University of Suffolk

DEFINITIVE COURSE RECORD

Course Title	**PGCE [Colchester Teacher Training Consortium]**
Awarding Bodies	**University of Suffolk**
Level of Award[1]	**FHEQ Level 7**
Professional, Statutory and Regulatory Bodies Recognition	**Department for Education (DfE)**
Credit Structure[2]	**120 credits** **60 Credits at Level 6** **60 Credits at Level 7**
Mode of Attendance	**Full-time**
Standard Length of Course[3]	**1 year full-time**
Intended Award	**Postgraduate Certificate in Education**
Named Exit Awards	**PgC Teaching and Learning**
Entry Requirements[4]	• **Undergraduate degree with a minimum of 300 credits with 60 at Level 6 (usually 2:2 or above but will consider a third on an individual basis, for secondary trainees, this should be in a directly relevant or closely related subject. Completion of a Subject Knowledge Enhancement Course might be a condition of offer depending on the outcome of interview.)** • **GCSE Grade C/4 or equivalent in English and Maths (and a Science subject for primary age phase)** • **Suitability to train to teach as laid out in the DfE's statutory requirements, including:** - **Disclosure and Barring Service Checks** - **Health and physical capacity to train to teach** - **Safeguarding background checks** - **Childcare disqualification checks** **A literacy and numeracy assessment will be included as part of the interview process.**
Delivering Institution	**Colchester Teacher Training Consortium (CTTC)**

This definitive record sets out the essential features and characteristics of the Postgraduate Certificate in Education course. The information provided is accurate for students entering the course in the 2027-28 academic year[5].

[1] For an explanation of the levels of higher education study, see the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024)
[2] All academic credit awarded as a result of study at the University adheres to the Higher education credit framework for England..
[3] Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the Framework and Regulations for School Centred Initial Teacher Training Awards
[4] Details of standard entry requirements can be found in the Admissions Policy and further details about Disclosure and Barring Checks (DBS) can be found on the University's DBS webpage.
[5] The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the Admissions Policy.

DEFINITIVE COURSE RECORD

Course Summary

Established in 2003, CTTC is an Outstanding provider in all areas (Ofsted March 2024), offering a School-Centred Initial Teacher Training Programme, leading to the awards of Qualified Teacher Status (QTS) and Postgraduate Certificate in Education (PGCE).

CTTC provides new teachers entering the profession with the evidence-based knowledge and skills they need to become exceptional, critically reflective practitioners through a curriculum that reflects the principles of effective teacher professional development.

The scope of the curriculum ensures that theory and practice are developed side by side with expert input used to develop trainees' knowledge and to ensure full coverage of the ITT and Early Career Framework and beyond. All trainees leave their training not only meeting the Teachers' Standards, but with an in-depth knowledge of how pupils learn most effectively in their subject and age phase, along with the skills and knowledge of critical analysis and inquiry-based research to continually impact on their professional development throughout their careers.

Course Aims

The aims of the CTTC PGCE programme are to:

1. Prepare trainees to effectively teach in their chosen age phase and subject/s and to bring about positive learning outcomes for pupils, whilst maintaining the professional expectations in order to meet the Teachers' Standards for Qualified Teacher Status (QTS).

2. Offer an innovative, dynamic and flexible programme that critically develops trainees' understanding of values, theories and concepts relevant to education.

3. Develop critical understanding and analysis of the extent, and ways in which, participants (learners and teachers) can influence the learning process.

4. Advance trainees' critical understanding of the possible implications for learners from a range of educational processes, systems and approaches.

5. Provide trainees with a robust framework from which to critique current policies and practice and to challenge assumptions through selection, analysis and synthesis of a range of research-based sources.

6. Develop in trainees a range of intellectual skills reflecting both the ethos of lifelong learning and the rigour required for level 7 including a high level of autonomy, initiative and originality, alongside integrity and ethical judgement in their advanced scholarship.

7. Provide trainees with the knowledge and skills to become influential and effective educators.

Level 7 Course Learning Outcomes

The following statements define what trainee teachers graduating from the Postgraduate Certificate in Education course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for Level 7 awards as set out by the UK Quality Assurance Agency (QAA)[6].

On completing this course, trainee teachers will be able to:

1. Demonstrate understanding and critical awareness of current educational theory and practices based on research at the forefront of the field.
2. Demonstrate critical awareness of pedagogical practices applicable to their own teaching, subject specialism and age-phase context.
3. Demonstrate originality in constructing and evaluating teaching strategies through the application of established techniques of research and enquiry.
4. Demonstrate the ability to communicate conceptual understanding and critical evaluation of current research orally, communicating their conclusions clearly to specialist and non-specialist audiences.
5. Demonstrate the ability to clearly construct and organise written arguments in a scholarly manner, following academic convention.
6. Demonstrate the ability to evaluate and critique methodologies and research methods and, where appropriate, to propose new hypotheses.
7. Demonstrate the ability to articulate well-argued conclusions relating to current issues in education, such as equality and social inclusion.
8. Demonstrate the ability to act autonomously and with originality when tackling complex issues, solving problems and making decisions.
9. Systematically demonstrate self-reflection on planning and implementing pedagogical approaches at a professional level.

Level 6 Course Learning Outcome

On completing the level 6 module, trainee teachers will be able to:

10. Demonstrate the qualities and transferable skills necessary for employment within the field of education by meeting the Teachers' Standards for QTS.

[6] As set out in the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

DEFINITIVE COURSE RECORD

Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards / Department for Education Competency Frameworks:

- QAA UK Quality Code for Higher Education (October 2014)
- Department for Education Teachers' Standards (July 2011, updated December 2021)
- Department for Education ITT Core Content Framework (2019)

Course Structure

The Postgraduate Certificate in Education comprises modules at Level 6 and Level 7.

Module Specifications for each of these modules is included within the course handbook, available to trainees on-line at the beginning of each academic year.

	Module	Credits	Module Type[7]
Level 6			
	Professional Practice	60	Mandatory
Level 7			
	Making an Impact on Teaching and Learning	40	Mandatory
	Inclusive Practice and Equitable Learning	20	Mandatory

Awards

On successful completion of the course, students will be awarded a Postgraduate Certificate in Education (PGCE) and Qualified Teacher Status (QTS). Students who do not meet the Teachers' Standards for QTS may be eligible for a PgC Teaching and Learning on successful completion of 60 credits at level 7.

Course Delivery

The course is delivered at Colchester Teacher Training Consortium. Students studying full-time on the Postgraduate Certificate in Education are likely to have approximately 120 contact hours. The contact hours will be a mix of lecture, presentation, tutorials and practical activity and students will also be required to participate in a minimum of 120 days of work placement in two schools. Placements will be arranged by Colchester Teacher Training Consortium. Students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and school activities.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 50% coursework (including essays, reports, presentations and research projects) and 50% practical assessments.

[7] Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Taught Postgraduate Awards

DEFINITIVE COURSE RECORD

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute and are registered with the Department for Education.

Course Costs

Students undertaking the Postgraduate Certificate in Education will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK – Non-salaried	£9950

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for School Centred Initial Teacher Training Awards and other academic policies and procedures of the University and published on the website.