UNIVERSITY OF EXETER

1	Programme Title		
Programme Title: Postgraduate Certificate in Education (School Direct)		**NQF Level:**	7

2	**Description of the Programme** (as in the Business Approval Form)

The PGCE (School Direct) programme is designed to support the development of outstanding school teachers. All students enrolled on the programme will complete two online modules at Masters level and a third, non-credit bearing module that allows you to demonstrate achievement of the Standards for Qualified Teacher Status (QTS) as required by the National College for Teaching and Leadership (NCTL). The online modules will reflect and complement your experience in school, linking theory closely with practice. They are led by lecturers from the Graduate School of Education using the University of Exeter's virtual learning environment and other online tools to support your learning. You will be encouraged to develop a critical understanding of the diversity of learners and the complexities of the education process, including different social and organisational structures of schools.

The assignments for the online modules are at Masters level and provide you with an opportunity to demonstrate your understanding of the relationship between theory and practice; skills in interpreting and presenting data; the ability to organise and synthesise information from empirical or theoretical studies; critical evaluation of research and scholarship in the field of education; the ability to learn independently and to apply your knowledge to the school context in which you learn and work.

Your school experience will include placements in two schools where you will follow the Exeter Model of Initial Teacher Education. Supported by experienced teachers in school, you will compile a range of evidence for your professional development as a teacher to demonstrate achievement of the Standards required by the NCTL for QTS. The Exeter Model is widely recognised as providing exemplary initial teacher education. It is designed to offer a well-supported learning progression while at the same time maintaining the professional development challenge that gives you the best possible opportunity to become an outstanding teacher. The University's "Fitness to Practice" procedures (http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/fitness/)
and the Department for Education's Fitness to Teach requirements (http://media.education.gov.uk/assets/files/pdf/i/itt%20criteria%202012.pdf) apply to your admission and continued registration on the PGCE (School Direct) programme.

If you enrol for the PGCE (School Direct) programme and fail one or both of the Level 7 modules but pass the non-credit bearing module, then you may exit with QTS only. If you pass both of the Level 7 modules but fail the non-credit bearing module then you may exit with 60 credits at Level 7 and will be awarded a PGCert in Professional Studies in Education.

The PGCE (School Direct) is aligned with the School Direct initial teacher training programmes introduced by the National College for Teaching and Leadership for England and now administered by the NCTL. For further information about the School Direct programmes, including enhanced employability prospects, please go to:
http://www.education.gov.uk/get-into-teaching/teacher-training-options/school-based-training/school-direct.aspx

In addition to this programme, it is possible for School Direct lead schools, by arrangement with the Programme Director, to opt for their students to infill onto the standard PGCE Primary or Secondary programmes offered by the Graduate School of Education. In this instance, students will not complete the online modules and instead will register for and follow the taught content of the relevant PGCE programme delivered at the Graduate School of Education, but under the umbrella of the School Direct training programme. Please see the Graduate School of Education website for further details:
http://socialsciences.exeter.ac.uk/education/pgce/

3	Educational Aims of the Programme

The core aim of this programme is to develop outstanding teachers.

More specifically we aim to:

- facilitate your development as autonomous professionals;
- support you to develop the organisational and transferable skills central to professional autonomy;
- provide opportunities for you to develop a systematic understanding and critical awareness of educational policy, theory and practice;
- provide you with the knowledge and skills that enable you to apply theory to practice;
- introduce you to what is known about pupils as learners, both from research and professional experience;
- enable you to achieve a grounding in the application of subject knowledge which gives you an appropriate level of subject knowledge for teaching in schools;
- develop your understanding of the principles and practice of assessment related to the National Curriculum in England and examination specifications;
- enable you to understand teaching as a profession, and how schooling may be applied in different contexts;
- develop your ability to deal with complex issues, make sound judgements and communicate outcomes clearly in a form appropriate to the audience;
- support you to develop the ability to learn independently and apply this to your continuing professional development as you enter the teaching profession.

