School of Education

Title of Programme: Postgraduate Certificate in Education (Primary)

Programme Code: HEPGCEP

Course Codes: HEPGCEP, HEPGPSDU, HEPGPSDS, HEPGPSDSPG

Programme Specification

This programme specification is relevant to students entering:
10 September 2018

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.04.2018</td>
<td>Course Code</td>
<td>Added the course code for Pen Green delivery</td>
</tr>
<tr>
<td>16.08.2018</td>
<td>Section 1</td>
<td>Addition of UCAS codes information in section 1</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification
Postgraduate Certificate in Education (PGCE) Primary
Professional Graduate Certificate in Education Primary

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

A. Programme Rationale
The programme is designed to recruit graduates who wish to train to teach in a primary school. On successful completion of the programme, students will be recommended for Qualified Teacher Status. Students are registered at Level 7 to achieve 60 credits at Level 7 and 60 credits at Level 6. Successful completion of 60 Level 7 and 60 Level 6 credits results in a Postgraduate Certificate in Education or Professional Certificate in Education.

B. Educational Aims of the Programme
The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
- Educate our trainees to be the best teachers they can be, to enable them to embark confidently on their NQT year and beyond;
- Have a clear understanding of learning theories and child development and how this impacts on pupil learning and informs their own development as a teacher;
- Be able to critically analyse, engage in and reflect on educational issues, philosophies and initiatives.

C. Intended Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

The programme outcomes are also referenced to the NCTL’s Standards for Qualified Teacher Status, Sept 2012.
**Knowledge and Understanding:**

<table>
<thead>
<tr>
<th>At level 6:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Subjects and terminology across the age and ability range that they are trained to teach including relevant curricula frameworks.</td>
<td>Acquisition of knowledge and understanding is through At level 6: A1-8. Lectures, seminars and formative tasks, Modelling by tutors and mentors. Mentoring support in school to evaluate progress and assist in personal target setting. Observation and practice in school.</td>
<td>Knowledge and understanding are assessed through At level 6: A1. Subject audits and self-assessment. [N.B. The NCTL Skills Tests in numeracy, literacy are externally administered and assessed, and have to be passed prior to commencing the programme this is statutory requirement as of 2013]. A1-A6. Formative tasks, summative assignments, formal observations in school and evidence from School Based Training. (SBT).</td>
</tr>
<tr>
<td>A2. The use of literacy, numeracy and digital learning technologies in all subject teaching.</td>
<td><strong>Additionally at level 7:</strong> A7-9. Directed teaching of Level 7 level knowledge and skills and tutorial support.</td>
<td><strong>Additionally at level 7:</strong> A7-9. Extended summative assignments demonstrating the Level 7 learning outcomes.</td>
</tr>
<tr>
<td>A3. Assessment and monitoring requirements and use of data to monitor and enable pupil progression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4. Policies, legal requirements, support mechanisms, contextual factors, equality and inclusion principles that support the health, well-being and achievement of pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5. How to create an inclusive learning environment taking into account diversity, equality and inclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6. The ability to critically evaluate a range of pedagogical approaches and appropriate use of resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additionally at level 7:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7. How to use a structured and systematic approach to small- scale enquiry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8. How to critically analyse the relationship between theoretical models and their application in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9. The ethical issues related to carrying out small- scale enquiry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intellectual skills:**

<table>
<thead>
<tr>
<th>At level 6:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Plan and teach sequences of lessons that demonstrate a logical progression and individual learners' needs.</td>
<td>Intellectual skills are developed through At level 6: B1-4. Lectures, seminars and formative tasks Modelling by tutors and mentors.</td>
<td>Intellectual skills are assessed through At level 6: B1-B4. Formative tasks, summative assignments, formal observations in school and evidence from SBT.</td>
</tr>
</tbody>
</table>
B2. Adopt suitable pedagogical approaches to teaching and learning and critically analyse and evaluate their impact on pupils’ progression.

B3. Assess, monitor, give feedback, set targets and keep records and critically analyse these, to enable pupil progression.

