

School Direct with PGCE Primary Education For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	10 months
Date of specification:	15/Aug/2017
Programme Director:	Dr Catherine Foley
Board of Studies:	Board for Primary ITE programmes
Accreditation:	Department for Education

Summary of programme aims

This programme aims to equip students with the professional attributes, knowledge, understanding, and skills necessary to become committed, effective, reflective newly qualified teachers and to meet the Teachers' Standards (the Standards) so that students can be awarded Qualified Teacher Status (QTS). It aims to train effective, critical and reflective teachers capable of teaching across at least two consecutive age ranges and engage them with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach. It aims to provide specialist understanding of appropriate subject curricula and pedagogy and understanding of, and ability to work within, schools and wider communities.

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

On the School Direct route (where students are recruited by schools) students may either be unsalaried or salaried. If students are on the salaried route they are employed by the main school where they are placed, and are subject to the school's contractual obligations.

Transferable skills

In following this programme and achieving the Standards, students will have had the opportunity to develop their skills of oral and written communication, planning, self-management, research and dealing with professional issues. Students will develop the following transferable skills at an appropriate level:-

1. Ability to use library and other academic resources
2. Writing skills: writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers
3. Ability to make oral presentations
4. Ability to assimilate and critically evaluate existing policies and practices in a professional field
5. Ability to undertake independent or collaborative research

Programme content

The Postgraduate Certificate in Education is a 180 credit programme comprising five inter-related modules. All candidates must take all five modules.

The Postgraduate Certificate in Education (Reflective Practice) is a 60 credit programme comprising 2 level 7 modules. All candidates must take the level 7 modules specified below.

The Professional Graduate Certificate in Education is a 120 credit programme comprising 3 level 6 modules. All candidates must take all of the level 6 modules.

The three level 6 modules articulate with the Teachers' Standards.

Mod Code	Module Title	Credits	Level
ED3PTSP	Shared teaching	40	6
ED3PTGP	Guided teaching	20	6
ED3PTIP	Independent teaching	60	6

Students undertaking the Primary Postgraduate Certificate in Education must take:

EDMPLS	Leadership	20	7
EDMPPS	Professional Studies: the Reflective Practitioner	40	7

The programme provides University-based and school-based training and involves substantial practical experience relating to their knowledge and understanding of appropriate subjects and associated pedagogical considerations. Students develop their knowledge and understanding of relevant 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.

Subject and route options are dictated by DfE allocations and may change from year to year. At present these are:

Primary (School Direct route only): Primary or Primary with Mathematics specialism

Part-time or modular arrangements

The 180 credit PGCE and the 120 credit Professional Graduate Certificate in Education programmes are not available as a part-time option.

Students who already hold QTS or are undertaking a QTS only programme may be eligible to take modules EDMPLS and EDMPPS only on a part-time basis in order to achieve the award of Postgraduate Certificate in Education (Reflective Practice).

Progression requirements

Students will be required to meet the assessable learning outcomes in ED3PTSP and show potential towards achieving the Standards in order to proceed to ED3PTGP, as judged by the mentor/ITTCo/subject leader or tutor. Those students identified as making insufficient progress at an interim assessment board will be visited by an internal moderator and/or programme director who will be asked to confirm whether they should be able to progress.

Students will be required to meet the assessable learning outcomes in ED3PTGP and show potential towards achieving the Standards in order to proceed to ED3PTIP, as judged by the mentor/ITTCo/subject leader or tutor. Those students identified as making insufficient progress at an interim assessment board will be visited by an internal moderator and/or programme director who will be asked to confirm whether they should be able to progress.

Students will be required to meet the assessable learning outcomes in ED3PTIP and to demonstrate they are meeting the Standards, as judged by the mentor/ITTCo/subject leader or tutor. Those students identified as making insufficient progress will be visited by an external examiner who will be asked to confirm whether they are able to complete the programme successfully.

