Primary PGCE
For students entering in 2009

Awarding Institution	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	10 months
Date of specification:	October 2007
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 post graduate programme and achieving the Standards for QTS, Students 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 provides opportunities to work at post-graduate level whilst ensuring that students achieve and go beyond the national Standards for Qualified Teacher Status. 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 professional studies and subject specific studies, including development of their own subject knowledge. The programme enables constructive consideration of theory linked to practice, to produce reflective practitioners who can teach effectively in two of the three key stages: the Foundation Stage, Key Stage One and Key Stage Two.

Part-time / Modular arrangements

All Students take 8 modules to obtain evidence for QTS, a PGCE and a maximum of 60 level 7 credits. It is assumed that all Students will follow 2 level 7 modules, although there is an option to take these modules at level 6.

ALL students take **six core modules** ED3PGP; ED3PGE; ED3PGM; ED3PGS; ED3PGF. ED3PGT. These are Professional Studies: Planning, teaching and assessment, Teaching and Learning of English, Mathematics, Science and Foundation subjects and School Experience (Theory into Practice).

In addition, Students take **two modules at level 7**, EDMPSP and EDMPRP modules, Special Study and Professional Studies: The Reflective Practitioner. In exceptional circumstances, students may transfer to level 6 modules.

There are opportunities for options within the assessment tasks of some modules.
There may be opportunities to take these modules over a two year part-time period, subject to appropriate TDA allocations.

Core modules		Credits	Level
ED3PGP	Professional Studies: Planning Teaching and Assessment	20	6
ED3PGE	Teaching and Learning of English	20	6
ED3PGM	Teaching and Learning of Mathematics	20	6
ED3PGS	Teaching and Learning of Science	20	6
ED3PGF	Teaching and learning the foundation subjects	20	6
ED3PGT	Theory into Practice (practical teaching across two key stages)	20	6

Progression requirements

Students register at the beginning of the Autumn Term.
Core modules must be completed satisfactorily before recommendation for QTS

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.

Successful completion of each level 6 module is achieved by gaining a mark of at least 40% against the stated assessment criteria for that module. Successful completion of a Level 7 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 fail in either area will result in the PGCE not being awarded.
Students are awarded a **Post – Graduate** Certificate of Education if they achieve over 50% in at least one level 7 module.
Students who do not pass either level 7 module are awarded a **Professional** Certificate of Education

	Post – Graduate			**Professional**
40 credit module	Pass	Pass	40-50%	40-50%
20 credit module	Pass	<50%	Pass	<50%

Classification of practical teaching in two key stages will be based upon a student's overall profile in the Standards for the Award of Qualified Teacher Status, as demonstrated on an assessment grid. Recommendation for the classification will be made at the Institute examiners meeting.

Classification of Academic Studies will only be applied if level 7 options are taken. Students taking only level 6 modules can only be awarded a pass. Classification of Academic Studies will take into account the following requirements:

	Pass *	**Merit**	**Distinction**
All core and two level 7 modules

Total average is found by allocating equal weighting to average from level 6 modules and average from level 7 modules. | Average □ 40%

In addition, the total credit value of all modules marked below 40 must not exceed 30 credits. | Average of level 6 modules □60%

Average of level 7 modules □50%

No mark below 50

Total average □ 60% | Average of level 6 modules is □65%

Average of level 7 modules □60%

No mark below 50

Total average □ 70%. |
| * Must pass
ED3PGP Professional Studies: Planning Teaching and Assessment
ED3PGE Teaching and Learning of English
ED3PGMTeaching and Learning of Mathematics
ED3PGS Teaching and Learning of Science
ED3PGT Theory into Practice (practical teaching) | | | |

Masters Credits
Credits will be awarded for level 7 modules achieving assessment of more than 50%.
Level 7 credits will be awarded in addition to the PGCE and, in exceptional circumstances, as independent credits without the associated PGCE.