B4. Able to create a safe learning environment including the use of behavioural strategies.

**Additionally at level 7:**

B5. Select appropriate data-gathering strategies for small-scale enquiry.

B6. Critically evaluate and synthesise their own findings and conclusions.

B7. Formulate ways of applying the implications of their research findings to their own practice in the classroom.

B8. Show some originality in the interpretation and professional application of findings and conclusions.

Mentoring support in school to evaluate progress and assist in personal target setting.

Observation and practice in school.

**Additionally at level 7:**

B5-8. As above and also directed teaching of Level 7 knowledge and skills and tutorial support.

Throughout, the learner is encouraged to develop intellectual skills further by independent study.

**Practical skills:**

**At level 6:**

C1. Organise the learning environment, including health and safety and pupil well-being.

C2. Produce appropriate resources for teaching.

C3. Critically plan and evaluate a range of routine and complex tasks and issues rigorously and systematically.

**Additionally at level 7:**


**Transferable skills:**

**At level 6:**

Transferable skills are developed through

**At level 6:**

C1-3. Lectures, seminars and formative tasks.

Self-study.

Modelling by tutors and mentors.

Mentoring support in school to evaluate progress and assist in personal target setting.

Observation and practice in school.

**Additionally at level 7:**

C4. As above and also directed teaching of Level 7 knowledge and skills and tutorial support.

**Teaching/learning methods & strategies**

**At level 6:**

Practical skills are developed through

**At level 6:**

C1-3. Lectures, seminars and formative tasks.

Self-study.

Modelling by tutors and mentors.

Mentoring support in school to evaluate progress and assist in personal target setting.

Observation and practice in school.

**Assessment**

Practical skills are assessed through

**At level 6:**

C1-3. Formal observations in school and evidence from SBT.

**Additionally at level 7:**

C4. Extended summative assignments demonstrating the Level 7 learning outcomes.

**Extended summative assignments demonstrating the Level 7 learning outcomes.**

**Practical skills are assessed through**

**At level 6:**

C1-3. Formal observations in school and evidence from SBT.

**Additionally at level 7:**

C4. Extended summative assignments demonstrating the Level 7 learning outcomes.

**Transferable skills are assessed through**

**At level 6:**

Transferable skills are assessed through
<table>
<thead>
<tr>
<th>D1. Have high expectations and model positive behaviour.</th>
<th>D1-7. Lectures, seminars and formative tasks, some of which are delivered face to face and some via e-learning. Self-study through e-learning tasks and resources or school-based tasks. Workshops on campus. Modelling by tutors and mentors. Mentoring support in school to evaluate progress and assist in personal target setting. Observation and practice in school.</th>
<th>D1-7. Formal observations in school and evidence from SBT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2. Communicate confidently both orally and in writing and in a range of situations.</td>
<td>Additionally at level 7: D8. To hypothesise, plan and raise further questions as a result of small-scale enquiry. D9. Show some originality in the interpretation and application of knowledge and findings through research.</td>
<td>Additionally at level 7: D8-9. As above and also directed teaching of Level 7 knowledge and skills and tutorial support.</td>
</tr>
<tr>
<td>D3. Work effectively in pairs, teams and as a whole group/staff, as a member or a leader.</td>
<td>D4. Be reflective, evaluative and act upon advice in order to improve practice.</td>
<td>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</td>
</tr>
<tr>
<td>D5. Be aware of the importance of and to identify continuing professional development goals.</td>
<td>D6. Use digital learning technologies as a learning tool and as a practical resource.</td>
<td>Additionally at level 7: D8-9. Extended summative assignments.</td>
</tr>
<tr>
<td>D7. Be self-directed and learn independently, to plan, solve problems and complete tasks in schools and in self-study.</td>
<td>D8. To hypothesise, plan and raise further questions as a result of small-scale enquiry. D9. Show some originality in the interpretation and application of knowledge and findings through research.</td>
<td>D1-7. Formal observations in school and evidence from SBT.</td>
</tr>
</tbody>
</table>

### D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered as a one year full-time course and leads to the award of a Post Graduate Certificate in Education (Primary) or Professional Certificate in Education. Intake is normally Semester A (September).

