

**PROGRAMME SPECIFICATION**

for the award of

**PGCE Postgraduate Certificate in Education**  
**PROF GCE Professional Graduate Certificate in Education**  
**PGCES Postgraduate Certificate in Educational Studies**  
 Managed by the Faculty of Humanities and Social Science  
 delivered by HSS/School of Education

Date approved:	March 2021
Applies to students commencing study in:	Sept 2021

**RECORD OF UPDATES**

Date amended*	Nature of amendment**	Reason for amendment**
March 2021	The module Supporting Evidence Informed Practice was renamed Becoming an Early Career Teacher and the module aims were updated and assessment changed.	The School Direct programme underwent revalidation.
Sept 2020	1. Updated template  2. Mode of delivery Addition: a. Part-time	1. Updated template  2. a. To include the PGCE without-QTS which can be taken as a part time course or full time when alongside QTS training
Jan 2019	Primary with Maths minor change for SD programme	*SD Primary students are able to qualify with Maths as a subject
May 2019	Major Changes	<u>From Sept 2018:</u> *Students will be able to resubmit a valid attempt at L7.  <u>From Sept 2019:</u> *All L6 module to be change to 20

		<p>credits (to match L7 credit value).</p> <p><b>*If a student achieves 40 modules at L7 they will be awarded PGCE.</b>  <b>If students achieve at least 40 modules at L6 they will be awarded Professional Graduate Certificate in Education (Prof GCE)</b></p> <p><b>* The PGCE will be awarded at Pass, Merit, and Distinction.</b></p> <p><b>*Recommend students with a “working at” level at the end of the third school-based placement for QTS.</b></p> <p><b>*Module P70326/ U77101 title change to: ‘ Introduction to Professional Learning’</b></p> <p><b>*Module P70326/ U77101-change the assignment to a critical evaluation of the relevant educational research underpinning an aspect of education policy or practice in England, of their choice</b></p> <p><b>*Module P70327/ U77102-title change to ‘Key Issues in Learning and Teaching’.</b></p>
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## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University
<b>Language of study:</b>	English
<b>Final award/s:</b>	<p><b>Award:</b> Postgraduate Certificate in Education (with QTS) PGCE (with QTS)</p> <p><b>Exit Awards:</b> Professional Graduate Certificate in Education (with QTS) PROF GCE (with QTS) Postgraduate Certificate in Education Studies (without QTS) PGCES (without QTS)</p> <p><b>Award:</b> Postgraduate Certificate in Education (without-QTS) PGCE without QTS</p> <p><b>Exit Award:</b> Professional Graduate Certificate in Education (without-QTS) PROF GCE (without QTS)</p>
<b>Programme title:</b>	School Direct PGCE with QTS School Direct PGCE (without-QTS)
<b>Interim exit awards and award titles available:</b>	N/A
<b>Brookes course code:</b>	<p><b>Campus based ITT</b></p> <p>PGCEQ course positions:</p> <p>PGCEQ - Postgraduate Certificate in Education (with QTS) PGCE (with QTS)</p> <p>PFGCEQ - Professional Graduate Certificate in Education (with QTS) PROF GCE (with QTS)</p> <p>PGC-EDST - Postgraduate Certificate in Educational Studies (without QTS) PGCES (without QTS)</p> <p><b>The following subjects/majors are available:</b></p> <p>P5 – Primary 5-11 P3 – Primary 3-7</p> <p><b>School Direct ITT</b></p> <p>PGCEQ/D - Postgraduate Certificate in Education (PGCE with QTS) Primary and Secondary</p> <p>PFGCEQ/D - Professional Graduate Certificate in Education (Prof GCE with QTS)</p> <p>PGC-EDST - Postgraduate Certificate in Educational Studies (without QTS) PGCES (without QTS)</p> <p>PGCE/D Postgraduate Certificate in Education (PGCE without QTS) Primary and Secondary</p>

