Programme specification

Postgraduate Certificate in Education (PGCE) Primary
Postgraduate Certificate in Education (PGCE) Primary with Specialism
Postgraduate Certificate in Education (PGCE) Primary (Early Years)

Faculty: Faculty of Education and Theology
Entry from: September 2016
Awarding Institution: York St John University
Teaching Institution: York St John University
Delivery Location: York St John University

Partnership schools

Programme/s Accredited by: National College for Teaching and Leadership (NCTL)
Office for Standards in Educations, Children’s Services and Skills (Ofsted)

Exit Awards:
Graduate Diploma in Education Primary
Graduate Diploma in Education Primary with Specialism
Graduate Diploma in Education Primary (Early Years)

UCAS Code / GTTR / Other:
For full-time route only
X121 (Primary Lower) apply to UCAS: Teacher Training
X171 (Primary Upper) apply to UCAS: Teacher Training
For part-time routes apply directly to York St John University

Joint Honours Combinations: Not applicable
QAA Benchmark Group(s): Education Studies
Mode/s of Study:
University-centred full-time over 1 year
University-centred part-time over 2 years (from September 2014)
School-centred full-time over 1 year

Language of Study: English

Introduction and Special Features

The key aim of the PGCE primary programmes is to deliver high quality, current and relevant programmes that equip you with the professional knowledge, understanding, skills and attributes to become outstanding Early Years practitioners and primary teachers. The choice of three routes enables you to take the most relevant in terms of managing your studies in order to gain recommendation for Qualified Teacher Status (QTS), awarded by the DfE. The routes are:

- A university-centred full-time route: 39 weeks to complete starting in September and ending the following July with 120 days of school-based training
- A university-centred part-time route: two years starting in January and ending the following year in December with 120 days of school-based training
- A school-centred full-time route: 11 months starting in September and ending the following July

Upon the award of QTS by the DfE you will be qualified to teach in all schools and prepared to teach across the full 3-11 age range although you will specialise in specific Key Stages within your assessed school experiences. You will choose one of two options:

- the ‘Lower’ option will cover the Early Years Foundation Stage (EYFS) ages 3-5 and Key Stage 1 (KS1) ages 5-7
- the ‘Upper’ option will cover Key Stage 2 (KS2) ages 7-9 and 9-11.

Vision and Values
The vision and values of the PGCE primary programmes reflect the university’s vision and values as exemplified within Initial Teacher Education (ITE). The university is committed to transforming student teachers through education and experience to equip them to strengthen future society and this includes commitment to providing exceptional learning and teaching and an exceptional student experience.

Across the whole partnership, ITE at York St John University (YSJU) strives to produce outstanding, committed and creative teacher enquirers who are self-reflective and autonomous, able to articulate their personal philosophy for teaching and fulfilling Hodge et al’s (2008) definition of “student as scholar”. Three key principles underpin the PGCE programmes:

- A focus on practice in schools
- A focus on the individual student teacher and their needs
- A range of approaches to learning including active learning and enquiry-based learning

YSJU student teachers are intelligent risk takers who base their professional decisions on a deep-rooted understanding of pupil’s learning and effective pedagogies. Student teachers ensure that all pupils make very good progress, addressing diverse needs and fully engaging them in learning. Student teachers’ learning is supported by a commitment to continuing professional development, strong engagement with all stakeholders in the partnership and a pupil-centred approach.

Across the course of their training, YSJU student teachers are increasingly able to take a lead within their particular school contexts, constructing meaning not only from the whole training experience but also by reflecting upon and valuing their individual and collective strengths. They are aware of how their values and beliefs impact upon their high level of professional conduct and how they can make a positive contribution to the development of others within the teaching profession.

ITE at YSJU is committed to outstanding training. This training not only responds to the demands of the Teachers’ Standards and changes in the wider education landscape but also encompasses and embraces that which criticises and critiques current practice, encouraging, acknowledging and rewarding research-led reflection on pedagogy across our partnership.

Student teachers and teaching staff at YSJU share a common commitment to individual and collective professional practice led by values and principles. All are committed to their own professional development to produce and encourage outstanding levels of achievement, both in the classroom and within the university. YSJU student teachers and staff are committed to provision of excellent, open and progressive higher education that embraces difference, challenges prejudice and promotes justice. Staff and student teachers are committed to equality of opportunity and actively promote the intellectual, emotional, social and cultural development of all participants through their engagement with teaching, fully reflecting the Faculty of Education and Theology’s aim to build learning communities and religious understanding for all.