There are three QTS routes available at the University. Students will follow:

1. **PGCE Primary University-Led route**
   - Students on the PGCE are required to take and pass all 4 modules to aggregate to 120 credits in total.

2. **PGCE School Direct Unsalaried route**
   - Students on the PGCE and School Direct Unsalaried route are required to take and pass all 4 modules to aggregate to 120 credits in total.
   - School Based Training modules are at level 6 and a requirement of the NCTL for all students attaining QTS whether at 7 or Level 6. The other modules will be assessed at level 7 for all students.

3. **School Direct Salaried route (employment-based route)**
The School Direct salaried route awards 30 credits at Level 7 and a recommendation for QTS. If a student fails to achieve the 30 credits at Level 7, QTS can still be awarded if all the Teachers’ Standards have been met.

In order to maintain beginner teacher currency and professional standards, the School of Education undertakes to allow one referral re-take of any failed module, including the placements. Recommendations for the award of QTS are made by the University to the NCTL.

Professional and Statutory Regulatory Bodies
The NCTL (National College for Teaching and Leadership) confers Qualified Teacher Status (QTS). For this to be awarded the student must have met the entire Teachers’ Standards through the taught and school-based elements of the programme; this means that all modules must be passed for the chosen award to be conferred. No compensations for failed modules are allowed on this programme.

Work-Based Learning, including Sandwich Programmes
All trainees undertake work based placements as an integral part of the programme. The placements take place in two different schools or setting and in two consecutive age phases. Trainees are encouraged to reflect on both the theory and practice of teaching and learning throughout the programme.

Programme Structure
The programme structure and progression information below (Figure 1 and Table 1a) is provided for the award. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

PGCE Primary – Route 1
Mode of study Full Time

Entry point Semester A

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Training 1</td>
<td>6EDU1029</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>School Based Training 2</td>
<td>6EDU1037</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Developing Professional Practice –</td>
<td>7EDU1037/</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>6EDU1039</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>7EDU1036/</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>6EDU1026</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
School Direct Unsalaried (PGCE) – Route 2  
*Mode of study* Full Time

**Entry point** Semester A

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Based Training 1</td>
<td>6EDU1069</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>School Based Training 2</td>
<td>6EDU1070</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Developing Professional Practice – Primary</td>
<td>7EDU1070/6EDU1059</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies - SD Primary</td>
<td>7EDU1071/6EDU1061</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
</tbody>
</table>

School Direct Salaried – Route 3  
*Mode of study* Part Time

**Entry point** Semester A

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary Subject and Curriculum Knowledge</td>
<td>7EDU1064/7EDU1068</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Professional Learning - Primary</td>
<td>7EDU1066</td>
<td>0</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Primary Subject and Curriculum Knowledge (Pen Green)*</td>
<td>7FHE1067/7FHE1064</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Professional Learning – Primary (Pen Green)*</td>
<td>7FHE1066</td>
<td>0</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
</tbody>
</table>

School Direct Salaried route students will register on 7EDU1068 (0 credits) at the time of registration. They will then be able to change to 7EDU1064 (30 credits) later in the year if they would like to gain 30 Level 7 credits. This is not compulsory.

*These two modules are delivered at Pen Green for students who have registered on a School Direct Salaried place through Pen Green.*

**Progression**  
Progression to School Based Training 2 requires a pass in the School Based Training 1 module.

**PGCE Primary University Led route**  
The award of a Post Graduate Certificate in Education (Primary) requires 120 credit points passed at Level 7 Including 60 credits at Level 7 and 60 credits at Level 6, upon successful completion of the requisite modules.
**PGCE School Direct Unsalaried route**

The award of a Post Graduate Certificate in Education (Primary) requires 120 credit points passed at Level 7 including 60 credits at Level 7 and 60 credits at Level 6, upon successful completion of the requisite modules.

