

## **PGCE Primary Education For students entering in 2005**

Awarding Institution	The University of Reading
Teaching Institution:	The University of Reading
Programme length:	10 months
Date of specification:	16 July 2004
Programme Director:	Kriss Turner
Board of Studies:	Board for Primary Initial Teacher Training
Accreditation:	Teacher Training Agency PGCE and QTS

### **Summary of programme aims**

The aim is to equip well-qualified graduates with the professional skills necessary to become committed, effective, reflective newly qualified teachers who can respond flexibly to changing circumstances, maintain and enhance educational standards in primary schools and continue to develop their knowledge, skills and understanding throughout their professional lives.

The course will furnish candidates with the knowledge, skills and understanding to plan, deliver and evaluate lessons that meet National Curriculum and assessment requirements, monitor pupils' achievements and understand how to help each individual child reach their potential.

### **Transferable skills**

In following this programme and achieving the Standards for QTS, trainees will have had the opportunity to develop their skills of analysis, oral and written communication, planning, self-management, time-management, management of other adults, research and dealing with professional issues. These will be demonstrated by students:

- assimilating and critically analysing statutory requirements, policies and evidence of practices in a professional field; investigating contradictory information and identifying reasons for contradictions
- critically evaluating their own work, engaging effectively in debate in a professional manner and using this reflection to set targets for their own professional development;
- working in complex and unpredictable contexts, demanding selection and application from a wide range of innovative or standard techniques.
- working as a member of a professional team
- articulating their thoughts and research findings in writing or making oral presentations to a range of different audiences, using visual aids and ICT to enhance the presentation
- undertaking independent or collaborative research, using library, internet and other academic resources

### **Programme content**

The programme ensures that students achieve and can go beyond the Standards for QTS. The programme is equally split between University based and school – based training. Students develop their knowledge and understanding of all primary curriculum subjects and issues related to pedagogy, linked to relevant research and national initiatives, through General Professional Studies, subject specific studies and development of their own subject knowledge. The programme enables constructive consideration of theory linked to practice, to produce reflective practitioners in the Foundation Stage, Key stage One and Key Stage Two.

### **Part-time/Modular arrangements**

All trainees take 11 modules to obtain 180 H credits or 120 H credits and 60 M credits. It is assumed that all trainees will follow three Masters modules.

**ALL** trainees take **the six core modules** ED3PP1; ED3PE1; ED3PM1; ED3PS1; ED3PK; ED3PF. These are General Professional Studies, Foundation subjects, core subject knowledge and the first modules for english, maths and science

Trainees select a **SPECIALISM or SPECIAL STUDY module**. Trainees select French Specialism EDMPSF or ED3PSF, Music Specialism EDMPSM or ED3PSM or Special Study EDM PSS or ED3PSS. It is assumed that this will be studied at M level. Transfer to H level is made with the agreement of the supervisor / specialism tutor and programme director.

Trainees select the **General Professional Studies: The reflective practitioner module** at either H or M level, ED3PP2 or EDMPP2. It is assumed that this will be studied at M level. Transfer to H level is made with the agreement of the GPS tutor and programme director.

Trainees select **Effective Teaching for the learning of English, Mathematics and Science**. They may select one of these at Masters level and the other two at H level. ED3PE2 or EDMPE2, ED3PM2 or EDMPM2, ED3PS2 or EDMPS2

<i>Core modules</i>		<i>Credits</i>	<i>Level</i>
ED3PP1	GPS: Understanding teaching and the role of the teacher	10	H
ED3PE1	Understanding Teaching and Learning of English	10	H
ED3PM1	Understanding Teaching and Learning of Mathematics	10	H
ED3PS1	Understanding Teaching and Learning of Science	10	H
ED3PF	Introduction to the foundation subjects	20	H
ED3PK	Core Subject Knowledge	20	H

### **Progression requirements**

Students register at the beginning of the Autumn Term.

Core modules must be completed satisfactorily before commencing optional modules. These must be selected by the end of January in the Spring term

### **Summary of teaching and assessment**

University based teaching includes lectures, tutor and student led seminars and workshops and feedback on individual and group research and presentation. Teaching in Partnership schools includes observations and feedback, in-service sessions and working collaboratively.

