

DEFINITIVE COURSE RECORD

Course Title	Postgraduate Certificate in Education [Inspiration Teacher Training Secondary 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	<ul style="list-style-type: none"> ● a degree at 2:1 or above - a lower degree classification might be accepted if there is evidence of academic ability for the demands of the course; ● GCSE Grade C (Grade 4) or above in English and Mathematics; or equivalent that meets the standard required in relation to fundamental English and Maths (as set out by the DfE) ● satisfactory safeguarding and health checks
Delivering Institution	Inspiration Teacher Training

This definitive record sets out the essential features and characteristics of the PGCE [Inspiration Teacher Training Secondary SCITT] course. The information provided is accurate for students entering level 6 and 7 in the 2023-24 academic year⁵.

Course Summary

Inspiration Teacher Training is an initial teacher training offer that provides 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

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](#) 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](#).

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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.

The course will have following characteristics:

- Training led by 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;
- 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

The course has the following aims:

1. To prepare trainee teachers to teach across Key Stage 3 and Key Stage 4 (ages 11-16), with post-16 enhancement.
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.

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Course Learning Outcomes

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

Knowledge & Understanding

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

1. the National Curriculum subject they are training to teach.
2. generic and subject-specific theories of learning, the application of these in subject 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 secondary 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:

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

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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.

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 Secondary 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		
Subject Studies with Research	40	M
Professional 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 Teaching School Hub, Norwich, and in Partner Secondary Schools. Students studying full-time on Postgraduate Certificate in Education [Inspiration Teacher Training Secondary 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 SCITT. 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

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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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.

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](#).