	<p>PFGCE/ Professional Graduate Certificate in Education (Prof GCE without QTS)</p> <p>UGAQ/D – QTS only (Through associated Teaching Schools Partnership)</p> <p><b>The following Primary subjects are available:</b>  Prim Ed Primary 3-7 (P3)  Prim Ed Primary 5-11 (P5)  Prim Ed Primary Maths (PPM)**  Prim Ed Primary SEN (PPS)**  ** Only on PGCEQ/D Primary</p> <p><b>The following Secondary subjects are available (as of 01-SEP-2019):</b></p> <p>School Direct Secondary Art (EAT)  School Direct Secondary Art and Design (ADS)  School Direct Secondary Biology (EBG)  School Direct Secondary Biology &amp; PE (EBP)  School Direct Secondary Business Studies (BNS)  School Direct Secondary Chemistry (CHM)  School Direct Secondary Computer Science (ESQ)  School Direct Secondary Computing (ECO)  School Direct Secondary Dance (DNC)  School Direct Secondary Design Technology (EDT)  School Direct Secondary Drama (EDW)  School Direct Secondary English (EXE)  School Direct Secondary Geography (EGX)  School Direct Secondary History (EHT)  School Direct Secondary Mathematics (EAM)  School Direct Secondary Media Studies (MDT)  School Direct Secondary Modern Foreign Languages (EMF)  School Direct Secondary Music (EMD)  School Direct Secondary Physical Education (PHE)  School Direct Secondary Physics (PHS)  School Direct Secondary Religious Education (RLE)  School Direct Secondary Social Sciences (SSI)</p>
<b>UCAS code:</b>	PGCE (5-11) 2254 ; PGCE (3-7) 2253
<b>JACS code:</b>	X120 (5-11); X110 and X121 (3-7)
<b>HECoS code:</b>	100511
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Face to face/ blended  (full-time / part-time)
<b>Duration of study:</b>	One year.
<b>Subject benchmark statement/s which apply to the programme:</b>	Education Studies (2019)
<b>Professional accreditation attached to the programme:</b>	The Department for Education The Teaching Regulation Agency
<b>Apprenticeship Standard:</b>	N/A
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> A variation to regulation 7.9, 7.10, 7.11 was approved by AESC 2016

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

Oxford Brookes University has a long-standing reputation as an excellent provider of teacher education. There are over five hundred partnership schools who share with us in the training of the next generation of teachers. Our training is, in every sense, a joint venture with these schools who work with us to enable each trainee to reach their full potential. Many of the hundreds of schools in the vicinity of the University have staff who trained at Oxford Brookes and this is again a testament to our success.

The University staff are specialists in their field and most are active educational researchers. As one of our External Examiners noted trainees have 'access to tutors who are specialists in their areas with a deep understanding of their subjects and a passion for promoting their value'.

The ITT team at Oxford Brookes University is at the forefront of various educational developments and its reputation is such that it has been successful in attracting funding to undertake both research and educational consultancy. Our aim is to be a vibrant hub of learning and innovation for our local schools and beyond.

The training on the PGCE has both academic and professional rigour, with a focus on educational developments and sound educational research. Theory is very clearly linked to practice and critical reflection is encouraged throughout the training. The team is keen to embrace all aspects of learning and a variety of electronic tools is used to promote interactive learning, such as students using YouTube clips to show action plans and gathering feedback on lectures via social media. The teaching team are all qualified teachers with teaching experience.

The PGCE is either undertaken on campus or through School-Based training, which includes that run by Teaching Schools or through School Direct places.

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

The course aims to provide high-quality professional training and education through a cohesive programme of school-focused work and academic study at postgraduate level.

