leader for 5-11

- <u>Professional, Regulatory & Statutory Bodies</u>
  Placement Lead

- <u>Partnerships</u>
  Cohort Leader for School Direct
  SCITT Lead

32	**Programme Specific Academic Student Support**

Programme Specific Support

<u>Q and A</u>
Trainees have a designated session for this for both modules prior to submission to address any specific queries or areas for clarification. Placement sessions also allow for questioning and clarification of placement expectations.

<u>Resit support</u>
Any trainees with a resit are assigned a named tutor to guide them in terms of addressing targets and how to improve their academic work, additional to recommendations for them to seek support from Learning Development.
Trainees with resit placements have opportunities to speak to staff and discuss how they will address areas for development identified.

<u>Academic writing</u>
See above and section 27.

Trainees have specific sessions early in the programme on academic writing and are encouraged to seek additional support and guidance from Learning Development. For the Practitioner Inquiry module, trainees have a named tutor for their group who delivers the sessions, holds tutorials and guides them in framing an appropriate area for research and guides them in structuring their research report.

Responsive sessions
Trainee and mentor surveys inform sessions at the end of each term in terms of areas identified where trainees feel more/less confident and Socrative reviews of sessions also informs training needs and pedagogy. In addition, a review of the eRPD subject tracker during each training phase, indicates any further support which needs providing to trainees through the use of responsive sessions and through directing trainees to additional learning resources (linked to curriculum areas).

33	Programme Specific Student Evaluation

Programme Specific Evaluation
See also section 32 responsive sessions section.
Each term trainees complete a Trainee Initial Teacher Education Survey (TITES). This is completed for all programmes. The Course Leader, Cohort Leaders and Placement Lead evaluate the feedback and use this to address actions from AMR Action Plans, subject expert action plans, and inform responsive taught sessions and in conjunction with regular RFS tutor group discussionstrainees are given 'You said…' 'We did…' feedback.

Expert groups feedback is used to inform the Head of Programmes of strengths and areas for development and action plan AMR developments.

Mentors complete termly surveys, which also inform training needs and strengths of the programme.
Each module is evaluated once it is completed, and feedback informs future teaching and learning.

All the evaluations contribute to the AMR and QA process

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for LEVEL 7						QTS
	K&U1	K&U 2	SPS1	IS1	IS2	TS1	Teachers' Standards
PGE70123 Significant Incidents for Professional Development	x		x	x	x		
PGE70223 Practitioner Inquiry		x	x	x	x	x	
PLC00121 End of Programme QTS Assessment							x

PLC00123 is mapped against the current Teachers' Standards (2011) - see PLC00123 module specification.

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	SPS1	IS1	IS2	TS1	Placement
Academic Literacies	x	x	x	x	x	x	x
Global Citizenship	x	x			x	x	x
Information Literacy	x		x	x	x	x	x
Digital Fluency	x			x	x		x
Employability	x	x	x	x	x	x	x
Being Enterprising			x		x	x	x

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation
GA7. *NB the above align to the Employability outcomes on the module specifications*

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc.)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g. students entering Level 5 from September 2016 onward)*

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

In order to qualify a learner for QTS against the PSRB (Ofsted) requirements, a learner must satisfy the requirements of the Department for Education's Initial teacher training (ITT): criteria and supporting advice (2022), Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk) which includes meeting the Teachers' Standards in the End ofProgramme Assessment: https://www.gov.uk/government/publications/teachers-standards.

	TS 1	TS 2	TS 3	TS 4	TS 5	TS 6	TS 7	TS 8	Part 2
PLC00121	x	x	x	x	x	x	x	x	x