4	Programme Structure

The PGCE (School Direct) is a one-year programme of study at National Qualification Framework (NQF) Level 7 (as confirmed against the FHEQ). The programme has one 'stage', normally equivalent to an academic year. It is divided into units of study called 'modules' which are assigned a number of 'credits'. The PGCE (School Direct) programme consists of 60 credits, divided into two modules each weighted at 30 credits. The credit rating of a module is proportional to the total workload, with 1 credit being nominally equivalent to 10 hours of work. In addition, the programme includes a non-credit bearing module, Professional Learning, that allows you to demonstrate achievement of the requirements for QTS as specified by the NCTL. The whole programme therefore consists of 60 credits at level 7 plus the non-credit bearing module leading to recommendation for QTS.

The PGCE (School Direct) programme includes two level 7 module blocks: the Subject & Curriculum Studies module and the Education & Professional Studies module, both online. You will be based in school for the whole of the academic year, receiving school-led training alongside your academic study that will provide you with the opportunity to meet the Standards required by the NCTL for recommendation for QTS. Academic study for the two modules will be completed by the end of the summer half term in schools (late May) to allow for the marking and moderation of assignments. Assessment for the non-credit bearing module will be completed by mid June. The final examination board will be scheduled in early July.

5   Programme Modules

The following table describes the programme and constituent modules. Constituent modules may be updated, deleted or replaced as a consequence of the annual review of this programme.

Stage 1:

Code	Title	Credits	Compulsory	Non-condonable
EDUM031	Subject & Curriculum Studies	30	Yes	Yes
EDUM032	Education & Professional Studies	30	Yes	Yes
EDUM030	Professional Learning	0	Yes	Yes

You may exit with:
- PGCE (School Direct), including QTS.
- QTS only if you fail one or more of the Level 7 modules (i.e. the Subject and Curriculum Studies module, and/or the Education and Professional Studies module) but pass the Professional Learning module.
- PGCert in Professional Studies in Education if you pass both of the Level 7 modules but fail the Professional Learning module.

Please note that there are no optional routes. The requirement is that you fully undertake all of the modules

Interim awards
The are no interim awards available for this programme

On successfully completing the programme you will be able to:	*Intended Learning Outcomes (ILOs) will be accommodated & facilitated by the following learning & teaching and evidenced by the following assessment methods:*
A Specialised Subject Skills & Knowledge	**Learning & Teaching activities (in/out of class)**
	Online learning including recorded lectures; use of text-based and multi-media resources; directed activities in professional contexts; supported self-study; interaction with tutors using a variety of digital learning tools; independent study.
ILO 1: Systematically identify and evaluate educational concepts and issues related to your specific field of study and engage in critical debate about current educational issues, drawing on evidence from theory, research and practice	For recommendation of QTS: In addition to the above, face-to-face seminars and tutorials in school.
	Assessment Methods
	Each ILO will be assessed through a range of different assessment methods to ensure that students are developing specialised skills and knowledge throughout the course as appropriate to the subject and phase in which they are working. Some (indicated) assessment methods apply only to the recommendation for QTS.
ILO 2: Develop and deploy a range of transferable personal and professional skills relevant to the subject and phase in which you are working	ILO 1*:* Formative assessment through directed tasks and activities. Summative assessment through written assignments at Level 7 showing critical analysis and reflection drawing on evidence from theory, research and practice.
ILO 3: Demonstrate self-direction to identify, formulate and justify solutions to teaching and learning problems relevant to the subject and phase in which you are working	ILO 2: Formative activities such as subject knowledge auditing with target setting and reflective feedback in online discussions. Summative assessment through written assignments at Level 7 showing critical analysis and reflection drawing on evidence from theory, research and practice.
ILO 4: Develop academic and pedagogic subject knowledge relevant to your programme of study and continue to advance this subject and pedagogic understanding through review and reflection	ILO 3: Formative activities in teaching and learning based on the professional context in which you are working. Summative assessment through written assignments at Level 7 showing critical analysis and reflection drawing on evidence from theory, research and practice.
	ILO 4: Formative activities such as subject knowledge auditing with target setting and reflective feedback on different school contexts in online discussions. Summative assessment through written assignments at Level 7.
	For recommendation of QTS: in addition to the above, formative assessment through the completion of Formative Reflections on Achievement and Progress. Summative assessment through a Final Summative Report with confirmation of meeting the requirements of the National College for Teaching and Leadership based on evidence presented in an Individual Development Portfolio.