More specifically the PGCE primary programmes are a community of learning with partnership at the heart of the programmes. University-based staff work together with schools, mentors, subject communities, local and national subject communities and other education professionals to develop outstanding student teachers who are:

- transformative and creative professionals;
- highly motivated and committed;
- autonomous and independent;
- enquiry-based practitioners;
- self-reflective practitioners.

The programme is committed to delivering outstanding education and training that is current and relevant and that provides excellent opportunities for student teachers to develop their knowledge and understanding of their subject and wider educational issues, so that they are
equipped to be outstanding teachers and leaders with both a strong subject and a wider professional identity.


Special Features

For all routes, the university provides a strong centre-based opportunity to share good practice in order to enhance the experiences of all student teachers.

You will be involved in a range of learning experiences including:

• whole cohort lectures;
• teaching group workshops;
• seminars and tutorials.

The programmes are structured in phases (Introductory, Developmental and Consolidation) and within each phase you will follow a similar pattern of learning to that of a 'spiral curriculum'. This is to enable you to reflect upon your learning and make effective links with curriculum and pedagogy through relating theory to practice.

You will be assessed in three school experience placements: Introductory, Developmental and Consolidation. The progressive nature of these placements enables you to progress effectively by building upon your skills as beginning teachers. In addition to these teaching placements, you will also complete experiential placements in order to meet the requirement of 120 days of school-based training, as stipulated by the ITT (2012) criteria. The experiential placements are specifically designed to integrate with the taught modules so that you can widen your experience and develop a deeper pedagogical knowledge. You will observe children and young people in settings such as playgroups, nurseries and crèches and primary and secondary schools. Enrichment opportunities could include an international placement as well as focused days on, for example, phonics and behaviour management. Within the primary full-time programme, students will have opportunities in semester 2 to participate in a 2-week enrichment placement in France, Spain or Austria in order to develop their linguistic competence in their chosen language. There are currently other opportunities being developed to reflect the statutory status of MFL in Key Stage 2 and the languages the government has recommended that children should learn, i.e. French, German, Spanish, Italian, Mandarin (as well as Greek and Latin.) In addition students will be able to choose to go to Israel, Poland and Scandinavia. Students can also apply to go to America over the summer months where they can work with school groups alongside teachers and educators at the Smithsonian Museums in Washington, DC. Similar opportunities are also available within the primary part-time programme.

Your programme consists of three modules:

• Understanding Learning and Teaching and School Experience
• The Emerging Professional and School Experience
• Early Years and Primary Curriculum or
• Early Years and Primary Curriculum with Subject Specialism (university-centred routes only)

The first module will be studied at Master’s-level and will include professional issues including: child development; planning; learning, teaching and assessment; behaviour management; meeting individual needs. You will be provided with the opportunity to consider how learners from diverse cultural backgrounds can be supported within education and care settings. This aspect of education is embedded through all modules where diversity is considered in order to meet the needs of all learners in all subjects and within the Early Years. You will study, for
example, current issues pertaining to inclusion, ethnicity, English as an Additional Language (EAL), SEND (Special Educational Needs and Disability) and the way in which settings cater for children of a range of abilities.

The second module will also be studied at Masters level and will focus on your developing skills as a reflective practitioner and researcher. You will cover aspects relating to safeguarding and your role as a professional, working with others, career opportunities and the transition from beginning teacher to newly qualified teacher. You will also be supported in developing your understanding of how to conduct research within educational settings.

In the Early Years and Primary Curriculum module, you will be introduced to all core and foundation subjects of both the National Curriculum and the Early Years curriculum (for the 3-7 route). There is also the opportunity to develop cross-curricular and thematic planning through workshops where you will engage collaboratively to develop planning units that will consolidate and extend your own skills and those of children. Computing is a strong component and is used to demonstrate effective, enhanced teaching. Subject knowledge in English, mathematics and science will be prioritised and you will be required to demonstrate a secure level of knowledge beyond the Key Stage 2 curriculum.

University-centred full-time provision

University input on this route occurs across the full teaching week when you are not based in schools. This enables you to benefit from working in collaborative group situations within all modules. Assessments are spread across the duration of the programme with timely feedback on your work. This includes a research focus which culminates in a conference towards the end of your programme. Formative support will be provided through regular small group tutorials with a specified tutor. One of the Masters level modules is organised in a series of whole day themes where you will be expected to lead some of the seminars in small groups.

