

Primary PGCE

For students entering in 2010

Awarding Institution	University of Reading
Teaching Institution:	University of Reading Faculty of Social Sciences
Programme length:	10 months
Date of specification:	April 2010
Programme Director:	Helen Bilton
Board of Studies:	Board for Primary Initial Teacher Training Programmes
Accreditation:	TDA

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

Transferable skills

In following this postgraduate 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 postgraduate 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 and early years foundation stage 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 key stages: the Early Years Foundation Stage, Key Stage One and Key Stage Two.

ALL students take **six core modules** and **two modules at level 7**.

There are opportunities for options within the assessment tasks of some modules.

<i>Core modules</i>		<i>Credits</i>	<i>Level</i>
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
<i>Level 7 modules</i>		<i>Credits</i>	<i>Level</i>
EDMPSP	Special Study	40	7
EDMPRP	Professional Studies: the Reflective Practitioner	20	7

Part-time / Modular arrangements

The programme is studied on a full-time basis. Part-time study arrangements may be considered in exceptional circumstances.

Progression requirements

Students register at the beginning of the Autumn Term.

Students must pass the following modules to progress to the remainder of the programme:

ED3PGE Teaching and Learning of English

ED3PGM Teaching and Learning of Mathematics

ED3PGS Teaching and Learning of Science

Following resubmission (ie the second attempt), the results for these modules will be considered at an interim Examination Board, usually held in March. Students who have not passed these modules, which are required for award of QTS (the minimum award possible), will not be permitted to remain on the programme.

Assessment and Classification

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 tasks will involve meeting the stated criteria for each task. Assessment of school-based work will include feedback on practical teaching and assessment against the Standards for the award of Qualified Teacher Status.

Level 6 modules are marked using grades 1-4; for classification purposes these equate to the following percentage marks: Grade 1: 80; Grade 2: 65; Grade 3: 55; Grade 4: 35. Level 7 modules are awarded a percentage mark using the whole of the mark range.

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 or Pass 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 **Postgraduate** Certificate of Education if they achieve over 50% in at least one level 7 module (EDMPSP or EDMPRP) and no mark below 40% in the level 7 modules.

Students who do not achieve a pass for EDMPS or EDMRP, but achieve a grade of between 40 – 49% in these modules, will have the work accepted as valid for the award of a **Professional** Certificate of Education but will not accrue any M Level credits.

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. 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. The Professional Certificate of Education is eligible for a pass only. For the Postgraduate Certificate of Education the requirements for a Pass must be met prior to consideration for the award of Merit or Distinction. Classification of Academic Studies will take into account the following requirements:

	Pass *	Merit	Distinction
All core and two level 7 modules will contribute to the Classification of Academic Studies	Weighted average of 40% or more	Weighted average of level 6 modules of 60% or more	Weighted average of level 6 modules of 65% or more
Total average is found by allocating equal weighting to average from level 6 modules and weighted average from level 7 modules.	In addition, the total credit value of all modules marked below 40 must not exceed 30 credits.	Weighted average of level 7 modules of 50% or more	Weighted average of level 7 modules of 60% or more
		Overall weighted average of 60% or more	Overall weighted average of 70% or more
		No mark below 50	No mark below 50
* Must pass ED3PGP Professional Studies: Planning Teaching and Assessment ED3PGE Teaching and Learning of English ED3PGM Teaching and Learning of Mathematics ED3PGS Teaching and Learning of Science ED3PGT Theory into Practice (practical teaching)			

QTS without PGCE

In the case of a student failing to achieve an overall Pass profile in academic studies, s/he **may** be recommended to the GTC(E) for the Award of Qualified Teacher Status. It is not possible to simply opt for QTS on the PGCE programme. Applying for, and being accepted onto, the PGCE programme 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 only in exceptional circumstances.

For award of QTS only students must:

- achieve all the Standards
- attend all PGCE modules satisfactorily
- pass the TDA skills tests

- pass the following modules:
 - ED3PGE Teaching and Learning of English
 - ED3PGM Teaching and Learning of Mathematics
 - ED3PGS Teaching and Learning of Science
 - ED3PGT Theory into Practice

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: Helen Heydon

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see 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 programme will be appointed to a full time teaching post in the academic year following the programme. The programme 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
<ul style="list-style-type: none">▪ 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	<p>The knowledge and understanding required is set out in the students Professional Development Portfolio and linked to assessment requirements.</p> <p>Current problems and insights 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 programme and for the optional modules, students are expected to work independently</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and feedback on practice in schools.</p>

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Teaching/learning methods and strategies</p> <p>Students assimilate, evaluate and analyse observations and practice in school based tasks, contribution to seminars, presentations, written reports and assignments.</p> <p>Students are required to provide reflective evaluations of taught lessons and school based activities, to discuss with teachers, mentors and University based tutors.</p> <p>Students contribute to and lead seminars.</p> <p>Students are required to make informed judgements about their planning, teaching and assessments in school.</p> <p>Each student undertakes an individually researched school - based 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.</p> <p>They also produce a number of written assignments and reports that require critical analysis of practice linked to theory.</p>
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<p>C. Practical skills – able to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Teaching/learning methods and strategies</p> <p>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.</p> <p>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.</p> <p>The optional modules require students to work independently on an area of interest and apply their research to practice in school.</p> <p>Students need to present the results of their research to their peers and, where possible, to school staff.</p> <p><i>Assessment</i></p> <p>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.</p> <p>Students maintain evidence of progression towards these Standards in their PDP.</p> <p>They also produce a number of written assignments and reports, which critically relate theory to practice.</p>
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<p>D. Transferable skills – able to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Teaching/learning methods and strategies</p> <p>The use of ICT is embedded throughout the programme.</p> <p>Teaching constantly requires decision making; no classroom is predictable.</p> <p>Continuing professional development is a focus of the teaching profession and a requirement of the Standards for QTS.</p> <p>Oral presentations, team work and career planning are part of Professional Studies and other modules.</p> <p>Communication skills are a focus in all modules and these are deployed in 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 all modules.</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 the classroom.</p> <p>Written feedback from mentors and supervisors and some written assignments and reports reflect these skills.</p>
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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.