

**DEFINITIVE COURSE RECORD**

Course Title	<b>Postgraduate Certificate in Education [North Essex Teacher Training Secondary 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 and 60 credits at level 7</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>Postgraduate Certificate in Education</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>A degree, normally at 2:2 or above, preferably 50% of the degree content should be related to the subject the applicant wishes to teach. GCSE grade C (or above), or equivalent, in English and mathematics Passed the 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>North Essex Teacher Training</b>

This definitive record sets out the essential features and characteristics of the Postgraduate Certificate in Education [North Essex Teacher Training Secondary SCITT] course. The information provided is accurate for students entering level 7 in the 2021-22 academic year.<sup>5</sup>

**Course Summary**

Our Postgraduate Certificate in Education [North Essex Teacher Training Secondary SCITT] course 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.

<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](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

<sup>5</sup> 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 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 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:

- To prepare trainee teachers effectively as a specialist in their chosen subject
- To produce teachers who are confident and competent in the craft of teaching as well as being able to contribute within an active school environment
- To facilitate trainee teachers in their development of critical inquiry
- To engage trainee teachers in the application of educational theory and current research

### Course Learning Outcomes

The following statements define what students graduating from the Postgraduate Certificate in Education [North Essex 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).<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 practice
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.

As a result of the programme, it is intended that trainee teachers will achieve the following objectives:

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

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1. Further their specialist subject knowledge in a way which encompasses and extends beyond National Curriculum and Examination programmes of study to include subject pedagogy and student development
2. Further their theoretical knowledge as applied to the field of education
3. Develop ICT skills to enhance the quality of their teaching, to enable pupils to further their knowledge and understanding of their subject area and support the development of pupils' ICT skills
4. Increase their capability as learners to diagnose their own learning needs and manage their further learning
5. Adopt a critical and analytical stance to educational ideas and approaches
6. Adopt a research orientation towards their work as teachers, evaluating and applying research findings
7. Apply their knowledge of educational theory and practice to their teaching roles especially in justifying decisions they make as teachers
8. Use a range of planning processes, showing innovation in their designs
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. Extend the notion 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
14. Operate effectively as members of the school organisation, including making an efficient and effective contribution to school duties
15. Contribute to the well-being of pupils

**Mental or cognitive skills**

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

**Key Skills**

18. 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

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### Course Design

The design of this course has been guided by the following QAA Benchmarks 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 Postgraduate Certificate in Education [North Essex Teacher Training Secondary SCITT] 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.

<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](#)

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### **Course Delivery**

The course is delivered at Tendring Education Centre, Clacton-on-Sea. Students studying full-time on the Postgraduate Certificate in Education [North Essex Teacher Training Secondary SCITT] are likely to have approximately 200 contact hours. The contact hours will be a mix of lecture, seminar and practical activity and students will also be required to participate in 135 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.

### **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, 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 Secondary SCITT] will be charged tuition fees in accordance with North Essex Teacher Training.

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](#).