

Programme Specification

PGCE Primary

GFPXXPGCE

For students entering in September 2018

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

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|-----------------------|--------------------------|
| Awarding Institution | University of Reading |
| Teaching Institution | University of Reading |
| Length of Programme | 10 months (full-time) |
| Accreditation | Department for Education |
| Programme Start Dates | September |

Programme information and content

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.

Module information

The programme comprises of 180 credits, allocated across a range of compulsory and optional modules. Compulsory modules are listed.

Compulsory Modules:

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

Part-time or flexible modular arrangements

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

Additional costs of the programme

Travel, accommodation and subsistence: students cover the cost of transport to and from the placement school for three placement blocks

The estimates were calculated in 2018.

Optional modules:

The optional modules available can vary from year to year. An indicative list of the range of optional modules for your Programme is set out in the Further Programme Information. Details of any additional costs associated with the optional modules, will be made available to you prior to the beginning of the programme. Entry to optional modules will be at the discretion of the University and subject to availability. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.

Placement opportunities

This programme offers substantial experience in at least two schools, over two key stages.

Teaching and learning delivery:

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.

Total study hours for your programme will be 1800 hours. The contact hours for your programme will depend upon your module combination; an average for a typical set of modules on this programme is – 1800 hours. In addition to your scheduled contact hours, you will be expected to undertake guided independent study. Information about module contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

The PGCE is accredited by the DfE

Assessment

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.

Progression

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, unless failure in other modules will preclude the achievement of any further award.

Students are required to present evidence towards Teachers' Standards at the level expected of a trainee at that point in the training programme in both the third and fourth placements in ED3PGT in order to pass the module (unless there are exceptional or extenuating circumstances). To enable students to gain evidence towards the Teachers' Standards they will be offered appropriate experiences, normally the opportunity to assume the role of the class teacher for percentage of the timetable for a defined period (as specified in the relevant placement handbooks). Should concerns be raised from the school or the University around children's academic progress or well being, as a consequence of the student's timetabled teaching, then the student's timetable will be reconsidered and additional support will be put in place, normally a reduction in the percentage of required teaching. In this case, it is unlikely that the student will be able to gain the evidence required to pass the placement, unless they are able to show improvement and assume full requirements. 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, unless failure in other modules will preclude the achievement of any further award.

Classification

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Postgraduate Certificate in Education

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

To qualify for **Postgraduate Certificate**, students must

- (i) gain an overall average mark of 50 or more over the 60 level 7 credits; and
- (ii) have no mark in the level 7 modules below 40;
- (iii) and pass all level 6 modules

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 (ED3PGT) 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.

For Professional Graduate Certificate in Education

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

To qualify for **Professional Graduate Certificate in Education**, students must

- (i) pass all level 6

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.