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B Academic Discipline Core skills & Knowledge	*Learning & Teaching activities (in/out of class)*
ILO 5: Critically evaluate the relevance of learning theory to practice ILO 6: Synthesise relevant literature in support of an argument ILO 7: Use appropriate technologies for data handling and writing ILO 8: Present data and findings in an appropriate form ILO 9: Use research data in support of an argument	Online learning including recorded lectures; use of text-based and multi-media resources; directed activities in professional contexts; seminars; supported self-study; interaction with tutors online and using a variety of digital learning tools; completion of an enquiry-based study at Level 7.
	Assessment Methods
	ILOs 5 – 9 will be assessed through: Online discussions with peers and tutors; directed tasks; keeping records of pupils' attainment. Formative assessment through directed tasks and assignments. Summative assessment through an enquiry-based assignment at Level 7. For recommendation of QTS: in addition to the above, formative activities such as use of the Framework for Dialogue about Teaching during reflective dialogue in Supervisory Conferences. Final Summative Report with confirmation of meeting the requirements of the National College for Teaching and Leadership based on evidence presented in an Individual Development Portfolio.

C Personal/ Transferable/ Employment Skills & Knowledge	Learning &Teaching activities (in/out of class)
ILO 10: Manage your own development as an autonomous professional ILO 11: Develop the organisational and transferable skills central to professional autonomy ILO 12: Learn effectively and be aware of your own learning strategies ILO 13: Express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purp ILO 14: Deal with complex problems both systematically and creatively and develop strategies for their resolution ILO 15: Interpret and use data effectively in learning and skills processes ILO 16: Competently use library and electronic resources including databases, websites and virtual learning environments to support learning.	Completion of Initial Needs Analysis and related Action Plans; accessing online lectures; use of electronic resources including online access to the library; directed study tasks; For recommendation of QTS: Lesson planning; marking, assessment and recording of pupils' attainment. Compilation of an Individual Development Portfolio showing achievement against the Standards required by the NCTL.
	Assessment Methods
	ILO 10 - 15. Formative tasks and activities included in the online modules; online and face-to-face discussions. Formative assessment through feedback from tutors. Summative assessment through assignments at level 7. For recommendation of QTS: Formative assessment through completion of Formative Reflections on Achievement and Progress. Summative assessment through Final Summative Report with confirmation of meeting the requirements of the National College for Teaching and Leadership based on evidence presented in an Individual Development Portfolio. ILO 16. Formative activity through the use of the virtual learning environment including participation in online discussions. Formative activities showing engagement with literature and the ability to synthesise reading and apply learning to practice. Summative assessment through level 7 assignments.

7	**Programme Regulations**

Credit

The programme consists of 60 credits at Level 7 together with a non-credit bearing module. The pass mark for award of credit in an individual postgraduate module is 50%.

Classification

The marking and classification of the Level 7 modules corresponds to the following percentage marks:

Distinction 70%+
Merit 60-69%
Pass 50-59%

The Professional Learning, non credit-bearing module, is included in the programme to demonstrate achievement of the Standards required by the NCTL for recommendation for QTS. Evidence for achievement of the Standards is presented in an Individual Development Portfolio and assessed for pass or fail by means of a Final Summative Report.

Full details of [PGT programmes assessment regulations](#) can be found in the Teaching Quality Assurance Manual (TQA) on the University of Exeter website. [Generic marking criteria](#) are also published here.

Please see the [Teaching and Quality Assurance Manual](#) for further guidance.

QTS

Recommendation for QTS will be made following submission of an Individual Development Portfolio containing evidence of achievement of the Standards as required by the NCTL. This is assessed for pass or fail only.

