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## Initial Teacher Training Academic Framework

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Responsible Office	Academic Governance and Policy
Responsible Officer	Head of Academic Governance and Policy
Approval authority	Academic Board
Date of approval	21 May 2019
Amended (if applicable)	v1.2 June 2021 (in response to re-design of ITT provision)
Effective Date	New enrolments after date of approval
Supersedes	Local regulations
Next review due	May 2024

## **1 Modular Structure**

- 1.1 The credits and levels for different initial teacher training awards are set out in the University's Qualifications Credit Framework. The programme intended learning outcomes for an Initial Teacher Training programme will normally be the Teacher Standards.
- 1.2 The academic year will normally be delivered over the course of a year with one final assessment point at the end of the programme. Where a programme is longer than one year, it will also include a progression point.
- 1.3 Modules will normally be 15 credits in size or multiples thereof. The largest module size permitted is 60 credits.
- 1.4 There will, in addition, be a non-credit-bearing module related to the recommendation for Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS). The Definitive Programme Document will note where responsibility for the recommendation of QTS or EYTS is located.
- 1.5 Subject specialisms on the Primary and Early Years and Secondary ITT programmes will be enabled through non-credit bearing modules, and, if passed, will inform the award title.
- 1.6 Programmes will normally comprise a combination of University-based time and school-based time. The minimum time required of each part will be set out in the Definitive Programme Document.
- 1.7 Modules can be Core (these must be taken and passed by all students in the subject), Required (these must be taken and passed by all students on a particular route or pathway), Required\* (these are modules within a defined list from which a selection must be taken and passed by students on a particular route or pathway) or Optional. Optional modules may be subject-specific (ie count towards the credit the student must pass to be awarded a particular degree) or, additionally, available to students from other subjects as an Elective (ie outside of the subject-specific credit requirements for their named degree).

## **2 Types of award**

- 2.1 Professional Graduate Certificate in Education (PrGCE)
  - 2.1.1 A Professional Graduate Certificate in Education will comprise 60 credits, some or all of which may be at Level 6. The award of a Professional Graduate Certificate in Education is also dependent on a student successfully meeting the requirements to be recommended for Qualified Teacher Status or Early Years Teacher Status.
- 2.2 Postgraduate Certificate in Education (PGCE)
  - 2.2.1 A Postgraduate Certificate in Education will comprise 60 credits, all of which must be passed at Level 7. The award of a Postgraduate Certificate in Education is also dependent on a student successfully meeting the requirements to be recommended for Qualified Teacher Status or Early Years Teacher Status.
- 2.3 Postgraduate Diploma in Education (PGDE)
  - 2.3.1 A Postgraduate Diploma in Education will comprise 120 credits, all of which must be passed at Level 7. The award of a Postgraduate Diploma in Education is also dependent on a student successfully meeting the requirements to be recommended for Qualified Teacher Status or Early Years Teacher Status.
- 2.4 Recommendation for Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS)
  - 2.4.1 Students registered on the Assessment-only QTS programme will be assessed against the Teacher's Standards that determine the recommendation for Qualified Teacher Status. An academic award of the University will not be made in these instances.
  - 2.4.2 Students who are registered for the Postgraduate Certificate in Education or Postgraduate Diploma in Education who fail the non-credit-bearing module that determines the recommendation for Qualified Teacher Status or Early Years Teacher Status will receive an

academic award with the title of PgCert/PgDip in Education Practice, or as per the age-related focus of their academic programme, PgCert/PgDip in Early Years Education Practice, PgCert/PgDip in Primary Education Practice or PgCert/PgDip in Secondary Education Practice. Students who have achieved some or all credit at level 6 and would otherwise have been eligible for a Professional Graduate Certificate in Education will receive a Graduate Certificate in Education Practice, or as per the age-related focus of their academic programme, Graduate Certificate in Early Years Education Practice, Graduate Certificate in Primary Education Practice, Graduate Certificate in Secondary Education Practice.

- 2.4.3 Where the age-related focus of the programme is only included in non-credit bearing modules, the title of the exit award will be determined by whether or not the relevant subject/phase knowledge non-credit bearing module(s) have been passed.
- 2.4.4 For students enrolled on the Professional Graduate Certificate in Education or the Postgraduate Certificate in Education, a recommendation for Qualified Teacher Status or Early Years Teacher Status is also dependent upon successful completion of the credit-bearing modules on the programme. For students enrolled on the Postgraduate Diploma in Education, a recommendation for Qualified Teacher Status or Early Years Teacher Status is made at the progression point.

**3 Module assessment**

- 3.1 All assessments must be passed in order for the module to be passed. Failure in one assessment cannot be compensated by a pass in another assessment within the module nor can a pass in one module compensate for failure of another one.
- 3.2 A maximum of three submissions will be permitted on exception. When making a third submission, the student must submit at Level 6.
- 3.3 All modules will be Pass/Fail for the purposes of the award.
- 3.4 The QTS/EYS module assessment is based on the Teacher’s Standards.

**4 Progression and outstanding credit**

- 4.1 Where a programme is two years in length (normally a PGDE) and there is a formal assessment point at the end of the first stage (normally the completion of the PGCE stage), up to 30 credits may be trailed to the next stage unless the programme regulations state otherwise.
- 4.2 Where an outcome of ‘fail’ has been recorded, the student must re-take the module with attendance; where an outcome of ‘defer’ or ‘refer’ has been recorded, only the outstanding assessments need to be attempted.

**5 Determination of final award and classification**

- 5.1 Postgraduate Certificates in Education and Postgraduate Diplomas in Education (and all exit awards) are classified as follows:

Pass
Fail

- 5.2 Recommendations for Qualified Teacher Status only do not include an academic award of the University therefore there is no degree mark.

**6 Fitness to Practise (Suitability)**

- 6.1 For entry to an Initial Teacher Training programme, a student must meet the Government’s definition for suitability or fitness to practise as a teacher. A condition of enrolment is that these entry requirements are maintained throughout the student’s studies and failure to do so will normally lead to termination of enrolment.

**7 Transfer**

- 7.1 Transfers between subject specialisms or age specialisms may be possible in some circumstances. The latest opportunity for transfer between awards will be dependent on the precise nature of the transfer and students should seek advice as early as possible.