**School Direct Salaried route (employment-based route)**

The award of QTS and 30 Masters level credits, upon successful completion of the requisite modules.

Students who successfully complete Level 7 modules, but fail the School Placement (Level 6), will be awarded 60 credits at Level 7. This will not constitute a named award and does not confer QTS.

Students who fail to complete 60 credits at Level 7 will be able to be re-registered for the equivalent modules at Level 6. If successful at Level 6 the award will be a Professional Graduate Certificate in Education (Primary).

**Table 1b Final and interim awards available**

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Minimum requirements</th>
<th>Available at end of (normally):</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Education (Primary)</td>
<td>120 credit points, including 60 at Level 7</td>
<td>2 Semesters</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education (Primary)</td>
<td>120 credit points at Level 6</td>
<td>2 Semesters</td>
<td>A1, A2, A3, A4,A5 B1, B2, B3, B4 C1, C2, C3 D1 ,D2, D3, D4, D5, D6, D7, D8, D9</td>
</tr>
<tr>
<td>Postgraduate Certificate (Untitled)</td>
<td>60 credit points, including at least 45 at Level 7</td>
<td>2 Semesters</td>
<td>A1, A2, A3, A4, A5,A6, A7, A8, A9 B1, B2, B3, B4 B5, B6, B7, B8 C2, C3, C4 D1, D2, D3, D4, D5, D6, D7, D8, D9</td>
</tr>
</tbody>
</table>

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

**Programme-specific assessment regulations**

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- No compensation for failed modules is permitted; students must pass all modules to achieve the award for which they have registered in order to meet the QTS Standards embedded in the taught programme and the placements.

Further points of clarification and interpretation relevant to this specific programme are given below:

Students have to complete the required number of days of teaching experience in two schools (or approved setting) across two consecutive age phases (see pathway points) in order to comply with the NCTL requirements.

Absence of more than 3 days during a placement may need to be made up at the end of a placement, or the beginning of the next if absence is in a first placement.
To achieve an award it is necessary to:

- Pass the School Based Training 1 against the Teachers’ Standards at an initial level (published in the placement documentation).
- Pass the School Based Training 1 before being allowed to progress to Placement 2.
- Pass School Based Training 2 against the full set of Standards at a final level.
- Demonstrate evidence of meeting the Teachers’ Standards, at a level of competence set out in the NCTL documentation and in the school based training documentation.
- Pass each of the formally assessed written assignments at the level of registration.

All modules must normally be completed and passed; including referred and deferred modules, within a maximum time of 3 years from date of registration. Those whose modules have not been completed and passed within these time limits, will normally have to re-register and begin the programme again, as their professional currency will have become outdated without extra study and experience in school.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Education.
- Head of Initial Teacher Education Development who also has responsibility for school partnerships and placements.
- A Programme Leader who is responsible for the day to day running of the programme.
- An Admissions Tutor who is responsible for all aspects of recruitment and admissions.
- Designated Student Administrator to deal with day to day administration associated with the programme.
- A placements administrator for school teaching practice arrangements.
- Module leaders who are responsible for individual modules.

A programme committee, chaired by the Programme Tutor, including all Programme and module staff, a representative from the Learning Resources Centre and student representatives.

Support

Students are supported by the University and the School:

The University provides:

- An extensive learning resources centre, incorporating a library and computer centre;
- StudyNet, the University’s Managed Learning Environment;
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc.;
- Office of Dean of Students, incorporating Chaplaincy, Counselling service and nursery;
- Careers service for all current students and graduates;
- Medical centre;
- An accommodation office;
- An International Students Centre;
- Overseas orientation;
- An Equal Opportunities Officer;
- The Students’ Union.

The School provides:

- Student representatives on the Programme Committee;
- An induction week;
- A Programme Leader (and Deputy Programme Leader)
- Designated Student Administrator and an administrator to arrange school placements;
- Head of Initial Teacher Education to oversee the total support and provision;
• Module leaders;
• Visiting tutors for school placements to provide academic and placement monitoring;
• A mentor to support training in placement schools;
• Programme, module and placement documentation, including a ‘Study Skills’ handbook.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

• A Programme (or Student) Handbook;
• A Definitive Module Document (DMD) for each constituent module;
• A Module Guide for each constituent module.