The programme will enable trainees to:

- become reflective practitioners, with well-developed skills of criticality and self-reflection;
- make links between theory and practice in education through a consideration of evidence-based research;
- understand the nature of learning, and the similarities and differences in children's learning needs and to plan suitable activities and learning experiences to meet the variety of needs;
- know and understand the prerequisite cognitive skills and how these inform development in the school curriculum within later developmental stages
- understand the need to build effective relationships with children in order to teach effectively, and to manage individuals, groups and whole classes;
- know and understand the National Curriculum and its application in schools;
- know and understand the subject knowledge required to plan, teach and assess;
- understand the relationship between effective planning, teaching, assessment and evaluation, and to monitor children's learning, keep clear records, and use these to inform planning;
- understand that school staff work as interdisciplinary teams, and to establish good relationships and work professionally within this context;
  
- understand the importance of continuing professional development and to know how to work with others in order to achieve this;
- develop depth of knowledge and understanding of a chosen area of interest to support and extend effective teaching and learning;
- know and understand the whole school curriculum, including the place of global citizenship;
- make effective and professional use of ICT to enhance pupils' learning

*Updated January 2018*

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

Trainees who complete their studies on the Postgraduate Certificate programme will be able to:

### **3.1 ACADEMIC LITERACY**

- demonstrate a critical awareness of current issues and developments in education;
- demonstrate an in-depth knowledge and understanding of the purposes, scope, structure and balance of school education and the Primary Curriculum or Secondary Curriculum as appropriate;
- understand how children's learning helps shape approaches to teaching and be able to critically appraise related theories;
- understand the relationship between theory and practice in education, showing a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- within their professional practice deal with complex issues both systematically and creatively;
- demonstrate their awareness of and commitment to meeting the professional requirements of the role of the teacher, including professional values, professional duties, and the statutory framework relating to teachers' responsibilities;
- use their initiative and take responsibility in order to plan successfully for, teach and manage classes of primary or secondary-aged children as appropriate;
- demonstrate their ability to monitor, assess, record and report on children in primary or secondary-aged classes as appropriate;

### **3.2 RESEARCH LITERACY**

- analyse and evaluate critically subject specific and multi-disciplinary literatures;
- demonstrate knowledge and understanding of appropriate research in relation to educational practice, showing the ability to appraise the validity of that research and the potential applications for teaching;
- independently identify, gather and analyse multiple source materials
- critical self-awareness and personal literacy
- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle;
- forge positive, effective working relationships with colleagues;
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively;
- reflect on their strengths and weaknesses as a learner and as a practitioner;
- show independence of thought and be able to make decisions in complex and unpredictable situations
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle;
- forge positive, effective working relationships with colleagues;
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively;
- reflect on their strengths and weaknesses as a learner and as a practitioner;
- show independence of thought and be able to make decisions in complex and unpredictable situations;

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level

### 3.4 DIGITAL AND INFORMATION LITERACY

- use digital media responsibly and critically, to identify appropriate source material, support research, and enhance presentations;
- demonstrate their ability to plan successfully for the inclusion of ICT resources within the teaching of classes of primary or secondary-aged children as appropriate;
- communicate information, skills, understanding, ideas and arguments effectively by a variety of appropriate oral and visual means, and relate material to intended audiences;
- undertake independent/self-directed study/learning

### 3.5 ACTIVE CITIZENSHIP

- demonstrate their ability to plan for primary or secondary-aged children’s wider educational development beyond the demands of the National Curriculum, including global citizenship;
- demonstrate their understanding of education within a global context, at both a national and international level.
- show critical self-awareness of their own beliefs, commitments and prejudices

\* Trainees who exit having completed the Professional Graduate Certificate in Education will demonstrate the above attributes at Level 6 standard.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

There are different routes for the award of the PGCE, for trainees applying as individuals, and for trainees who are associated with school-based ITT

The recommendation for Qualified Teacher Status (to the Department for Education) is required for the award of the Postgraduate Certificate in Education PGCE, Professional Certificate in Education PROF GCE (Exit award) and QTS only. This recommendation can be undertaken by the University or by another accredited body, which includes individual schools, alliances of schools and Teaching Schools.