8	**College Support for Students and Students' Learning**

Personal and Academic tutoring: It is University policy that all Colleges should have in place a system of academic and personal tutors. The role of academic tutors is to support you on individual modules; the role of personal tutors is to provide you with advice and support for the duration of the programme and extends to providing you with details of how to obtain support and guidance on personal difficulties such as accommodation, financial difficulties and sickness. You can also contact individual teaching staff by email.

Your university personal tutor will communicate regularly with you electronically. A university link tutor, who may or may not also be your personal tutor, will visit you in school once per term to quality assure and moderate the school-led training and to provide some support for your Level 7 study.

9	**University Support for Students and Students' Learning**

Learning Resources:

At Exeter, the **University Library** maintains its principal collections in the main library buildings on the Streatham and St Luke's campuses, together with a number of specialist collections related to certain academic disciplines. New copyright regulations permit the use of electronic versions of volumes held by the University's Libraries, and the electronic journals database (EBSCO) enables students to access most periodicals from the 1990s electronically. This is a significant resource for distance-learning students. The University Library also operates an electronically-based help facility and help can also be provided via the telephone.

Information Technology (IT) Services provide a range of services for University students including online helpdesk facilities and telephone helpdesks.

Useful information and student resources can be accessed via the **Exeter Learning Environment** (ELE): http://vle.exeter.ac.uk/login/index.php , which has specific information on library skills, essay writing and research skills.

The following support services relevant for distance-learning students are available:

- **Study Skills Service** - can provide guidance and information on all aspects of academic study and skills.

- **Student Advice Centre** (Guild of Students, first floor, Devonshire House) is your first port of call for free, impartial and confidential advice on a range of issues: housing, finance, and academic matters. For distance-learning students, email communication with the Student Advice Centre is available.

- **Students' Guild**: is the students' union of the University of Exeter.

- **Student complaints** procedure.

- **Chaplaincy** - here to support and encourage students from Christian and non-Christian faiths

- **The International Student Support Office** supports non-UK students across all University of Exeter campuses.

- **INTO University of Exeter** partnership provides English Language and other preparatory courses for international students INTO offers in-sessional English classes for international students as well as pre-sessional programmes.

- **AccessAbility** (Previously called the Disability Resource Centre [DRC]). The University is committed to supporting disabled students, staff and visitors on all its campuses. AccessAbility aims to provide advice, guidance, signposting to other services and face-to-face assistance to students as necessary.

- **Wellbeing Services** The University of Exeter Wellbeing Services team is made up of counsellors and mental health practitioners who are all highly skilled and experienced in recognising how psychological and mental health difficulties can affect students' studies. They are able to offer advice, therapeutic and practical support to help students cope personally and to manage their studies.

10	Admission Criteria

All applications are considered individually on merit. The University is committed to an equal opportunities policy with respect to gender, age, race, sexual orientation and/or disability when dealing with applications. It is also committed to widening access to higher education to students from a diverse range of backgrounds and experience.

Candidates must satisfy the general admissions requirements of the University of Exeter.

The Graduate School of Education welcomes applications from all students, regardless of gender, race, nationality, ethnic identity or national origin, socio-economic status, religious or political beliefs, disability, age, marital status, family circumstances, or sexual orientation. The PGCE (School Direct) programme welcomes applications from students with disabilities, subject to applicants meeting the DfE 'Fitness To Teach' requirements. Attendance at an interview is a requirement of admission to the programme.

Academic requirements: All students embarking on the PGCE (School Direct) programme must have a first degree at honours level with a classification of 1st or 2:1 (a 2.2 degree is acceptable in some circumstances) with appropriate academic subject knowledge to match their chosen training programme. Students must also have a Grade C or above in GCSE English, Maths, and Science (or equivalent) if they are in a primary school placement; a Grade C or above in GCSE English and Maths (or equivalent) if they are in a secondary school placement.

Health requirements: Students embarking on the PGCE (School Direct) programme are required to complete a form describing their state of health that will be checked against the DfE 'Fitness to Teach' criteria (http://media.education.gov.uk/assets/files/pdf/i/itt%20criteria%202012.pdf).