The Herts Handbook is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal entry requirements for the programme are:

• A good honours degree (2:2 or better) awarded by a UK university, or a qualification of degree equivalence, in a subject appropriate to the primary school curriculum.
• GCSE, or a recognised equivalent, Grade 4 or above passes in English Language, Mathematics and Science, (Grade C or above under the old grading structure).
• A minimum of 5 days observational experience in a maintained primary school before interview.
• Passing the Professional Skills Tests in Numeracy and Literacy.

Additionally, as specified in the NCTL suitability Requirements, all entrants:

• Are subject to a satisfactory enhanced disclosure check and /or any other appropriate background check including self-disclosure, and any current requirements by the Independent Safeguarding Authority.

All students will be interviewed to assess they:

• Have the intellectual and academic capabilities needed to meet the required Teachers’ Standards.
• Possess the appropriate qualities, attitudes and values expected of a teacher.
• Can read effectively and are able to communicate clearly and accurately in Standard English.
• Have met the Secretary of State’s requirement for physical and mental fitness to teach.

The programme is subject to the University’s Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).
If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Subjects and terminology across the age and ability range that they are trained to teach including relevant curricula frameworks.
A2. The use of literacy, numeracy and digital learning technologies in all subject teaching.
A3. Assessment and monitoring requirements and use of data to monitor and enable pupil progression.
A4. Policies, legal requirements, support mechanisms, contextual factors, equality and inclusion principles that support the health, well-being and achievement of pupils.
A5. How to create an inclusive learning environment taking into account diversity, equality and inclusion.
A6. The ability to critically evaluate a range of pedagogical approaches and appropriate use of resources.

Additionally at Level 7:
A7. How to use a structured and systematic approach to small-scale enquiry.
A8. How to critically analyse the relationship between theoretical models and their application in the classroom.

Practical Skills

C1. Organise the learning environment, including health and safety and pupil well-being.
C2. Produce appropriate resources for teaching.
C3. Critically plan and evaluate a range of routine and complex tasks and issues rigorously and systematically.

Additionally at Level 7:

Transferable Skills

D1. Have high expectations and model positive behaviour.
D2. Communicate confidently both orally and in writing and in a range of situations.
D3. Work effectively in pairs, teams and as a whole group/staff, as a member or a leader.
D4. Be reflective, evaluative and act upon advice in order to improve practice.
D5. Be aware of the importance of and to identify continuing professional development goals.
D6. Use digital learning technologies as a learning tool and as a practical resource.
D7. Be self-directed and learn independently, to plan, solve problems and complete tasks in schools and in self-study.

Additionally at Level 7:
D8. To hypothesise, plan and raise further questions as a result of small-scale enquiry.
D9. Show some originality in the interpretation and application of knowledge and findings through research.

Intellectual Skills

B1. Plan and teach sequences of lessons that demonstrate a logical progression and individual learners’ needs.
B2. Adopt suitable pedagogical approaches to teaching and learning and critically analyse and evaluate their impact on pupils’ progression.
B3. Assess, monitor, give feedback, set targets and keep records and critically analyse these, to enable pupil progression.
B4. Able to create a safe learning environment including the use of behavioural strategies.

University of Hertfordshire
Section 2

Programme management

Relevant QAA subject benchmarking statements: None

Type of programme: Taught Postgraduate

Date of validation/last periodic review: February 13

Date of production/last revision of PS: March 2018

Relevant to level/cohort: Level 7 entering September 2018

Administrative School: School of Education

Pathways are in line with the NCTL QTS age phases for school placement experience. The whole taught programme, however, covers the full primary age range.

Table 3 – Course Structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>JACS</th>
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<tbody>
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<td>HEPGPSDU</td>
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Course Instances

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