Students who fail to progress will normally have the opportunity to resit, (The ability to resit these modules is, in practice, subject to a school being willing to offer the student a placement., whilst the situation for salaried School Direct trainees may be dependent on their contract with the lead/employing school, and a school's capacity to provide additional salary for any resit). Normally a resit for ED3PTSP will take place in the following autumn term. A resit for ED3PTGP will normally take place in the summer term, which means ED3PTIP will normally be undertaken in the autumn term. A resit for ED3PTIP will normally take place in the following autumn term.

Summary of Teaching and Assessment

Teaching is by a variety of methods including lectures, tutor and student-led seminars and workshops, and feedback on individual and group research and presentation work. In addition to University based work, candidates will be tutored and mentored in the context of school placements. This will include observations and feedback, in-service sessions and working collaboratively

Assessment of University based assessment tasks will involve meeting the stated criteria for each task. Students will be given feedback on their practical teaching and will be assessed 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

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

Postgraduate Certificate in Education (Reflective Practice)

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
- have achieved QTS

The 180 credit Postgraduate Certificate in Education and the Professional Graduate Certificate in Education will award a classification (pass, merit or distinction) based upon a student's Independent teaching (ED3PTIP) school experience summative grade.

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.

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.

The Department for Education will formally award Qualified Teacher Status.

Admission requirements

Admissions Tutor: Programme Director

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

Students are also supported on each placement by a mentor and an ITT Co-ordinator. The Blackboard online learning environment provides discussion boards, to enable students to keep in touch, even when on block school placements. The Institute of Education has a range of specialist rooms and resources appropriate to the school curriculum.

Career prospects

The expectation is that the majority of candidates successfully completing the 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

School placements (currently 120 days) are a core element of the 180 credit PGCE and therefore an essential aspect of the programme.

Those taking the Professional Graduate Certificate in Education or Postgraduate Certificate in Education (Reflective Practice) programmes will be based in a school and, therefore, this work experience will inform their studies.

For some suitably qualified students, there may be the opportunity to spend some time on a placement abroad. There may be the opportunity for students who are making suitable progress to participate in a shorter placement abroad as part of ED3PTIP.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

Teaching/learning methods and strategies

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

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

Assessment

Each of these areas of knowledge and understanding is assessed as part of the assessment of school experience and for Level 7 work through written assignments that are designed to provide opportunities for deeper reflection.
 Assessment methods include portfolios, literature review, classroom observations, reflections on practice, research proposals, presentations and assessment of school experience with reference to the Teachers' Standards

Skills and other attributes

B. Intellectual skills - *able to:*

Critically reflect upon observations and first-hand experience of the learning environment,
 Critically evaluate the information on teaching and learning, including requirements of government and examination board requirements,
 Critically evaluate their own classroom practice, making informed judgements,
 Understand the complex professional framework within which teachers operate,
 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 for level 7 through written assignments.
 Students are required to provide reflective evaluations of taught lessons and school based activities, to discuss with teachers, mentors and University based tutors. The level 7 assignments provide further opportunities for deeper critical reflection.
 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.
 For level 7 they also produce written assignments and reports that require critical analysis of practice linked to theory.

C. Practical skills - *able to:*

For level 6

1. Observe teachers at work and reflect upon personal experience,
2. Plan, deliver and reflect on their own classroom teaching,

Teaching/learning methods and strategies

All of these practical skills are developed through school experience.
 School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life,

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,

For level 7

6. Undertake subject specific research, interpreting and presenting data.

undertaking teachers' pastoral and administrative responsibilities, mentoring, school based professional studies sessions.

Assessment

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

For level 7 students also produce written assignments, which critically relate theory to practice.

D. Transferable skills - able to:

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.

Teaching/learning methods and strategies

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, tutorials, seminars, project supervision or school placements.

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

Assessment

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

Assessment methods include portfolios, literature review, classroom observations, reflections on practice, research proposals, 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.