

DEFINITIVE COURSE RECORD

Course Title	PGCE [Suffolk & Norfolk Primary SCITT]
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 7
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	60 Credits at level 7 and 60 Credits at level 6
Mode of Attendance	Full-time
Standard Length of Course ³	1 year full-time
Intended Award	Postgraduate Certificate in Education
Named Exit Awards	None
Entry Requirements ⁴	Typical offer: An honours degree 2:2 or above GCSE grade C, or equivalent, in English, mathematics and science To have passed the professional skills tests in numeracy and literacy prior to starting the course A satisfactory Disclosure and Barring (DBS) check
Delivering Institution	Ipswich

This definitive record sets out the essential features and characteristics of the PGCE [Suffolk & Norfolk Primary SCITT] course. The information provided is accurate for trainees entering level 7 in the 2018-19 academic year⁵.

Course Summary

The course prepares students to become teachers in the Primary Age Phase and on successful completion of the course, all trainees will gain QTS. This framework will also provide opportunities for trainees to demonstrate attainment of the PGCE standard.

Course Aims

The Primary SCITT Programme draws upon partnership arrangements between schools and education providers in Suffolk and Norfolk, to provide a programme of training that is designed to:

- Prepare trainee teachers to teach within the 3-11 age range in one of three specialist areas

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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 Taught Postgraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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- Enable trainee teachers to engage in a reflective and practice based programme of training and to demonstrate that they have met the Standards for award of Qualified Teacher Status
- Enable trainee teachers to develop a thorough grounding in the academic skills and knowledge that support the role and professional practice of teachers and to demonstrate that they have met the standards of the PGCE award
- Enable trainee teachers to consolidate their knowledge and understanding of teaching young children and of how this applies to the National Curriculum and the Early Years Foundation Stage

Course Learning Outcomes

The following statements define what students graduating from the PGCE [Suffolk & Norfolk Primary SCITT] 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.

At the end of the course students will be able to:

1. Demonstrate achievement against and meet each of the Teachers' Standards for the Award of Qualified Teacher Status
2. Meet the QCA level 7 objectives in the context of the award of a Post Graduate Certificate in Education

Trainees will be expected to demonstrate the ability to:

3. Establish high expectations of children's learning and to raise their educational achievement
4. Display a secure knowledge and understanding of the subjects they teach
5. Plan for effective teaching
6. Provide an appropriate curriculum for all the children in their care, taking into account prior attainment, diversity of background and individual difference
7. Assess children's progress and work systematically and constructively, using the information from assessments to plan what should be learnt next
8. Create an organised and purposeful learning environment where diversity is valued and where pupils feel secure and confident
9. Manage the work of others and the resources for learning efficiently and effectively
10. Develop ICT skills to enhance their teaching and enable children to extend their own use of ICT across the curriculum.
11. Contribute to the personal and social development of the children in their care

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

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12. Recognise their own contribution to the team of teachers and other staff in the school, to develop a culture of learning and achievement
13. Build effective partnerships with parents, governors and members of the wider community
14. Take responsibility for their own professional development with a particular emphasis on evaluating and improving their teaching skills and increasing their subject knowledge

Trainees should also demonstrate the following level 7 objectives:

- A systematic understanding of knowledge, and a critical awareness of current initiatives, new insights and research in education and schools which is informed by professional practice
- A comprehensive understanding of techniques applicable to own research
- 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 of learning and teaching
- Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the learning and teaching in a primary school

Course Design

The design of this course has been guided by the following Professional Standards:

- Teachers' Standards set down by the National College for Teaching and Leadership (NCTL)

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Course Structure

The PGCE [Suffolk & Norfolk Primary SCITT] comprises modules at level 6 and level 7.

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

	Module	Credits	Module Type ⁷
Level 6			
	Professional Practice (Primary SCITT)	60	M
	Core Subjects (English, Mathematics and Science in the EYFS, KS1 KS2)	0	M
	Foundation Subjects, Modern Foreign Languages and Religious Education	0	M
	Information and Communications Technology	0	M
Level 7			
	Professional Studies (Primary SCITT)	40	M
	Plus one of the following:		
	Early Years Specialism (Primary SCITT)	20	O
	Primary Specialism (Primary SCITT)	20	O

Awards

On successful completion of the course, students will be awarded a PGCE and recommended to the National College of Teaching and Leadership for the award of QTS.

Course Delivery

The centre based training is delivered at a number of centres across Norfolk and Suffolk including the University of Suffolk, Ipswich. Trainees studying full-time on PGCE [Suffolk & Norfolk Primary SCITT] are likely to have approximately 7 contact hours per day during centre based training. The contact hours will be a blend of lectures, seminars and practical activities. Salaried trainees receive 40 days of centre based training and 160 days in school; Tuition fee trainees receive 65 days in centre and at least 120 days in school. Time that trainees spend in school placements is deemed training as they will be supervised and mentored throughout by a dedicated school mentor.

Students will also be required to participate in at least 120 days of placement in schools. Placements will be arranged by the course team. Students will be expected to undertake independent study and lesson preparation, planning and assessment activity but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

To complete the course successfully trainees must meet all of the Teachers Standards for QTS and pass each of three assignments at Masters' Level.

The assessment strategy is seen as continuous, but an integral part of the learning and

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

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teaching strategy in that it enables quantifiable measurements and judgements to be made. The SCITT programme is designed to highlight the progressive development of professional competence and capability through a process of reflective practice as well as academic development. To this end, the assessment strategy includes both formative and summative assessments.

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.

Course Costs

Trainees undertaking PGCE [Suffolk & Norfolk Primary SCITT] on the Tuition route will be charged tuition fees in accordance with Suffolk & Norfolk Primary SCITT.

Trainees undertaking PGCE [Suffolk & Norfolk Primary SCITT] on the Salaried route will have their QTS course fees paid by government grant but will be charged fees for the PGCE and M Level elements of their course in accordance with Suffolk & Norfolk Primary SCITT.

Trainees will be expected to fund their own travel costs for journeys to and from school placements/centre based training/enrichment visits.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).