

School Direct Primary Education with Mathematics specialism 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:	Miss Catherine Foley
Programme Advisor:	
Board of Studies:	Board for Primary Initial Teacher Training Programmes
Accreditation:	Department for Education

Summary of programme aims

The programme aims to provide trainees with the capacity to teach mathematics across the primary age-range to an exceptionally high standard, and to assume a leadership role in supporting other teachers in this key subject. The programme will address the triad of: Mathematical subject knowledge; Pedagogical understanding; Leadership skills to nurture a confident, expert practitioner, able, on qualifying, to make an immediate professional impact.

The PGCE in Primary Education with Mathematics specialism is undertaken by those trainees on the School Direct Subject Specialist in Primary (Mathematics) (SSPIP) postgraduate route into teaching. This programme specification explains the level 7 elements of the programme and the award requirements. The programme specification for the Professional Graduate Certificate in Education (within the programme specification for the Postgraduate Certificate in Education) provides information about the teacher training aspects of this programme.

Transferable skills

In following this programme trainees will develop their skills in:

- Conducting systematic literature searches using a variety of library and web-based sources
- Critically analysing contemporary research and inspection evidence
- Presenting a written argument

Programme content

Trainees undertaking this programme will be recruited to the Subject Specialist Primary Initial Teacher Training Programme (SSPIP). This programme requires trainees to complete the modules associated with the Professional Graduate Certificate in Education; a 120 credit programme comprising of 3 level 6 modules. All candidates must take all of the level 6 modules and the two level 7 modules.

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
EDM161	Exploring Mathematics	40	7
EDM162	Overcoming barriers in mathematical learning	20	7

Part-time or modular arrangements

Full time only

Summary of Teaching and Assessment

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Postgraduate Certificate in Education (PGCE) in Primary Education with Mathematics specialism
Students qualifying for this award will be recommended for QTS to the DfE.

To qualify for a PGCE in Primary Education with Mathematics specialism, 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 the level 6 modules associated with the Professional Graduate Certificate in Education

The following exit awards are available for those suitably qualified candidates who, having attempted all modules, fail to pass the PGCE in Primary Education with Mathematics specialism:

Professional Graduate Certificate in Education in Primary Education with Mathematics specialism

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 associated with the Professional Graduate Certificate in Education
- Postgraduate Certificate (PGCert) in Mathematics Pedagogy*

To qualify for the Postgraduate Certificate in Mathematics Pedagogy, 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
- The Postgraduate Certificate in Mathematics Pedagogy does not lead to a recommendation for QTS.

The PGCE and the Professional Graduate Certificate in Education will award a classification (pass, merit or distinction) based upon a student's Independent teaching (ED3PTI) school experience summative grade.

The Department for Education will formally award Qualified Teacher Status.

Admission requirements

Entrants to this programme are normally required to have obtained: at least an upper second class degree in their subject and have achieved a A*-C in A level mathematics or equivalent.

In addition, entrants must meet the entry requirements for the School Direct Subject Specialist in Primary (Mathematics) (SSPIP) postgraduate route into teaching. These entry requirements are indicated in the programme specification for the Professional Graduate Certificate in Education (within the programme specification for Postgraduate Certificate in Education).

Admissions Tutor: Catherine Foley

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-session 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

The Institute of Education has a range of specialist rooms and resources appropriate to the school curriculum. In particular these include access to the Learning Hub, from both of which trainees are able to borrow materials for use in school.

Career prospects

This programme is designed to recruit well-qualified graduates and enable them to specialise in primary mathematics teaching.

Opportunities for study abroad or for placements

As part of their School Direct Programme trainees will undertake placements in two primary schools.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- Progression in key areas of mathematics from the Foundation Stage to the end of primary schooling and beyond
- Errors and misconceptions in mathematics teaching and learning
- Barriers to learning and effective pedagogy for a range of identified groups
- The geographical and cultural context, and international comparisons for curriculum provision in mathematics

Teaching/learning methods and strategies

Interactive workshops and lectures, group meetings, one-to-one tutorials, school-based enquiry, online support materials

Assessment

An evidence and practice-based portfolio.

A written assignment.

Skills and other attributes**B. Intellectual skills - able to:**

- Identify potential barriers to learning in learning mathematics
- Critically assess strengths and weaknesses of mathematics provision
- Appraise research literature concerning mathematics pedagogy identifying implications for practice

Teaching/learning methods and strategies

Interactive workshops and lecturer, group meetings, one-to-one tutorials, school-based enquiry, online support materials

Assessment

An evidence and practice-based portfolio.

A written assignment.

C. Practical skills - able to:

- Have an overview of the issues governing good practice and can propose and defend approaches to teaching and learning for an identified group of children facing barriers in their mathematical learning
- Formulate an approach to using models, images, ICT-based and practical resources to support and enhance teaching and learning in mathematics

Teaching/learning methods and strategies

Interactive workshops and lecturer, group meetings, one-to-one tutorials, school-based enquiry, online support materials

Assessment

An evidence and practice-based portfolio.

A written assignment.

D. Transferable skills - able to:

- Conduct systematic literature searches using a variety of library and web-based sources
- Critically analyse contemporary research and inspection evidence
- Present a written argument
- Engage confidently in professional communication with others

Teaching/learning methods and strategies

Introductory workshops interactive lecturers
Independent study

Assessment

An evidence and practice-based portfolio.

A written assignment.

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.