#### Available awards:

Requirements	Credit	Award
Must be on a programme where QTS is part of the overall programme; All SBT modules passed or already have achieved QTS	Requires either all 3 academic modules completed at Level 7 or 2 of the 3 modules completed at Level 7 and one completed at Level 6	Postgraduate Certificate in Education (with QTS) - Primary or Secondary  PGCE (with QTS)
Must be on a programme where QTS is part of the overall programme; All SBT modules passed or already have achieved QTS	Requires either all 3 academic modules completed at Level 6 or 2 of the 3 completed at Level 6 and one at Level 7	Professional Graduate Certificate in Education (with QTS)  PROF GCE (with QTS)
Award for students <i>not completing</i> the QTS element of the programme.  Students must be connected to a school during their training.	Requires all 3 academic modules completed at Level 7	Postgraduate Certificate in Educational Studies (without QTS) PGCES (without QTS) ,
Award for students registered on a non QTS	Requires either all 3 academic modules completed at Level 7 or	Postgraduate Certificate in Education (PGCE without QTS) -

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route. Students must be connected to a school during their training.	2 of the 3 modules completed at Level 7 and one completed at Level 6	Primary or Secondary
For students completing QTS only.  Must successfully pass the school based module/s and meet the DfE requirements for Qualified Teacher Status	Non-credit bearing module	Recommendation for QTS by the Head of School of Education and issued by the DfE. (No formal University Award – transcript only)

Students who achieve an overall grade of 70% + will be awarded a PGCE/PGCES with distinction; an overall grade between 60-69% will be awarded PGCE/PGCES with merit and those attaining 50-59% will be awarded PGCE/PGCES at pass level. Students who achieve a PROF GCE are awarded pass/fail.

### Postgraduate Certificate in Education/Professional Graduate Certificate in Education

Whatever the route, the first of the level 7 modules will be completed in the first term and the skills gained from that used within the subsequent two modules will be focused on students independently developing areas of personal interest and being aware of the links between theory and practice.

Module name	Module number, credits and level	Timing
Compulsory for all students:		
Introduction to Professional Learning	PGCE7007 20 credits: Level 7 or PGCE6019 20 credits: Level 6	Term 1
Key Issues in Learning and Teaching	PGCE7008 20 credits: Level 7 or PGCE6020 20 credits: Level 6	Term 2
Becoming an Early Career Teacher	PGCE7009 20 credits: Level 7 or PGCE6021 20 credits: Level 6	Term 3
Compulsory for Oxford Brookes to recommend QTS:		
School Based Training 1, 2 and 3	PGCE6022 non-credit bearing: Level 6 PGCE6023 non-credit bearing: Level 6 PGCE6024 non-credit bearing: Level 6	All year (min 24 weeks)
Schools Direct: QTS through Teaching School Partnerships	PGCE6018 non-credit bearing: Level 6	All year (min 24 weeks)
Schools Direct: PART- TIME QTS 1 and 2 through Teaching School Partnerships	New code: non-credit bearing: Level 6 New code: non-credit bearing: Level 6	Across 2 years (min 48 weeks)
Compulsory for Oxford Brookes Campus-based to recommend QTS:		
Professional Studies	PGCE6034 non-credit bearing: Level 6	Term 1, 2 and 3
English	PGCE6035 non-credit bearing: Level 6	Term 1, 2 and 3
Mathematics	PGCE6036 non-credit bearing: Level 6	Term 1, 2 and 3
Science	PGCE6037 non-credit bearing: Level 6	Term 1, 2 and 3
Humanities	PGCE6038 non-credit bearing: Level 6	Term 1, 2 and 3

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Arts	PGCE6039	non-credit bearing: Level 6	Term 1, 2 and 3
PE, Health and Wellbeing	PGCE6040	non-credit bearing: Level 6	Term 1, 2 and 3
Design and Computing	PGCE6041	non-credit bearing: Level 6	Term 1, 2 and 3