University-centred part-time provision

Current regulations concerning the need for 120 days in school settings mean that this route is organised in order to preserve the part-time nature of the programme as much as possible and will be completed over a two year period. To this end, school experience and university input is organised wherever possible on a two day per week basis apart from the assessed school experiences designed to demonstrate ‘sustained competence’ (ITT criteria 2012). This enables you to plan childcare and employment opportunities if you need additional financial support during your programme. At each phase there are a number of alternate weeks in university and weeks in school in order to facilitate meaningful tasks in school and the opportunity to synthesise and consolidate university input. Assessment tasks have been designed so that they can be completed gradually over time to enable you to manage your studies on a part-time basis. You will be set regular targets in order to receive feedback so that you can make improvements to your academic work. Tasks on this route are largely completed on an individual basis as the student body is likely to be drawn from a wide geographical area.

School-centred full-time provision

This route capitalises upon the unique situation of you being located in school settings for the majority of your programme. You will be able to take advantage of expertise in school; for example, the Specialist Leaders of Education (SLE). Assessment tasks will be tailored to take advantage of the high level of contact with pupils on a day-to-day basis. You will be able to incorporate assessment tasks into real planning situations. A number of assessment tasks are designed to be useful to the schools you will be working in, for example, child observations and the curriculum project. There will be a university input in a number of key theoretical areas and themed weeks with practical follow-up tasks in school.

Admissions Criteria
Entry requirements for programmes leading to QTS are stipulated by the DfE (ITT Criteria 2012).

These are:
- GCSE in English (or YSJU approved equivalent) at grade C;
- GCSE in Mathematics (or YSJU approved equivalent) at grade C;
- GCSE in Science (or YSJU approved equivalent) at grade C;
- a first degree of a United Kingdom higher education institution or equivalent;
- a pass in both the professional literacy and numeracy skills tests.

In addition, applicants must have:
- recent and relevant experience of primary schools and/or Early Years Foundation Stage settings which means at least ten days in a UK state setting within the last year;
- taken part in an interview designed to assess their suitability to teach;
- been subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check.

They must also satisfy the institution that they have the intellectual and academic capabilities needed to meet the required Teachers’ Standards, that they possess the appropriate qualities, attitudes and values expected of a teacher, that they can read effectively and are able to communicate clearly and accurately in Standard English, and have met the Secretary of State’s requirements for health and physical capacity to teach.

Successful applicants will normally have an upper second class honours degree from a UK higher education institution, or the equivalent. Lower degrees will be considered if there is sufficient additional relevant experience to support the application.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/).

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

**Programme Aims**

1. To foster a range of approaches to professional learning and the development of pedagogical awareness, subject knowledge and teaching skills.
2. To promote the intellectual, emotional, social, moral, spiritual and cultural development of participants through their engagement with issues and dilemmas in teaching.
3. To develop professional knowledge and understanding that enables student teachers to become sensitive, flexible teachers who are able to draw upon evidence and experience to facilitate high quality learning.
4. To enable student teachers to become transformative professionals, able to analyse critically and influence, in collaboration with others, educational policy and practice.
5. To provide opportunities for student teachers to achieve the standards for Qualified Teacher Status.

**Programme Learning Outcomes**

**Level 3 / FHEQ L6**

For the award of Graduate Diploma in Education you will have demonstrated the following learning outcomes:
- critically evaluate and apply your own educational philosophy;
- demonstrate an effective working knowledge and understanding of the social, political, economic, global and legislative context for education;
• apply your understanding of educational theories and theoretical frameworks to the development of your professional practice;
• evaluate and apply teachers’ skills, processes and procedures that promote student teachers’ learning and achievement;
• apply the techniques of data collection and analysis to the development of your own practice and professional reflection.

Level M / FHEQ L7
For the award of the Postgraduate Certificate in Education you will have demonstrated you are able to:
• investigate and critically evaluate your own values and educational philosophy and defend and justify your professional actions;
• critically appraise the social, political, economic, global and legislative context for education and articulate the implications for professional practice;
• critically evaluate theories and theoretical frameworks with particular reference to their validity, coherence and their contribution to the development of professional practice;
• critically appraise teachers’ knowledge and develop your capacity to enhance student teachers’ learning and achievement;
• critically evaluate processes and methodologies of educational enquiry and professional reflection.

Programme Structure

School Placements

University-centred full-time route

There will be two initial placements in two settings which you are required to undertake at the start of your programme. These enable you to experience appropriate educational settings and complete school-based tasks. The first fully assessed placement (Introductory) begins with preparation days and a four week sustained placement in the autumn term. In the spring term, you will complete a six week placement (Developmental), usually in the same setting as the Introductory placement. This placement is an integral part of the 3PGC01 module. The final assessed placement (Consolidation) during the summer term is an integral part of the 3PGC04 module.

All placements must be undertaken to ensure that the minimum requirements of days in school set out by the ITT Criteria (2012) are completed.

