

Programme Specification

PGCE (Generic) FT (PGTA route)

GAL7PGCE

For students entering in 2025/26

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	PGCE (Generic) FT (PGTA route) -
Accreditation	<ul style="list-style-type: none">• Level 6 Postgraduate Teacher Apprenticeship Standard• Level 7 Postgraduate Certificate in Education• Department for Education (Qualified Teacher Status)
Programme Start Dates	
QAA Subject Benchmarking Group	QAA 2019 Subject Benchmark Statement for Education Studies Dec 2019 Framework for Higher Education Qualifications; Level Descriptors for L6 and L7

Programme information and content

The postgraduate teaching apprenticeship is an initial teacher training (ITT) route that:

- combines paid work with off-the-job training
- leads to qualified teacher status (QTS)

The Postgraduate Teacher Apprenticeship is aimed at employed members of staff in school settings who wish to undertake a teaching apprenticeship as their route to gaining Qualified Teacher Status alongside a Teacher Apprenticeship qualification and academic award. It is a fast-paced programme that requires in-school attendance alongside off-the-job training including face to face and online study. As well as leading to the Teacher Apprenticeship Standard, the Programme meets all requirements set out in the DfE ITT criteria and supporting advice at <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Apprentices must be paid in accordance with at least the minimum of the unqualified teacher pay range for the period of their training.

The Apprenticeship is designed to equip well-qualified graduates with the professional skills necessary to become committed, effective, reflective, early career teachers, who can respond flexibly to changing circumstances, maintain and enhance educational standards in primary and secondary schools and continue to develop their knowledge, skills and understanding throughout their professional lives. This programme leads to:

Level 6 Teacher Apprenticeship, the Level 7 Postgraduate Certificate in Education and QTS.

The programme is a one-year, postgraduate course qualifying students to teach the 3-11 or 11-18 age range. It awards graduates with Qualified Teacher Status (QTS) at the end of the programme.

Each subject specialism or phase gives the same exit award and students develop the same skills and attributes from the Professional Studies sessions. However, the on-the-job-training that the students complete along with the subject/phase-specific taught sessions will give students the subject knowledge and additional skills to become subject or phase specialists in their chose age/subject.

Achievement of QTS (Qualified Teacher Status) – awarded by the Department for Education – will be a mandatory requirement for apprentices’ successful completion of the course.

Programme Learning Outcomes

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During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

LEARNING OUTCOMES

1	To become evidence-informed teachers, with the knowledge and understanding of teaching as a professional and research-based activity, showing awareness of key issues in education and how they impact school settings
2	To become compassionate professionals, who are able to be empathetic and inclusive, showing pastoral understanding of children’s needs
3	To become responsive and reflective practitioners who are pedagogically skilled in order to meet the diverse needs of all learners
4	To become creative critical curriculum thinkers, who develop rich subject knowledge and informed teacher autonomy in order to manage the challenges of the 21st century curriculum
5	To become ethical community participants who understand social justice and how this intersects with being a responsible local and global citizen
6	To demonstrate that they meet the Postgraduate Teacher Apprenticeship Standard at the end of the programme, including the ability to communicate clearly, appropriately and professionally, both orally and in writing, across a range of classroom and school contexts.
7	To be able to engage systematically with literature to develop conceptual understanding of research and enquiry in the field and inform decision-making in practice

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

Module information

The programme comprises 120 level 6 credits + 60 level 7 credits, allocated across a range of compulsory modules as shown below.

Compulsory modules

Module	Name	Credits	Level
ED3GITA	Practical Teaching: Guided Implementation - PGTA	40	6
ED3IITA	Practical Teaching: Independent Implementation - PGTA	40	6
ED3SITA	Practical Teaching: Shared Implementation - PGTA	40	6
EDMPIP	Investigating Practice	40	M
EDMPRT	The Reflective Teacher	20	M

Pathways – primary

There will be three pathways available:

- Primary (5-11)
- Primary (3-7)
- Primary (Special Educational Needs and Disabilities (SEND))

Pathways – secondary

There will be twelve pathways available:

- Art & Design
- Design & Technology
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Physical Education
- Science with Biology
- Science with Chemistry
- Science with Physics
- Physics with Mathematics

Part-time or flexible modular arrangements

The PGTA is designed for learners who are in full-time employment. It requires a minimum of 20% off the job training across the full period of study. The PGTA is not available as a part-time option.

Placement opportunities

Apprentices on this programme remain on placement throughout the year, alongside their off-the-job training. The programme offers substantial experience in a main and contrasting placement school, including post-16 experiences for those on the secondary pathway.

