

**DEFINITIVE COURSE RECORD**

Course Title	<b>Postgraduate Certificate in Education [North Essex Teacher Training Primary SCITT]</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>60 Credits at Level 6 60 Credits at Level 7</b>
Mode of Attendance	<b>Full-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>Postgraduate Certificate in Education [North Essex Teacher Training Primary SCITT]</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Typical offer: A degree, normally at 2:2 or above, preferably in a National Curriculum subject or in Education GCSE grade C (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 medical check</b>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the Postgraduate Certificate in Education [North Essex Teacher Training Primary SCITT] course. The information provided is accurate for students entering level 7 in the 2019-20 academic year.<sup>5</sup>

**Course Summary**

Our Postgraduate Certificate in Education programme seeks to bring together the very best of school and university training. We provide trainee teachers with an intellectually stimulating course that challenges their assumptions, whilst providing them with an in-depth practical experience of the classroom environment and its associated issues.

The Course provides an interesting range of opportunities for study in differing schools and, most importantly, it creates the opportunity to work full time within a school environment and

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

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> 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](#).

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

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

## **DEFINITIVE COURSE RECORD**

to be a part of the school community. Throughout the trainee's learning, we have embedded the proposal of hypotheses and theories and the testing of these through reasoning, research and practical teaching: they will become reflective practitioners. Trainees will learn to develop the application of critical reasoning to create arguments that provoke new ideas and take their understanding forwards, expressing these in clear ways that can be accessed by others. They will make concrete links between theory and practice and will gain a detailed understanding of the ways in which children learn.

### **Course Aims**

The major aims of the programme are:

- Prepare trainee teachers to teach across the 3-11 age range in one of two primary specialist age phases: Early Years - Early Years Foundation Stage and Key Stage 1- (Pathway 1) and Primary - Key Stage 1 and Key Stage 2 (Pathway 2)
- Enable trainee teachers to consolidate their knowledge and understanding of teaching young children and application to the National Curriculum and the EYFS
- Enable trainee teachers to engage in a reflective and practice based programme of training linked strongly to an appropriate level of academic and theoretical study, including the use of action research
- Enable trainee teachers to develop a thorough grounding in the research and 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

### **Course Learning Outcomes**

The following statements define what students graduating from the NETT 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).<sup>6</sup>

The key generic objectives for the PGCE award are for Trainee Teachers:

1. To show autonomous and independent learning
2. To analyse critically and evaluate in depth subject material, related research and their own practice
3. To demonstrate a thorough understanding of the application of theory to praxis
4. To demonstrate originality and creativity of thought and approach
5. To become critical reflective practitioners

Trainees who complete all assignments to a satisfactory standard are awarded the PGCE which requires them to reach a standard over and above that required for QTS. Trainees who do not complete the Assignments may, in exceptional circumstances, be awarded QTS only.

---

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

## **DEFINITIVE COURSE RECORD**

By the end of the course, it is intended that trainee teachers will have achieved the following objectives:

### **Knowledge and Understanding**

1. Provide evidence that successfully meets the requirements of the Teachers' Standards
2. Demonstrate an understanding of key theories of learning and teaching and an ability to apply these appropriately to professional practice
3. Demonstrate a comprehensive understanding of action research and a general understanding of approaches and techniques for a range of research methodologies
4. Demonstrate substantial knowledge and understanding of the context of EYFS / primary education and the National Curriculum with a critical approach to pedagogy

### **Mental or cognitive skills**

5. Demonstrate an ability to critically evaluate your own practice using self, peer, student monitoring and research and evaluation techniques
6. Provide evidence on paper and in practice of your ability to be a reflective practitioner and set targets for improvement

### **Subject Specific and Practical Skills**

7. Provide evidence that successfully meets the requirements of the Teachers' Standards
8. Demonstrate sound knowledge and understanding of the context of primary education and the ability to effectively monitor and assess all aspects of the curriculum
9. Demonstrate effective pedagogical skills and attributes required to teach across the age and ability range and Key Stages
10. Effectively and accurately monitor and assess pupil progress in a range of differentiated activities
11. Demonstrate highly developed skills and competence in professional practice drawing on critical analysis and skills of evaluation
12. Provide an evidence-based understanding of the school and classroom processes of pupil learning, monitoring and assessment

### **Key Skills**

13. Key Skills, also known as Graduate Key Skills, Transferable Skills or General Skills, comprising communication, information technology, problem solving, numeracy, working with others and improving own learning

## DEFINITIVE COURSE RECORD

### Course Design

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

- DFE Initial Teacher Training Criteria – statutory guidance for accredited initial teacher training providers in England (February 2014)
- DFE Teachers’ Standards: Guidance for school leaders, school staff and governing bodies (May 2012).
- Developing behaviour management content for initial teacher training (ITT) (July 2016)
- A framework of core content for initial teacher training (ITT) (July 2016) - recommended framework for core content for ITT
- National Standards for school-based initial teacher training (ITT) mentors (July 2016)
- UK Quality Code for Higher Education (QAA, 2014)

### Course Structure

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

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 <sup>7</sup>
Level 7			
	Special Educational Needs and Disabilities	20	M
	Professional Studies and Research	40	M
Level 6			
	Professional Practice	60	M

### Awards

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

### Course Delivery

The course is delivered at Tendring Education Centre, Clacton-on-Sea. Students studying full-time on the NETT Postgraduate Certificate in Education are likely to have approximately 300-360 contact hours. The contact hours will be a mix of lecture, seminar and practical activity and students will also be required to participate in at least 120 days of work placement. Placements will be arranged by NETT. 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 class exercises.

<sup>7</sup> 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 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, reflective learning journals and research projects) and 50% practical assessments.

### Course Team

The course and 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 Postgraduate Certificate in Education [North Essex Teacher Training Primary SCITT] will be charged tuition fees in accordance with North Essex Teacher Training Primary SCITT.

Students may be responsible for additional costs incurred travelling to and from their placement setting.

### 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](#).