Assessment of University based assessment task will involve meeting the stated criteria for each task. A sample of submissions will be second marked and moderated. Assessment of school-based work will include feedback on practical teaching and assessed against the Standards for the Award of Qualified Teacher Status.

The award of PGCE will be accompanied by an indication of the student's overall profile in terms of Distinction, Merit, Pass or Fail

Successful completion of each H level module is achieved by gaining a mark of at least 40% against the stated assessment criteria for that module. Successful completion of an M Level module is achieved by gaining a mark of at least 50% against the stated assessment criteria for that module.

The award of PGCE will be accompanied by an indication on the University Certificate of the student's overall profile in terms of Distinction, Merit, Pass or Fail under the two headings:

- 1) Practical Teaching
- 2) Academic Studies

A student's level of achievement may be different in the two strands but a Fail in either will result in the PGCE not being awarded.

Classification of Practical Teaching will be based upon a student's overall profile in each of the five categories of the Standards for the Award of Qualified Teacher Status, as demonstrated on the final assessment grid. Recommendation for the classification will be made at the Institute examiners meeting.

Grading of Academic Studies will take into account the following requirements:

	<b>Pass *</b>	<b>Merit</b>	<b>Distinction</b>
All H level modules	Average of 40%. In addition the total credit value of all modules marked below 40 must not exceed 30 credits.	N/A	N/A
Some M level modules	Average of 40%. In addition the total credit value of all modules marked below 40 must not exceed 30 credits.	Average of 60% or over and have no mark below 40.	Average of 70% or over and have no mark below 40.
*Must Pass ED3PP1 GPS Understanding teaching and the role of the teacher ED3PE1 Understanding English Teaching ED3PM1 Understanding Mathematics Teaching ED3PS1 Understanding Science Teaching ED3PK Core Subject Knowledge			

### **QTS without PGCE**

In the case of a trainee failing to achieve an overall Pass profile in academic studies, s/he **may** be recommended to the DfES for the Award of Qualified Teachers Status. It is not possible to simply opt for QTS on the PGCE programme. Applying for, and being accepted onto, the PGCE course is taken as an agreement on both sides to work towards achievement of PGCE status. While the provision exists to recommend students for the award of QTS only, this is likely to occur in exceptional circumstances.

Students may be recommended for QTS by

- demonstrating achievement of all the Standards
- successfully passing Practical Teaching
- attending all PGCE modules
- passing TTA skills tests
- passing
  - ED3PP1 GPS Understanding teaching and the role of the teacher
  - ED3PE 1 Understanding English Teaching
  - ED3PM1 Understanding Mathematics Teaching
  - ED3PS1 Understanding Science Teaching
  - ED3PK Core Subject Knowledge

### **Admission requirements**

Entrants to this programme are normally required to have obtained a degree or equivalent qualification and at least 10 days in schools. Candidates must also satisfy the present TTA requirements for an ITT programme.

Admissions Tutors: Kriss Turner and Paul Wells

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. The Blackboard website provides discussion boards, to enable students to keep in touch, even when on block school placements.

Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union provide student guidance and welfare support. The nature of the programme means that students regularly see at least 5 members of staff. Furthermore, Primary postgraduates are allocated a personal tutor to deal with any welfare issues and supervising tutors to support their work in schools.

### **Career prospects**

The expectation is that the majority of candidates successfully completing the PGCE course will be appointed to a full time teaching post in the academic year following the course. The course will also provide an invaluable grounding for those candidates who wish to work in other educational fields such as education officers for museums and theatres.

### **Opportunities for study abroad or for placements**

This programme offers substantial experience in at least two schools, over two key stages. Trainees that select the French Specialism spend four weeks in Paris.