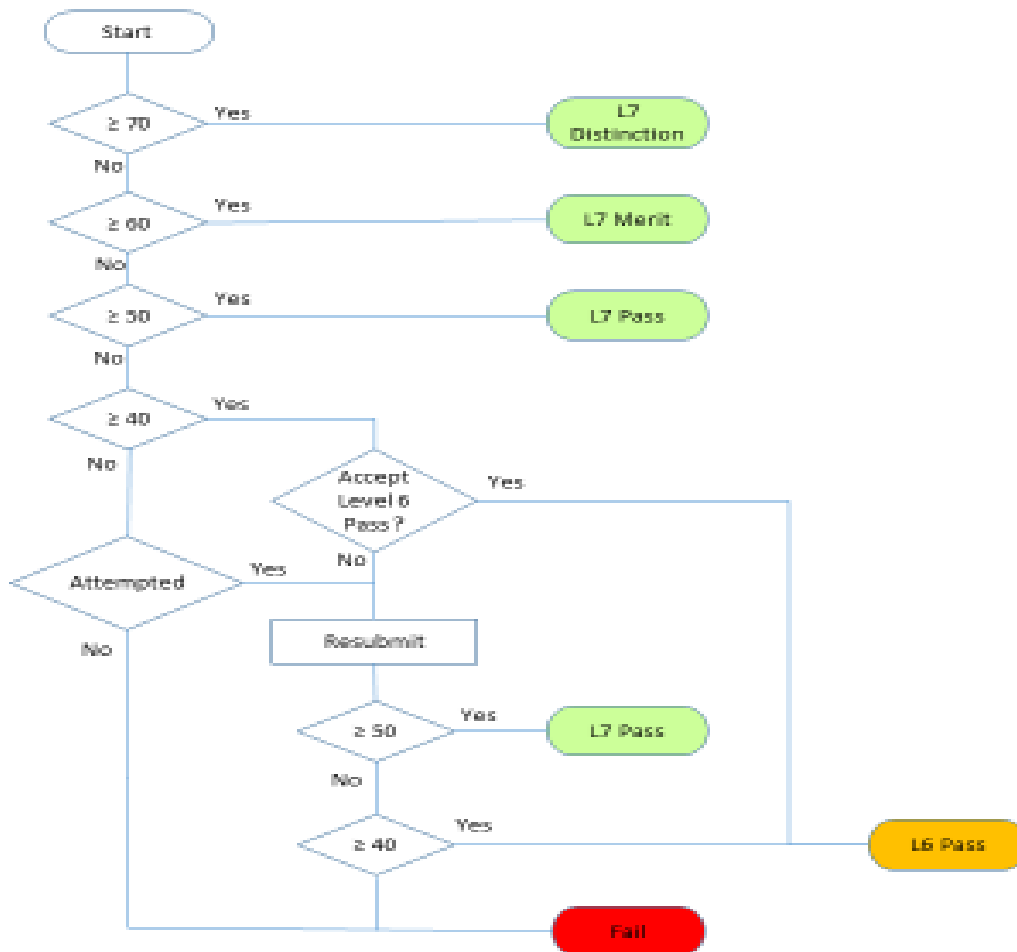
#### **4.2 PROGRESSION AND AWARD REQUIREMENTS**

The programme's regulations comply with the University's Postgraduate Taught Programmes Regulations, which can be found at:

<http://www.brookes.ac.uk/regulations/current/specific/b4/>

However, there is some programme-specific variance as follows: please see the chart below where it models the process if a student does not achieve a pass at L7 and whereby they can accept grading at L6 or resubmit at L7.

### Pathway and awards for L7 Modules



In addition, all assessments for the compulsory modules, including the non-credit bearing modules, must be passed for a candidate to complete and pass the programme. The required compulsory modules are set out in full in the table above.

Successful completion of the 3 School Based Training modules includes the trainee completing the required number of days in school in two age phases, as set out in the Initial Teacher Training (ITT) Criteria. The assessment of this module includes the requirement to meet government prescribed Teachers' Standards (DfE 2012). Those on programmes 'with QTS' must successfully meet the Teachers' standards set out by the DfE in order to achieve those awards.

For trainees seeking recommendation of QTS from Oxford Brookes, after the approval by the University of the award of the PGCE the Head of the School of Education will take appropriate steps to arrange for the communication of the list of those successful candidates to the DfE.

To pass the PGCE a trainee must either already have QTS or, be on a programme working towards the recommendation for QTS.

The programme is normally completed in one academic year. To qualify for the award the trainee must normally fulfil the conditions within the period stated but, in certain circumstances, this may be extended and this will normally require successful completion of all assessed elements within two years of first registering.

