

## **PGCE Primary**

### **For students entering in 2015/6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	10 months
Date of specification:	26/Aug/2015
Programme Director:	Ms Amanda Cockayne
Programme Advisor:	Mr Andrew Happle
Board of Studies:	Board for Primary Initial Teacher Training
Programmes	
Accreditation:	Department for Education

### **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 Teachers' Standards ('the Standards'), 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 Teachers' Standards. The programme is 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. Students apply to one of the following pathways: Early Years, General Primary or Primary with French Specialism. 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>Code</i>	<i>Title</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
EDMPLS	Leadership	20	7
EDMPPS	Professional Studies: the Reflective Practitioner	40	7

### **Part-time or 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 a Professional Graduate Certificate in Education (the minimum award possible), will not be permitted to remain on the programme.

Students are required to pass both the third and fourth placements in ED3PGT in order to pass the module.

Students failing the third placement will not progress to the fourth placement; instead they will resit during the next placement opportunity and normally undertake their fourth placement during the Autumn term in the next academic year. Students failing the fourth placement will resit during the next placement opportunity, normally during the Autumn term in the next academic year.

### **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 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 Teachers' Standards.

### **Postgraduate Certificate in Education**

Students qualifying for this award will be recommended for QTS to the DfE.

To qualify for a Postgraduate Certificate, students must:

- gain an overall average mark of 50 or more over the 60 level 7 credits
- have no mark in the level 7 modules below 40
- pass all level 6 modules

The Professional Graduate Certificate in Education is available as an exit award for those suitably qualified candidates who, having attempted all modules, fail to pass the Postgraduate Certificate in Education.

### **Professional Graduate Certificate in Education**

Students qualifying for this award will be recommended for QTS to the DfE.

To qualify for a Professional Graduate Certificate, students must:

- pass all level 6 modules

The Postgraduate Certificate in Education and the Professional Graduate Certificate in Education will award a classification (pass, merit or distinction) based upon a student's summative grade for the Teachers' Standards (ED3PGT).

In cases where a student achieves an overall average of 50 or more over the 60 level 7 credits with no modules marked below 40 but does not achieve QTS, the student will be recommended for the award of PGCert Education.

### **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 NCTL 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 Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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](http://www.reading.ac.uk/student)

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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](http://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.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Teaching as a professional and research based activity,
2. Key issues in educational theory and provision,
3. Key issues affecting teaching and learning,
4. Current policies and practice,
5. How teachers develop classroom skills and improve on their practice,
6. Ways of managing the learning environment and the behaviour of young people as set out in the Teachers' Standards required for achievement of QTS.

##### **Teaching/learning methods and strategies**

Knowledge and understanding of each of these areas is developed through professional practice in schools and through all the modules. Modules will involve lectures, presentations, seminars, tutorials and workshops or school experience placements. School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities and mentoring.

##### *Assessment*

Each of these areas of knowledge and understanding is assessed as part of the assessment of school experience and through written assignments. Assessment methods include school-based tasks, subject folders and audits, creation of school resources, reports, portfolios, presentations and assessment of school experience with reference to the Teachers' Standards.

### **Skills and other attributes**

#### **B. Intellectual skills - *able to:***

1. Critically reflect upon observations and first-hand experience of the learning environment,
2. Critically evaluate the information on teaching and learning, including requirements of government and examination board requirements,
3. Critically evaluate their own classroom practice, making informed judgements,
4. Understand the complex professional framework within which teachers operate,
5. Understand the complex factors that affect teaching and learning.

#### **Teaching/learning methods and strategies**

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.

#### *Assessment*

Students are assessed through their school experience with reference to the Teachers' Standards.

They also produce written assignments and reports that require critical analysis of practice linked to theory.

#### **C. Practical skills - *able to:***

1. Observe teachers at work and reflect upon personal experience,
2. Plan, deliver and reflect on their own classroom teaching,
3. Work as a member of a professional team to teach a subject specialist,
4. Contribute to the pastoral welfare of pupils and be able to administer essential organisational tasks,
5. Demonstrate self-direction and originality in tackling and solving problems,
6. Undertake subject specific research, interpreting and presenting data.

#### **Teaching/learning methods and strategies**

All of these practical skills are developed through school experience. 5 is the focus of teaching to prepare students for writing assignments and in presenting the results of their research to peers and, where possible, to school staff.

School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities and mentoring.

#### *Assessment*

All practical skills are assessed as part of the assessment of school experience with reference to the Teachers' Standards.

Students 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**

1. Demonstrate effective oral and written communication skills,
2. Demonstrate the ability to plan effectively,
3. Manage their own time and work adhering to set deadlines,
4. Research effectively,
5. Deal with professional issues,
6. Exercise initiative and personal responsibility,
7. Make decisions in complex and unpredictable situations,
8. Learn independently with an appreciation of the need for continuing professional development.

All of these transferable skills are developed through school experience and in assignment-based modules, and are embedded in the Teachers' Standards

Modules will involve lectures, presentations, seminars, tutorials and workshops or school experience placements

School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities and mentoring.

#### *Assessment*

All transferable skills are assessed as part of the assessment of school experience and in assignments and reports.

Assessment methods include school-based tasks, subject folders and audits, creation of school resources, reports, portfolios, presentations and assessment of school experience with reference to the Teachers' Standards.

**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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**