## Programme Outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ul style="list-style-type: none"><li>▪ Standards required for achievement of QTS</li><li>▪ Current problems and new insights into primary professional practice;</li><li>▪ How established techniques of research and enquiry are used to create and interpret knowledge of teaching and learning</li><li>▪ A specialist area, linked to a curriculum subject or an aspect of learning</li></ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>The knowledge and understanding required is set out in the students Professional Development Portfolio.</p> <p>These are addressed through all modules and through professional practice in schools.</p> <p>Feedback is initially given through formative assessed work.</p> <p>In the later parts of the course students are expected to work independently</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework feedback on practice in schools.</p> <p>Special studies and oral presentations also contribute in other parts of the programme</p>
<p><b>B. Intellectual skills – able to:</b></p> <ul style="list-style-type: none"><li>▪ Assimilate, evaluate and analyse information on teaching and learning</li><li>▪ Critically reflect upon observations and first hand experience of the learning environment</li><li>▪ Identify key issues</li><li>▪ Deal with complex issues both systematically and creatively</li><li>▪ Make informed judgements</li><li>▪ Understand the complex matrix of factors that affect the process of teaching and learning</li></ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Students assimilate, evaluate and analyse observations and practice in school based tasks, contribution to seminars, presentations, written reports and assignments. Students are involved in reflective evaluations of taught lessons and school based activities with teachers, mentors and University based staff. Students contribute to and lead seminars. Each student undertakes a school based, individually researched piece of work.</p> <p><i>Assessment</i></p> <p>Students are assessed through the matrix of Standards that make up the assessment procedure for the Standards. They also produce a number of written assignments and reports.</p>

<p><b>C. Practical skills – able to:</b></p> <ul style="list-style-type: none"> <li>▪ Act autonomously in planning and implementing tasks at a professional level</li> <li>▪ Operate as a reflective practitioner, critically evaluating present practice</li> <li>▪ Apply techniques applicable to own research or advanced scholarship</li> <li>▪ Demonstrate self direction and originality in tackling and solving problems</li> <li>▪ Interpret and present data.</li> <li>▪ Develop new skills to a high level</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Practical skills are developed through 18 weeks placements in schools. Trainees visit a number of settings for observation and practice.</p> <p><i>Assessment</i></p> <p>Students are assessed through the matrix of Standards that make up the assessment procedure for the Standards. This is formally completed three times during the year.</p> <p>They also produce a number of written assignments and reports, which relate theory to practice</p>
<p><b>D. Transferable skills – able to:</b></p> <ul style="list-style-type: none"> <li>▪ Exercise initiative and personal responsibility</li> <li>▪ Make decisions in complex and unpredictable situations</li> <li>▪ Learn independently with an appreciation of the need for continuing professional development.</li> <li>▪ Communicate ideas and arguments effectively, in writing, verbally and using appropriate presentation aids</li> <li>▪ Make effective use of the time and resources available</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>The use of ICT is embedded throughout the programme.</p> <p>Oral presentations, team work and career planning are part of General Professional Studies and other modules.</p> <p>Communication skills are the focus all modules and these are deployed in the group presentations, individual reports and school experiences.</p> <p>Time management is essential for effective teaching and in order to complete this very intensive year.</p> <p>Library resources are required for most modules and the Specialism</p> <p><i>Assessment</i></p> <p>Students are assessed through the matrix of Standards that make up the assessment procedure for the Standards. Most skills enhance performance in tehr classroom.</p> <p>Written feedback from mentors and supervisors and some written assignments and reports reflect these skills.</p>

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.

<b>Module</b>	<b>Optional Modules Title</b>	<b>All 20 credits</b>	
		<b>Level</b>	<b>Options available</b>
ED3PE2	Effective Teaching for the learning of English	H	Three at H
EDMPE2	Effective Teaching for the learning of English	M	or
ED3PM2	Effective Teaching for the learning of Mathematics	H	Two at H
EDMPM2	Effective Teaching for the learning of Mathematics	M	and 1 at M
ED3PS2	Effective Teaching for the learning of Science	H	to be
EDMPS2	Effective Teaching for the learning of Science	M	selected
ED3PP2	GPS: The reflective practitioner	H	One to be
EDMPP2	GPS: The reflective practitioner	M	selected
ED3PSF	French Specialism	H	One at
EDMPSF	French Specialism	M	either H or
ED3PSM	Music Specialism	H	M level to
EDMPSM	Music Specialism	M	be
ED3PSS	Special Study	H	selected
EDMPSS	Special Study	M	