

DEFINITIVE COURSE RECORD

Course Title	Postgraduate Certificate in Education [Billericay 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 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	None
Entry Requirements ⁴	Offer criteria: <ul style="list-style-type: none"> • A degree, normally 2:2 or above • GCSE grade 4 (or above), or equivalent, in English, mathematics and science • Pass professional skills tests in numeracy and literacy prior to starting the course • A satisfactory Disclosure and Barring Service (DBS) check • A satisfactory Fitness to Teach check
Delivering Institution	Billericay Educational Consortium

This definitive record sets out the essential features and characteristics of the PGCE [Billericay Primary SCITT] course. The information provided is accurate for students entering level 6 and 7 in the 2018-19 academic year⁵.

Course Summary

Our Postgraduate Certificate in Education programme seeks to bring together the very best of school experience and academic study. We expect to provide you with an intellectually stimulating course that challenges your assumptions, raises questions and develops professional independence and resilience. The course provides an interesting range of opportunities for study in differing schools and, to be a part of the school community. Upon successful completion all trainees are recommended for Qualified Teacher Status (QTS) and

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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will gain a PGCE (60 Master credits). The next step is to pass the induction year and gain QTS.

Course Aims

- prepare trainee teachers who are confident in teaching the primary curriculum;
- produce teachers who are confident and competent in the craft of teaching as well as being able to contribute within an active school environment;
- facilitate trainee teachers in their development of critical inquiry and reflection;
- engage trainee teachers in the application of educational theory and current research

Course Learning Outcomes

The following statements define what students graduating from the PGCE [Billericay 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.

On successful completion of the course trainees will be able to:

1. Further subject knowledge in a way that encompasses and extends beyond National Curriculum programmes of study and statutory tests, to include subject pedagogy and student development.
2. Further theoretical knowledge as applied to the field of education.
3. Develop ICT skills to enhance the quality of teaching, to enable pupils to further their knowledge and understanding of their subject area and support the development of pupils' ICT skills.
4. Increase capability as a learner to diagnose one's own learning needs and manage further learning.
5. Adopt a critical and analytical stance to educational ideas and approaches.
6. Adopt a research orientation towards the work as a teacher, evaluating and applying research findings.
7. Apply knowledge of educational theory and practice to teaching roles especially in justifying decisions made as a teacher.
8. Use a range of planning processes, showing innovation in design.

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

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9. Utilise a range of teaching and learning strategies.
10. Create and maintain, through good classroom management, conducive learning environments.
11. Use a range of assessment, recording and reporting methods.
12. Demonstrate the behaviour and attitude of a professional teacher, capable of being both autonomous and interdependent through collaboration with colleagues.
13. Take account of challenges and changes in the external environment and know how these provide both threats to, and opportunities for learning.

Course Design

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

- DfE. (2018) *Initial Teacher Training Criteria – statutory guidance for accredited initial teacher training providers in England*. NCTL-00059-2012. [Online] Available at <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice> Last accessed 18/9/18
- DfE. (2012) *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. DFE-00066-2011. [Online] Available at <https://www.gov.uk/government/publications/teachers-standards> Last accessed 17/7/18
- DfE. (2016) *Developing behaviour management content for initial teacher training (ITT)* [Online] Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final_11_July_2016.pdf Last accessed 17/7/18
- DfE. (2016) *A framework of core content for initial teacher training (ITT) (July 2016) - recommended framework for core content for ITT* [Online] Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf Last accessed 17/7/18
- DfE. (2016) *National Standards for school-based initial teacher training (ITT) mentors (July 2016)* [Online] Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf Last accessed 17/7/18
- QAA. (2014) *UK Quality Code for Higher Education*. [Online] Available at http://www.qaa.ac.uk/docs/qaa/quality-code/quality-code-overview-2015.pdf?sfvrsn=d309f781_6 Last accessed 17/7/18

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Course Structure

The PGCE [Billericay Primary SCITT] comprises modules at level 6 and 7.

Module Specifications for each of these modules are 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	60	M
Level 7			
	Professional Studies and Research	40	M
	Special Educational Needs and Disability	20	M

Awards

On successful completion of the course, students will be awarded a Postgraduate Certificate in Education (PGCE) and recommended to the DfE for the award of QTS.

Course Delivery

The course is delivered at a number of schools in Essex. Students studying full-time on the PGCE are likely to have approximately 300 contact hours. The contact hours will be a mix of lectures, seminars, tutorials and trainees will also be required to participate in at least 120 days of work placement in partnership schools. Placements will be arranged by the course team. Trainees 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 class exercises.

Course Assessment

A variety of assessments will be used on the course to enable trainees 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 40% coursework (including assignments, presentations, group work, reflective learning journals and research projects and 60% practical 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 the curriculum subjects with their own specialist knowledge to contribute, and are registered with the Department for Education as qualified teachers.

Course Costs

Payment of tuition fees is due at the time of enrolment and is managed by Billericay Primary SCITT.

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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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](#).