Legal requirements: All students embarking on the PGCE (School Direct) programme are required to provide an Enhanced Disclosure from the Disclosure and Barring Service (DBS) that is deemed satisfactory by the University. This check will be carried out by the employing school in the case of the School Direct Training Programme (salaried) students to confirm that there are no criminal offences on their record which should prevent them from teaching. More detailed information about this is available on http://www.exeter.ac.uk/crb/.

There is no non-standard admission to the programme.

11 Regulation of Assessment and Academic Standards

Each academic programme in the University is subject to an agreed College assessment and marking strategy, underpinned by institution-wide assessment procedures.

The security of assessment and academic standards is further supported through the appointment of External Examiners for each programme. External Examiners have access to draft papers, course work and examination scripts. They are required to attend the Board of Examiners and to provide an annual report. Annual External Examiner reports are monitored at both College and University level. Their responsibilities are described in the University's code of practice. See the University's TQA Manual for details.

Reports from External Examiners for all programmes are available on the University website.

12 Indicators of Quality and Standards

Certain programmes are subject to accreditation and/ or review by professional and statutory regulatory bodies (PSRBs). Ofsted inspects initial teacher education (ITE) provision within a required framework.

The University and its constituent Schools draw on a range of data in their regular review of the quality of provision. The annual National College for Teaching and Leadership's Performance Profiles Dataset details admission, progression, completion and first career destination data, including comparisons over a five-year time span. In addition, the ITE programmes maintain their own data, relevant to the programme, including degree entry standards, gender, ethnicity and disability data. An annual benchmarking report is produced comparing each programme's performance with national and regional competitors (using the TA Performance Profiles dataset).

13 Methods for Evaluating and Improving Quality and Standards

The University and its constituent Colleges draw on a range of data to review the quality of educational provision. The College documents the performance in each of its taught programmes, against a range of criteria on an annual basis through the Annual Programme Monitoring cycle:
- Admissions, progression and completion data
- In Year Analysis data
- Previous monitoring report
- Monitoring of core (and optional) modules
- External examiner's reports and University and College responses (reported to SSLC)
- Any Professional, Statutory and Regulatory Body/accrediting body or other external reports
- Consultation with employers and former students
- Staff evaluation
- Student evaluation
- Programme aims

Subject areas are reviewed every four years through a periodic subject review scheme that includes external contributions.

The ITE programmes at the University of Exeter include a rigorous annual cycle of review and evaluation:
- Each module leader (convenor) completes an Annual Module Evaluation and Review document (AMER). Improvement targets set in the previous AMER are reviewed, the module is evaluated using feedback from students, University and school-based tutors and external examiners so that new improvement targets can be set. These are monitored at intervals through the year by the programme director and at programme management meetings.
- The programme directors use the completed AMERs as the basis for preparing an Annual Programme Evaluation and Review (APER) to review previously set improvement targets, evaluate the programme and set new improvement targets. The Teacher Education Management group has

an overview of programme APERs, monitors outcomes and agrees further developments at programme level.

- In addition, to comply with the requirements of the National College for Teaching and Leadership, the Head of Teacher Education (or equivalent) completes an annual Self Evaluation Document (SED) using the AMERs and APERs with additional data analysis and comparison with regional and national providers. The SED is submitted annually to the National College for Teaching and Leadership and is used as a key document in an Ofsted inspection, should this be scheduled for the ITE programmes.

14	**Awarding Institution**	University of Exeter
15	Lead College/Teaching Institution	College of Social Sciences & International Studies / Graduate School of Education
16	Partner College(s)/ institution	N/A
17	**Programme accredited/validated by**	The University of Exeter is accredited to provide Initial Teacher Training programmes by the National College for Teaching and Leadership and is inspected regularly by Ofsted.
18	**Final Award(s)**	PGCE (School Direct) or PGCert in Professional Studies in Education
19	**UCAS Code (UG programmes)**	N/A
20	**NQF Level of Final Award(s):**	7
21	**Credit (CATS and ECTS)**	60 (30 credits ECTS)
22	**QAA Subject Benchmarking Group (UG and PGT programmes)**	N/A
23	**Origin Date:** March 2013	**Last Date of Revision:** N/A