All school placements are organised by a dedicated partnership officer, who liaises closely with partnership schools. A tutor based within the university acts as a link tutor to schools. The link tutor ensures that schools are supported appropriately and that procedures are followed consistently. They also act as support and advice for you when needed.

University-centred part-time route

For the part-time route there are initial placements in settings which cater for children in the age phases before and after the specific age-range you opt to train for, which is currently ten days in total. These enable you to experience appropriate educational settings and complete school-based tasks. The first assessed placement (Introductory) begins with preparation days and a four week sustained placement in the summer term. In the following academic year, you will complete a six week placement (Developmental), usually in the same setting as the Introductory placement. This placement is an integral part of the 3PGC02 module. The final assessed placement (Consolidation) during the autumn term of year 2 is an integral part of the 3PGC05 module.

All placements must be undertaken to ensure that the minimum requirements of days in school set out by the ITT Criteria (2012) are completed.
All school placements are organised by a dedicated partnership officer, who liaises closely with partnership schools. A tutor based within the university acts as a link tutor to schools. The link tutor ensures that schools are supported appropriately and that procedures are followed consistently. They also act as support and advice for you when needed.

**School-centred full-time route**

You will be attached to a base school where your first assessed placement (Introductory) begins, with preparation days and a six week sustained placement in the autumn term. You will complete a six week placement (Developmental) in a different setting to the Introductory placement during the spring term. This placement is an integral part of the 3SDP02 module. The final assessed placement (Consolidation) of ten weeks during the summer term is an integral part of the 3SDP03 module where you return to your base school.

All assessed placements must be passed in order for credits to be awarded. All placements must be undertaken to ensure that the minimum requirements of days in school set out by the ITT criteria (2012) are completed.

All school placements are organised by the appropriate Teaching School Alliance, who liaise closely with their partnership schools. You will be allocated an alliance link tutor and also a tutor based within the university. These tutors ensure that schools are supported appropriately and that procedures are followed consistently. They also act as support and advice for you when needed.
## Modules for the Programme

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Semester</th>
<th>Credits</th>
<th>University-centred full-time</th>
<th>University-centred part-time</th>
<th>School-centred full-time</th>
<th>Primary</th>
<th>Early Years</th>
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*student teachers who do not meet level M criteria will have their work assessed through level 3 criteria and the module will be coded with the ‘3’ rather than ‘M’ prefix. These modules must be passed in order to gain the PGCE. The modules must be studied in order to gain the PG Diploma.

C: Compulsory, CA: Compulsory for award
Teaching, Learning and Assessment

The approach will be consistent with the YSJU Learning, Teaching and Assessment Strategy in aiming to 'develop innovative, inclusive and high quality teaching, learning and assessment practices that actively engage student teachers and lead to an exceptional learning experience for student teachers and staff'.

All student teachers will enrol at Masters level with the expectation that they will meet the criteria in their assessed work. Student teachers who do not meet M level will have their work assessed according to the Level 3 criteria. They will have the opportunity to resubmit their work in one resit attempt to meet M level criteria. Student teachers who meet Level 3 criteria overall will be awarded the Graduate Diploma in Education. Both Masters level modules must meet the M level criteria in order to gain the PGCE award. Normally only one resit opportunity will be permitted.

Taking a range of approaches to learning, you will develop as reflective and critical practitioners through investigating key issues and dilemmas inherent in teaching. You will be expected to work with a high degree of independence but also to work collaboratively with, and learn from, both peers and experienced practitioners. There is an expectation that you will be able to integrate and synthesise theory, practice and key skills in order to evaluate critically your exploration of teaching and education. This will develop greater levels of applied research skills, creativity, innovation, critical thinking and independent judgement.

The following learning, teaching and assessment strategies which feature in modules will provide opportunities for professional development through critical enquiry, depending on your chosen route:
- individual literature-based research activities, through web-based resources and the virtual learning environment (VLE);
- school-based research opportunities;
- individual tutorials for research support;
- individual tutorials for academic tutor support;
- directed reading, through web-based resources and the VLE;
- group seminars;
- group tutorials;
- group presentations;
- workshops and revision tasks for subject knowledge;
- practical workshops and activities;
- key note lectures;
- school-based tasks;
- supported observation analysis.

Assessment includes:
- self-assessment tasks;
- presentations and performances;
- essays;
- subject knowledge audits;
- e-learning journals;
- portfolios.

Formative assessments are an integral part of every module so that you receive informal feedback on your academic work and development of critical thinking. This may be facilitated by module tutors as well as through peer assessment where appropriate. An example is this is where students comment upon each other’s findings and literature searches in the research project.