Apprentices must complete a minimum of 120 days in school and have taught in at least two schools, with a minimum of three weeks in their contrasting school. They will need to be released from their employing schools to spend time teaching in another school. They will spend a minimum of 15 hours per week on average in classrooms as set out within the ITT Compliance criteria.

Study abroad opportunities

There are no Study Abroad options for this programme.

Optional modules

There are no optional modules for this programme.

Teaching and learning delivery

The Apprenticeship is delivered through:

- Regular support from your workplace mentor to support your success
- 20% off the job training time attending online sessions and face-to-face sessions, working independently through asynchronous online materials, reading, reflecting upon and writing about your progress, observing other people teaching and deconstructing practice with expert colleagues
- Experienced university tutors will deliver high-quality training to support your teaching pedagogy throughout the Apprenticeship

In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study.

The teaching approach will incorporate the 'Intensive Training and Practice (ITAP) approach. This follows an Introduce – analyse – prepare – enact – assess model to ensure that you link theory with practice throughout your programme.

Throughout the programme you will engage with your workplace mentor as well as your Apprenticeship Tutor setting targets, monitoring progress and engaging in and recording all 'meaningful contacts' via an e-portfolio and the UoR VLE (Blackboard) as appropriate.

Information about module study hours including contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

The Department for Education awards the QTS part of the qualification following recommendation from the University.

The PGCE is awarded by the University of Reading.

The Teacher Apprenticeship is awarded by the DfE*

*Previously the ESFA, which closes March 2025

Assessment

Assessment of school-based tasks as part of the portfolio of evidence will involve meeting the stated criteria for each task. Assessment of school-based work will also include weekly observation and feedback on practical teaching and assessment against the Apprenticeship Standard. Further information is contained within the individual module descriptions.

Achievement of QTS is a mandatory requirement for apprentices to proceed through the gateway to the End Point Assessment which completes the Apprenticeship. This comprises a lesson observation and professional discussion conducted by an external End Point Assessment Organisation to quality assure the training and development of the apprentice. This takes place within three months of reaching the gateway (successfully completing the practical period, being recommended for QTS and meeting all other eligibility criteria) as determined by the employer.

Before going forward for the end-point assessment, the apprentice must have:

- Successfully completed an Initial Teacher Training (ITT) course delivered by a provider accredited by the National College for Teaching and Leadership or DfE; and
- Obtained Qualified Teacher Status awarded by an accredited ITE provider.

The apprentice must have also completed a portfolio of evidence compiled over the duration of the ITT. The employer, who should gather views from the training provider and the apprentice to inform this decision, decides whether the apprentice is ready for the gateway.

Assessment of the level 7 elements will be through written assessments as set out in the EDMPT and EDMPIP module descriptors.

Progression

Students are required to pass all three placement modules to pass the programme.

- Students failing the autumn placement module (ED3SITA) will normally be required to suspend the programme until the following autumn
- Students failing the spring placement module (ED3GITA) will not progress to the summer placement module; instead they will be offered a resit during the next placement opportunity and normally undertake their summer placement module during the autumn term in the next academic year.
- Students failing the summer placement module (ED3IITA) will be offered a resit during the next placement opportunity, normally during the autumn term in the next academic year.

NB resit opportunities for Apprentices will need to follow the Apprenticeship Guidance on 'breaks in learning' and be documented within the Learner Management System (LMS), and will be subject to continuing employment in the employing school.

End point assessment: completion of the PGTAEPA module is required for the award of the PGCE. This is dependent upon successful completion of the end point assessment.

Level 6 modules

To pass each of the level 6 placement modules, students must meet the curriculum check-point requirements as stipulated per module. These check-point criteria meet DfE requirements and cumulatively lead to recommendation of QTS.

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Postgraduate Certificate

The following conditions must be satisfied for the award of a Postgraduate Certificate:

Award of a Postgraduate Certificate

- i. an overall weighted average of 50% or more over 60 credits

and to be recommended for QTS Apprentices must:

- ii) pass all level 6 modules.

To qualify for the lesser exit award, **Professional Graduate Certificate in Education (with QTS)**, apprentices must pass all level 6 modules only.

Details of the classification method is given in detail in the [Assessment Handbook](#) under:

- Section 19: Awards: Postgraduate Master's, Postgraduate Diploma, Postgraduate Certificate

Please note that there may be a specific version for your year of entry.

Additional costs of the programme

Travel, accommodation and subsistence: students cover the cost of transport to and from their placement school and to the University of Reading for off-the-job training.

The fee for the top-up to PGCE is an additional £1540.

Students are not required to purchase any textbooks. A range of resources to support the curriculum, including e-books and other electronic resources, are available through the TALIS reading list via the Blackboard VLE.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2025.

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

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