

DEFINITIVE COURSE RECORD

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| Course Title | Postgraduate Certificate in Education [Inspiration Teacher Training Primary SCITT] |
| Awarding Bodies | University of Suffolk |
| Level of Award ¹ | FHEQ Level 7 |
| Professional, Statutory and Regulatory Bodies Recognition | Qualified Teacher Status (UK Department for Education) |
| 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 | Undergraduate degree (Level 6) at 2:1 or above, or equivalent GCSE Mathematics, English Language and Science at Grade C (Grade 4), or equivalent Completion of the Professional Skills Tests for Numeracy and Literacy |
| Delivering Institution | Inspiration Teacher Training |

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

Course Summary

Inspiration Teacher Training is a new initial teacher training offer that furnishes schools in East Anglia and the wider system with teachers who are equipped to teach and prepared to lead the kind of curriculum that is explicitly designed for dramatic and sustainable impact on the effects of disadvantage. A distinctive feature of our programme is the exceptionally tight integration of central training sessions and on-the-ground weekly sessions with in-school mentors. The mentors will read all that trainees read, have input into the central training sessions and, in subject-specific communities, reach decisions about course content together with our Subject Specialist Leaders (SSLs) who will lead each subject mentor team. Arrangements and relationships between partners will be built around shared ownership of the very substance of the course.

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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The course will have following characteristics:

- Training led by nationally and internationally leading research-active trainers who are also still practising teachers in our schools;
- Central emphasis on the primacy of subject knowledge, subject scholarship and subject education scholarship;
- Well-led communities of subject mentors who sustain their capacity to provide strong training by placing their own subject scholarship renewal at the centre of their own improvement as mentors, and who model the kinds of communities that attract and retain teachers wanting to be part of subject-centred traditions;
- A new movement for subject-specific teaching in upper primary;
- Up-to-date and thorough training in cognitive psychology of memory for effective pedagogy;
- Serious and explicit attention to the Workload Solutions reports;
- ITT as the beginning of a joined-up continuing professional development process for those teachers who choose to continue working in the Inspiration Trust, including a research culture that continues beyond the training year;
- School-based training tightly joined with central training sessions, so that no party - mentor or Subject Specialist Leader - is not fully cognisant of the other's work;
- Subject mentors will be research-trained both through mentor training and through wider trust curriculum development and CPD. Mentors will 'own' each subject course and, led by their SSL, contribute to decision-making on research readings and their integration with practical training. Thus the course will be 'school-led at the subject level'.

Course Aims

1. To prepare trainee teachers to teach across Key Stage 1 and Key Stage 2 (ages 5-11).
2. To induct trainee teachers into professional and subject communities.
3. To provide trainee teachers with the knowledge base needed to work as a constructively-critical professional.
4. To support trainee teachers in forming their own specialisms in order that they can shape the future trajectory of their career.

Course Learning Outcomes

The following statements define what students graduating from the PGCE [Inspiration Teacher Training 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.

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

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Knowledge & Understanding

At the end of the course students will demonstrate a substantial knowledge and understanding of:

1. The National Curriculum subjects, including mathematics, English (including Literature), the sciences, history, geography, religion, design technology, music, art and physical education.
2. generic and subject-specific theories of learning, the application of these in primary school classrooms and the interdisciplinary research bases on which these theories sit.
3. Forms, methodologies and methods of teacher research, including research ethics, and ways in which professional knowledge is formed, codified and critiqued.

Mental or Cognitive Skills

At the end of the course students will be able:

4. to evaluate critically their own teaching practice by deploying critical frameworks derived from generic and subject-specific research and scholarship in appropriate disciplines.
5. to critique approaches to curriculum design, subject pedagogy and assessment design in different contexts in primary education by drawing on a systematic understanding of generic and subject-specific research and scholarship.

Subject-Specific and Practical Skills

At the end of the course students will be able:

6. to demonstrate through the submission of a professional portfolio that they have met the UK Teachers' Standards for the award of Qualified Teacher Status.
7. to make decisions about generic and subject-specific classroom practices by reference to an appropriate disciplinary and professional knowledge base.
8. to create a positive, calm and focused classroom in which pupils can learn without distraction.

Key Skills

At the end of the course students will be able:

9. to work in a professional environment with a high degree of autonomy and personal responsibility, using appropriate technology where necessary, allowing them to make decisions in complex and unpredictable professional environments.
10. to communicate effectively in spoken and written word about contemporary issues, debates and research with different audiences, including pupils, parents, colleagues and leaders.

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Course Design

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

- Teachers' Standards, UK Department for Education (2011)
- Characteristics Statement, Master's Degree, QAA (2015)

Course Structure

The PGCE [Inspiration Teacher Training Primary SCITT] comprises modules at level 6 and 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 Placement | 60 | M |
| Level 7 | | | |
| | Primary Studies with Research | 40 | M |
| | Education Studies | 20 | M |

Awards

On successful completion of the course, students will be awarded a Postgraduate Certificate in Education.

Course Delivery

The course is delivered at Inspiration Trust Curriculum Centre, Norwich, and in Partner Primary Schools. Students studying full-time on Postgraduate Certificate in Education [Inspiration Teacher Training Primary SCITT] are likely to have approximately 1000 contact hours. The contact hours will be a mix of professional practice, lecture, seminar and one-to-one mentoring and students will also be required to participate in 120 days of work placement. Placements will be arranged by the University. Students will normally be expected to undertake 10 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 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 100% coursework (including essays, reports, presentations, reflective learning journals and research projects).

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 appropriate professional body.

Course Costs

Payment of tuition fees is due at the time of enrolment and is managed by Inspiration Teacher Training.

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](#).