

PROGRAMME SPECIFICATION

Post Graduate Certificate in Education (PGCE) Primary

Awarding Institution: Institute of Education, University of London

Teaching Institutions: Institute of Education, University of London and Partnership schools

Accreditation

The Programme is designed to meet the General Teaching Council's requirements of the Standards for Qualified Teachers' Status and the Institute of Education, University of London's PGCE and PgCE awards.

Name of final award

Post Graduate Certificate of Education (PGCE) *or*
Professional Graduate Certificate of Education (PgCE)

Programme title

Post Graduate Certificate in Education (PGCE) Primary
or
Professional Graduate Certificate in Education (PgCE) Primary

Language of Study

The Institute of Education teaches and assesses participants through the medium of the English language. Competence in English language is required of all applicants. Programme regulations may indicate the level of competence required of each applicant and may make its achievement a condition of admission.

Participants

The programme is designed for post graduate students who wish to become primary teachers.

The programme is designed to provide high quality teachers for schools in London and the UK although some participants work internationally and particularly in the international schools that follow the British education system. The majority of the Student Teachers teach in London and the south east in the years immediately after training.

Educational Aims of the Programme

The Primary PGCE programme reflects the general aims and values that underpin Initial Teacher Education at the Institute of Education, University of London.

The aims of the programme are to enable new teachers to

- Maintain the highest academic and practical standards for new teachers entering the teaching profession
- Provide a rich and rewarding experience of initial teacher education in the university and schools so as to enhance and encourage commitment, continuity and retention of teachers as professional practitioners
- Maintain a commitment to social equity and social justice for the whole range

of school students, teachers and schools, working towards a culturally diverse society in which the rights and responsibilities of all are recognised and promoted in teaching and learning

- Provide an excellent basis for professional practice in teaching and as a classroom practitioner that meets and extends beyond the statutory requirements of the Standards for QTS
- Consolidate and extend the knowledge of curriculum subjects and pedagogy appropriate to the range of school students across the phases of compulsory schooling
- Ensure that teaching and professional practice as a classroom teacher is based on current, recent and relevant research and publication
- Promote habits of critical reflection on practical teaching as well as theories and policies that underpin the professional practice of teachers
- Promote a commitment to maintaining the career-long, continuing, professional learning and development of teachers
- Instil and maintain an aspiration for constant improvement of professional practice as a teacher
- Emphasise the need to address cross-curricular themes, provide preparation for citizenship, and promote equality of opportunity through teaching and learning in schools.

The programme and procedures reflect a belief that the university and schools must work together in a strong partnership to provide the most effective preparation for primary teachers.

Learning Outcomes

By the end of the programme successful participants will have developed professional competence as specified by the Standards for the Award of Qualified Teacher Status and developed:

An understanding of key aspects of the field of study and practice demonstrated by

- A grasp of issues and critical insight into teaching and professional pedagogic practice
- Understanding of learning processes and the various contexts of learning and teaching
- An ability to be creative, independent and successful in the application of knowledge in teaching and other work with a range of learners and colleagues

Abilities in exploration, analysis, discussion of and reflection on teaching and learning, demonstrated by

- Capacity to analyse teaching and learning within immediate and wider professional contexts
- Ability to draw from and apply appropriate intellectual perspectives to teaching and learning
- Professional knowledge refined through critical reflection and engagement with research and scholarship
- Understanding and analysis of values underpinning or influencing pedagogic approaches

Personal abilities: the ability to:

- communicate and make structured presentations to a variety of audiences that demonstrate clarity, focus and coherence
- Be aware of their own learning strategies and demonstrate personal learning gains
- Work productively in collaborative activities and teams with a range of different professionals
- Identify the key aspects of a problem and seek to develop strategies for its resolution

Criteria for admission

- GCSE in English, Maths and Science at a minimum of grade C or accepted equivalent
- 3 A levels at grade C or above – or an accumulation of 240 UCAS points
- Degree at 2.2 or above
- At least 10 days school experience in a state Primary school within the last 18 months

Applicants whose first language is a language other than English may be required to provide evidence of their English language proficiency.

The Institute of Education is committed to admitting and supporting participants with disabilities and welcomes applications from them. Participants do not need to be “registered disabled” to draw on these services, though in order to provide services in the long-term we will need to ask for medical or other evidence, as appropriate.

Disabilities Support can also support people who have a temporary mobility / dexterity impairment / other difficulty as a result of an accident, injury, illness or surgery.

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. We do not therefore have standard procedures for participants with dyslexia, nor standard procedures for visually impaired participants: each person's needs are considered individually.

Mode of study

Theory and practice of education are combined through all the work of the Programme in the Institute of Education and in partnership schools. The PGCE programme is a one year full time programme requiring attendance between September and July or a two year Programme for Part time students. For 19 of the 38 weeks the training takes place in two complementary schools/settings. The remaining time is spent in the university, where the normal hours are 9.30am – 5.30pm, or in time allocated to directed and self-directed study.