The academic assessment of the MPGC04 (full-time) and MPGC05 (part-time) Emerging Professional and School Experience will be organised differently. In both modules, student
teachers will conduct a small-scale research project based in one of their assessed school placements. Because of the very short timescale of the programme on the full-time route, student teachers will submit the literature review and methodology in a short paper prior to the Christmas break to enable them to receive earlier feedback on their writing at Masters level. They will then present their findings and evaluation with a summary of conclusions in a short conference-style presentation prior to the Easter break. This will enable the spread of assessment to be more manageable on the full-time programme.

In each cohort of student teachers, there may be significant difference in academic ability and ability demonstrated during school experiences. Whilst you may have a common input in terms of taught sessions, there is scope within the routes and wider university to offer further support. Your individual needs are identified at interview stage and supported during the programme with target setting related to individual areas for development. Targets are discussed and adapted during the programme to meet your needs as you progress through the year. You will be able to access specific support in relation to your learning needs via a range of experienced school staff and tutors as well as through university student services.

You will be required to pass an assessed school experience before you are able to start the next school experience.

Managing Deferred and Failed School Placements

A deferred placement is when there is an unexpected halt to the placement but the student was making the expected progress. This may be because:

- The student has become ill and is unable to meet the demands of the school experience for the rest of the block
- There has been a change in personal circumstances which means the student is unable to focus on the placement at the present time
- In a small minority of cases, there has been an issue with the support provided by the school.

Action to be taken following a deferred placement:

1. A Case Consultation meeting will be arranged with the student, academic tutor, link tutor, SE Director, Head of Programme/cohort leader and minute-taker. This is to determine the nature of the unexpected delay to placement and to discuss the evidence. Evidence will be drawn from the school placement report, the link tutor report and further relevant information from the academic tutor. It is usual that the outcome of a Case Consultation will result in the student continuing on the programme with identified mitigating circumstances.
2. It may be possible that the student can return to the current school at a later date in order to compete the rest of the placement. This will be negotiated with the student, the link tutor or SE Director and the school. If this is not practical, a different placement will need to be organised.
3. If a new placement is required, the student will negotiate with the School Partnership Office manager to decide which schools to approach, who is best placed to do this and the timescale for completion.
4. Relevant medical report(s) will need to be provided by the student as required before a new placement can begin.
5. If the SPO is unable to find a placement, they will negotiate with the student any restrictions that are in place, such as the home location or travel arrangements to a placement, so that further schools can be identified.
6. Once a suitable placement has been found, the timescale will be negotiated with the student, the SE Director and the school. In some instances, the student may not need to complete a full block placement.

Failed placements could be a result of:

- An inability to meet the Teachers' Standards in appraisals
• An inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals
• The student withdrawing from the placement without any consultation with university
• A professional issue of misconduct, such as the health and safety of children has been compromised

A resit placement may sometimes be granted after a failed school experience. A student will only have two attempts at any school placement before the programme is terminated.

In the event of a professional misconduct issue or a school terminating the placement, a Standards Review meeting will be held. This is because of the serious nature of the issue and attendance will include all of the people identified in a Case Consultation and also a member of staff from Registry. Registry ensures that all policies and procedures are adhered to regarding the progression of your programme. There are two outcomes of a Standards Review meeting: there may be an opportunity to continue on the programme providing certain conditions are met, or the programme will be terminated. If a programme is terminated, a student will have the right of appeal.

Where a placement has failed for other reasons, the action to be taken will follow the same procedure as the Case Consultation.

Progression and Graduation Requirements
The University’s general regulations for postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

In addition, the following programme-specific regulations apply in respect of progression and graduation:
• student teachers who fail one or more modules at any level may be permitted to re-sit. Normally only one re-sit opportunity will be permitted.
• student teachers awarded the PGCE will be able to access the MA in Practitioner Research at YSJU with 60 M Level credits.

Internal and External Reference Points
This programme specification was formulated with reference to:
• University Mission Statement [see page two]
• Faculty Mission Statement
• Strategic Plan 2015-20 [see page four]
• Technology Enhance Learning Quality Framework
• QAA subject benchmark statement
• Framework for Higher Education Qualifications
• DfE ITT Criteria 2012
• DfE Teachers’ Standards
• Equality, Diversity and Human Rights Policy

Further Information
Further information on the programme of study may be obtained from:
• Admissions entry profile (Admissions)
• Programme validation document (Registry – Academic Quality Support)
• Regulations (Registry – Academic Quality Support)
• Student programme handbook (faculty)
• Module handbooks (faculty)
The National College for Teaching and Leadership

Date written / revised: 05/13