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 ED3PGT Theory into Practice (practical teaching)
- attending all PGCE modules
- passing TDA skills tests
- passing academic modules:
  - ED3PGE Teaching and Learning of English
  - ED3PGM Teaching and Learning of Mathematics
  - ED3PGS Teaching and Learning of Science

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

Admissions Tutor: Kriss Turner

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.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

The Blackboard website provides discussion boards, to enable students to keep in touch, even when on block school placements. 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. Students that select the Special Study in French spend four weeks in Paris.

Educational aims of the programme

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
▪ Standards required for achievement of QTS ▪ Current problems and new insights into primary professional practice ▪ How established techniques of research and enquiry are used to create and interpret knowledge of teaching and learning ▪ A specialist area, linked to a curriculum subject or an aspect of learning	The knowledge and understanding required is set out in the students Professional Development Portfolio and linked to assessment requirements. Current problems and insights are addressed through all modules and through professional practice in schools. Feedback is initially given through formative assessed work. In the later parts of the programme and for the optional modules, students are expected to work independently *Assessment* Most knowledge is tested through a combination of coursework and feedback on practice in schools. Students' optional modules studies contribute to other parts of the taught programme

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
▪ Assimilate, evaluate and analyse information on teaching and learning ▪ Critically reflect upon observations and first hand experience of the learning environment ▪ Identify key issues ▪ Deal with complex issues both systematically and creatively ▪ Make informed judgements ▪ Understand the complex matrix of factors that affect the process of teaching and learning	Students assimilate, evaluate and analyse observations and practice in school based tasks, contribution to seminars, presentations, written reports and assignments. Students are required to provide reflective evaluations of taught lessons and school based activities, to discuss with teachers, mentors and University based tutors. Students contribute to and lead seminars. Students are required to make informed judgements about their planning, teaching and assessments in school. Each student undertakes an individually researched school - based piece of work. Students need to present the results of their research to their peers. *Assessment* 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 that require critical analysis of practice linked to theory.

C. Practical skills – able to:	**Teaching/learning methods and strategies**
▪ Act autonomously in planning and implementing tasks at a professional level ▪ Operate as a reflective practitioner, critically evaluating present practice ▪ Apply techniques applicable to own research or advanced scholarship ▪ Demonstrate self direction and originality in tackling and solving problems ▪ Interpret and present data. ▪ Develop new skills to a high level	Practical skills are developed through placements in schools totalling 18 weeks. Students are required to plan, teach and assess their work in school, at increasing levels of independence. Students visit a number of settings for observation and practice. They are required to observe a variety of staff in each setting, constructively analysing factors effecting teaching and learning The optional modules require students to work independently on an area of interest and apply their research to practice in school. Students need to present the results of their research to their peers and, where possible, to school staff. *Assessment* Students are assessed through a matrix of Standards for QTS. This is initially completed as formative feedback and then formally completed during the final school experience. Classification indicates the level of practical success. Students maintain evidence of progression towards these Standards in their PDP They also produce a number of written assignments and reports, which critically relate theory to practice

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
- Exercise initiative and personal responsibility - Make decisions in complex and unpredictable situations - Learn independently with an appreciation of the need for continuing professional development. - Communicate ideas and arguments effectively, in writing, verbally and using appropriate presentation aids - Make effective use of the time and resources available	The use of ICT is embedded throughout the programme. Teaching constantly requires decision making; no classroom is predictable. Continuing professional development is a focus of the teaching profession and a requirement of the Standards for QTS. Oral presentations, team work and career planning are part of Professional Studies and other modules. Communication skills are a focus in all modules and these are deployed in group presentations, individual reports and school experiences. Time management is essential for effective teaching and in order to complete this very intensive year. Library resources are required for all modules. *Assessment* Students are assessed through the matrix of Standards that make up the assessment procedure for the Standards. Most skills enhance performance in the classroom. Written feedback from mentors and supervisors and some written assignments and reports reflect these skills.

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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.

Optional modules			
Module Number	**Title**	**Credits**	**Level**
EDMPSP	Special Study	40	7
EDMPRP	Professional Studies: The Reflective Practitioner	20	7
ED3PSP	Special Study	40	7
ED3PRP	Professional Studies: The Reflective Practitioner	20	7