Programme structures and requirements, levels, modules, credits and awards

The programme comprises three modules, two of which are taught at level 7 and carry 30 credits each, and the third assesses professional practice.

All participants take the Professional Practice module which is primarily assessed through the two main school placements, associated tasks and portfolio. Assessment is against the Professional Standards for Qualified Teacher Status. It carries no credits and is awarded a Pass/Fail result.

Master level (level 7) modules:

- Learning and Teaching in the core subjects
- Specialism curriculum subject (choose one subject from a list of 12)

Each of these Master level modules requires an understanding of the theoretical perspectives as well as how these are implemented in primary classrooms/nursery settings.

Successful completion of the Professional Practice module and successful completion of the two modules (60 credits) at level 7 will result in the award of a Postgraduate Certificate of Education (PGCE). Where less than 60 credits are achieved at level 7 but are successfully passed at level 6 a Professional Graduate Certificate of Education (PgCE) will be awarded.

(Participants who do not wish to accept a PgCE award may, at the discretion of the Board of Examiners, be re-assessed on one further occasion at the next point of entry).

Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated

A wide variety of teaching and learning strategies is used during the programme. These have been selected by the PGCE team to motivate the learners, to maximise opportunities for learning and to provide exemplars of good practice in teaching and learning. These include: lectures, workshops, discussion and activities in small groups, individual research and presentations and action research undertaken in nurseries/primary schools, focused tutorials including feedback and target-setting after teaching observations.

The assessment framework of the programme is in three parts:

- i) Initial assessment takes place before the programme starts. The process involves tasks for the assessment of the candidates' English and Maths skills.
- ii) Formative and summative assessment takes place during each of the modules on-programme and is organised around a variety of assessment instruments: portfolios of evidence of planning, teaching and assessment; written assignments; a small action research project undertaken during school experience; presentations and one 5000 word essay.
- iii) Formative and summative assessment of practical teaching – weekly observations with associated feedback to aid development of teaching .

Information about assessment regulations

Assignments for the two credit bearing modules are graded A-D (grades A-C represent passes and grade D is a fail). The Professional Practice module is graded as a pass or fail. Learners are given detailed formative feedback on each assignment and one resubmission for each failed unit is permitted. Final School Experience may be repeated once at the discretion of the Board of Examiners.

Assessment for each M level module is based on successful completion of:

- a module assignment
- module tasks
- attendance

Assessment for Primary Professional Practice module is based on successful completion of:

- meeting the QTS requirements
- satisfactory standard of teaching, planning, assessment
- attendance
- satisfactory completion of the requisite number of teaching hours

All level 7 assignments are independently double marked for quality assurance. Internal moderation of both written work and practical teaching is undertaken by programme tutors.

External examiners are appointed by Senate and play an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Support for learning

Support strategies for students on the programme include:

- An initial assessment procedure that offers any individual achieving a low score in either/both English and Maths advice and support of how to improve knowledge and understanding before the start of the programme.
- Detailed information about the programme on the Virtual Learning Environment (VLE) with detailed advice on assessment.
- An induction programme including introduction to the Institute library, the VLE, IT and other facilities provided by the Institute.
- Support and supervision by a tutor on each module and during school experience.
- Peer support and networking is facilitated in the group through the VLE and collaborative projects.
- Access to the full range of welfare and union facilities afforded to all Institute students

Methods for evaluating and improving the programme

Methods for evaluating and improving the programme include:

- Regular meetings with student representatives where issues can be addressed and the programme modified;

- End of module written evaluations of the programme completed by all students on the programme;
- Programme leader and programme representatives report on a termly basis to the programme committee;
- Internal moderation of both written work and practical teaching is undertaken by programme tutors;
- External examiners have a quality assurance role; they look at 20% of the programme members' written work and observe a range of students' practical teaching;
- The Board of Examiners considers students' results and external examiners' reports;
- The Faculty's Quality Assurance Director ensures quality assurance procedures are set up and adhered to and reports to the Institute's Cross-phase subcommittee (ITE) and the Teaching Committee. These procedures ensure evaluation summaries are carefully considered at the relevant committees;
- An annual report is submitted to the TDA;
- OFSTED inspection reports, as appropriate.

Indicators of quality and standards

One might expect some or all of the following: Entry into employment

- Positive feedback from participants and partnership
- Participants become mentors relatively quickly after their NQT (newly qualified teacher) year
- Promotion by some participants who have completed the programme to middle management roles
- Programme participants delivering training to other practitioners in their own institutions or on a regional or national basis
- Progression of PGCE/PgCE participants onto MA programmes

Relevant benchmark statements and other external and internal reference points used to inform programme outcomes

The programme has been endorsed by OFSTED 2010 as meeting the national standards set for initial teacher training. The programme was graded Good with some outstanding elements.

External Examiners' reports are returned each year which benchmark standards against those of other university PGCE programmes.

Date of completion/amendment of specification

January 2012