#### **Level 7 Modules (IPL PGCE7007, KILT PGCE7008 and BECT PGCE7009):**

**Students who fail Level 7 Modules have the opportunity to:**

1. Resubmit the assignment once in advance of the annual Examination Committee.

**OR**

2. Resubmit the assignment once after the annual Examination Committee, in the summer of the same academic year.
3. Accept the assignment if it can be assessed at achieving L6

If a trainee fails a resubmission then they will be deemed unable to satisfy the conditions for the relevant award. Such a trainee will receive a transcript showing the elements of the programme passed including those for which credit has been awarded.

#### **Level 6 School Based Training Modules (PGCE6022, PGCE6023 and PGCE6024):**

A trainee who fails a school based training module will be allowed to resit the module for a fee when a suitable placement can be arranged.

#### **Level 6 QTS through Schools Direct: Teaching School Partnerships (P6018, PT code TBC )::**

This module covers the practical teaching experience of trainees undertaking QTS through the Schools Direct Teaching School Partnerships. Part-time QTS runs across two years; both years must be passed in order to meet the requirements for QTS.

#### **Level 6 Non-Credit Bearing Subject Modules (PGCE6034, PGCE6035, PGCE6036, PGCE6037, PGCE6038, PGCE6039, PGCE6040 and PGCE6041)**

If a trainee's submission for assessment of a non-credit bearing subject module is not of a high enough quality to pass at Level 6 they will be given two options for resubmission in writing:

1. Resubmit the assignment once in advance of the annual Examination Committee. OR
2. Resubmit the assignment once after the annual Examination Committee, in the summer of the same academic year.

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3. If a trainee fails the resubmission then they will be deemed unable to satisfy the conditions for the relevant award. They will be informed and must leave the programme. Such a trainee will receive a transcript showing the elements of the programme passed including those for which credit has been awarded.

### **All Modules:**

Should a trainee fail more than three of any of the modules overall, then they will be deemed unable to satisfy the conditions for the relevant award.

### **4.3 PROFESSIONAL REQUIREMENTS**

When the recommendation for Qualified Teacher Status is made through Oxford Brookes, the professional requirements are assessed through the periods of School Based Training modules.

Successful completion of the School Based Training modules requirement includes the trainee completing the mandatory number of days in school in two consecutive age phases, as set out in the Initial Teacher Training (ITT) Criteria. The assessment of this module includes the requirement to meet government prescribed Teachers' Standards (DfE 2012).

## **SECTION 5: TEACHING AND ASSESSMENT**

The programme provides a framework to support reflection on and evaluation of practice. Trainees are encouraged to work from their own experience and to examine this critically in the light of evaluations of personal own effectiveness, models of good practice and research findings.

Teaching and learning methods also reflect models of good practice in schools, using appropriate techniques in the classroom, and are practical, experiential and include whole class, group and individual teaching. Learning through collaboration is a fundamental principle of this programme so that the skills necessary for being an effective member of a school team are developed.

Assessment for Learning is modelled throughout the programme so the assessments are designed to take learning forward and trainees are expected to be actively involved in this process. Hence teaching, learning and assessment are inextricably linked, as is the case in schools. This also follows the guidance in the University's [Assessment and Feedback](#) policy; there is more detail of this below.

The programme is designed to develop knowledge, understanding, skills and experience throughout the year. The structure of study of curriculum and pedagogy, and school experience has been designed to ensure the gradual deepening and extension of professional understanding and work, thus ensuring the steady development of both confidence and competence.

During school placements, trainees will be supported through regular observation and lesson evaluation by allocated tutors.

Throughout the year, there will be opportunities to:

- participate in lectures, seminars and workshops which develop understanding of issues related to the teaching of primary or secondary-aged pupils as appropriate,
- work in groups to examine and discuss issues related to teaching,
- plan and deliver short presentations to peers,
- observe and analyse teaching (both actual and on video),
- work with a wide range of practical resources including appropriate computer hardware and software,
- work with a number of expert teachers,
- take increasing responsibility for the planning, preparation, teaching and evaluation of lessons,
- work in a variety of school contexts with pupils representing a range of ages and abilities.

The rationale for and pattern of assessment are based on the aims, learning outcomes and rationale of the programme. Thus, assessment is concerned particularly with the development and demonstration of knowledge and understanding and of professional competence. The course team takes seriously its

commitment to the University's Assessment and Feedback policy in the view that assessment is "intended to shape and develop learning, as much as to judge and measure it" and that it should "enable students to build on their positive achievements." Hence the assessment processes are both formative and summative: formative being developmental and summative being a record of achievements and outcomes.

The purpose of the assessment on this programme is to enable trainees to meet the requirements for a degree in higher education and, if on a route that recommends for QTS, the Teachers' Standards (DfE 2012).

The focus of the assessment is expressed in the Learning Outcomes for the modules. In particular, the assessment is designed to enable the trainee to demonstrate:

- knowledge and understanding of the subjects taught in schools, with a major emphasis on the core subjects of the National Curriculum for schools,
- understanding of the nature of teaching; of planning, assessment and evaluation of teaching and learning,
- professional competence in the classroom managing the children's behaviour and the learning environment and teaching the children.

The design of assessment at the University is guided by the Brookes' Assessment and Feedback Policy, prepared jointly by students and staff of the University. It can be found at:

<http://www.brookes.ac.uk/services/ocslid/resources/assessment.html>

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Entrants to the programme must normally possess the following minimum qualifications:

- entrants must have achieved a GCSE grade C / 4 (or standard equivalent) in maths and English
- entrants who intend to train to teach pupils aged 3 to 11 must additionally have achieved a GCSE grade C / 4 (or standard equivalent) in a science subject
- entrants must normally achieve a UK first degree at grade 2:2 or above, degree equivalent, or an appropriate approved equivalent qualification from a higher education institute in another country

All applicants will need to meet the DfE requirements for physical and mental fitness to teach.

These qualifications are requirements set out in the DfE's Initial Teacher Training (ITT) criteria:

<https://getintoteaching.education.gov.uk/explore-my-options/basic-eligibility>

In addition, a rigorous University recruitment and selection process is in place to ensure that all trainees are suitably equipped to participate in this demanding programme. It is a requirement of entry that each trainee has been successful in this selection process.

Prior qualifications necessary for entry to the programme, including English language requirements.

For On- Campus PGCE entry requirements, please follow this link:

<https://www.brookes.ac.uk/courses/postgraduate/pgce-primary-campus-based-5-11/>

For information about School Direct follow this link: <https://www.brookes.ac.uk/school-of-education/partnerships/school-direct-and-scitts/>

For PGCE non- QTS see: <https://www.brookes.ac.uk/courses/postgraduate/education-pgce-without-qts/>

## **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

All applicants, prior to admission to the programme, will be required to obtain a satisfactory enhanced check from the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. No applicant or recruit who has been barred from teaching or working with children will be admitted to the programme. Trainees must declare that, as far as they are aware, no members of their household are disqualified from the Childcare Disqualification Regulations.

## **6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)**

The programme has two integrated elements of training, the University-based element and the School Based element. University-based training feeds into School Based work and, in turn, various aspects of School Based training and experience feed back into the University programme. The amount of time required to undertake School Based training will be a minimum of 24 weeks. Opportunities will be given to observe and work alongside expert practitioners in at least two schools, and work with pupils of differing abilities across the age range. Many of our trainees find employment in these partnership schools.

Our work is in partnership with our linked schools and the school staff have an integral role in all our training, both in the University and on placements. The innovative work that has been developed with the school alliances (joining us for the School Based routes into the PGCE) adds richness and diversity to all aspects of our training. The school staff from these alliances will be integrally involved in the University training and will be giving inputs linked to their areas of expertise.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

This programme is designed to train teachers and there is great demand for such professionals. In previous years, the percentage of our leavers who were employed or were in study as teaching professionals within 6 months of graduation has varied between 92%-100%.