

Programme Specification for



PGCE Primary Education with Qualified Teacher Status (QTS)

(PGCE Primary Education with QTS Subject Specialism: Mathematics/Science)

1. Programme title	PGCE Primary Education with Qualified Teacher Status (QTS)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	
5. Final qualification	PGCE Primary Education with QTS
6. Year of validation	
Year of amendment	
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

Entry requirements are prescribed by the Department for Education (DfE).

Applicants must have GCSE passes in Mathematics, Science and English at grade C or above, or the equivalent. Applicants must have a degree at lower second or above. Where an applicant's degree does not have at least 50% of its content in a National Curriculum subject, s/he should usually have an 'A' level or the equivalent, in a National Curriculum subjects, at grade C or above.

It is also a requirement that applicants must also have a minimum of ten days experience of working with children in a primary classroom. All applicants must be successful in the interview process. They must also have passed the DfE English and mathematics skills tests before commencing the programme.

All candidates must have a DBS clearance to undertake School Based Training.

Applicants undertaking a subject specialism in Mathematics and Science will have attained A level, or a higher standard in the subject, or have studied the subject as a component of their degree studies

10. The programme aims to:

Enable students to develop their knowledge and understanding of how children learn;

Enable students to proactively engage in promoting the rights of children, families and colleagues in relation to equality issues and demonstrate respect for themselves and others and a strong ethical sense and balance;

Enable students to recognise the responsibilities of the profession, have an anchored integrity and be an advocate for children, demonstrating excellent communication skills;

Equip students with the pedagogic knowledge, understanding and skills to teach effectively at Key Stages One and Two of the primary school developing an empathetic, thoughtful and reflective approach;

Enable students to understand a range of pedagogies to build upon their knowledge and understanding of the subjects of the primary school curriculum in order to develop a creative outlook and an inspirational, enquiring, adaptable approach;

Enable students to understand, critically evaluate and respond to the strengths and needs of children in multicultural, multilingual and multi-faith settings and schools using a caring, equitable and inclusive approach;

Enable students to demonstrate critical understanding of current research and advanced scholarship in the area of primary education; be confident and informed to critique initiatives in a well balanced way; to demonstrate expertise in highly specialised professional skills, where they will need to exercise initiative and take personal responsibility for decision making in complex and unpredictable situations;

Enable students to be able to meet the standards as set out in the DfE (2012) Teachers' Standards.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and critical understanding of :

How children learn and the progression of children's learning from the Foundation Stage to Key Stage 3;

Assessment strategies and requirements for EYFS, Key Stages 1 and 2;

School ethos; safeguarding children's well-being, equal opportunities; Special Educational Needs; Personal, Social and Health Education; citizenship; the management of pupil behaviour and classroom organisation and the recognise the responsibilities of the professional role of the teacher.

4. Current research and advanced

Teaching/learning methods

Students gain knowledge and understanding through a variety of methods including:

- Tutor directed reading
- Engagement in discussion
- Problem and enquiry based practical activities
- Engagement with programme materials
- Self directed scholarly activity.

Students are taught using a variety of methods including lectures, seminars, practical workshops and individual tutorials.

Assessment methods

Students' knowledge and understanding is assessed by:

- coursework;
- scrutiny of their teaching files;
- observation of the students' teaching and evaluative discussions with tutors and

<p>scholarship in the area of primary education;</p> <p>5. Proactively engaging in promoting the rights of children, families and colleagues in relation to equality issues and demonstrate respect for themselves and others and a strong ethical sense and balance</p> <p>The pedagogic knowledge, understanding and skills appropriate to meeting the requirements of the DfE (2012) Teachers' Standards</p>	<p>school based mentors and teachers;</p> <ul style="list-style-type: none"> • peer and self assessment; • professional development portfolio • portfolio of evidence for mathematics/science specialism
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Apply learning from professional development opportunities in order to act autonomously and use initiative; 2. Reflect critically on their role to improve practice and effect change; be confident and informed to critique initiatives in a well balanced way; 3. Synthesise, analyse, interpret and critically evaluate primary and secondary sources of information including current research and advanced scholarship in teaching, developing reasoned arguments and challenging assumptions; 4. Demonstrate expertise in highly specialised professional skills, where they will need to exercise initiative and take personal responsibility for decision making in complex and unpredictable situations; 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through regular practice of these skills, by undertaking focused evaluative observation tasks, and discussion with tutors and their peers and school-based mentors and tutors.</p> <p>Assessment methods</p> <p>Students' cognitive skills are assessed by the scrutiny of their teaching files along with written assignments and on-going self-evaluation or collaborative evaluation of teaching practice.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Promote a love of learning and children's intellectual curiosity, recognising pupils' strengths and needs; 2. Understand a range of pedagogies to build upon their knowledge and understanding of the subjects of the primary school curriculum in order to develop a creative outlook and an inspirational, enquiring, adaptable approach; 3. Utilise a range of assessment strategies 	<p>Teaching/learning methods</p> <p>Students learn practical skills through regular practice of these skills and critical reflection on their skills acquisition.</p> <p>Assessment methods</p> <p>Students' practical skills are assessed by</p> <ul style="list-style-type: none"> • scrutiny of the students' teaching files. • observation of the students' teaching including the effective use of resources in the classroom • evaluative discussion with tutors and school-based mentors and teachers.

<p>including those which actively involving children;</p> <ol style="list-style-type: none"> 4. Understand, critically evaluate and respond to the strengths and needs of children in multicultural, multilingual and multi-faith settings and schools using a kind, fair and inclusive approach; 5. Use relevant data to monitor progress, set targets, plan for subsequent learning; 6. Work constructively and collaboratively with a variety of staff and colleagues and parents/carers, have an anchored integrity and be an advocate for children, demonstrating excellent communication skills; 7. Manage the work of support staff effectively; 8. Manage behaviour using a consistent, fair and constructive approach. 	
--	--

12. Programme structure levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

This programme is offered on a full time basis only.
 Students need to gain 120 credits to be awarded a PGCE Primary Education with QTS.
 At least 120 days will be spent in school. This will include two block placements in two different partnership schools; one placement in Key Stage 1 and one in Key Stage 2. In addition students will spend time in the Early Years Foundation Stage and Key Stage 3. There is also the opportunity for students to have a non-assessed placement in a special educational needs school

Module Code	Module Title	Credits	Level
Education Primary (EDP) 3113	Professional Studies for School Based Training 1 and School Based Training 1	30	6
Education Primary (EDP) 3119	Professional Studies for School Based Training 2 and School Based Training 2 (NB It is a pre-requisite that students have passed EDP 3113 before they may take this module)	30	6
Education Primary (EDP) 4127	Teaching and Learning	40	7
Education Primary (EDP) 4128	Interdisciplinary Learning (NB It is a pre-requisite that students have passed EDP 3113 before they may take this module)	20	7

Subject Specialism: Mathematics/Science
 Training for those taking a subject specialism will focus upon the following:
 Subject and curriculum knowledge;

Pedagogical content knowledge;
Subject leadership.

This training will be covered in the following modules:

EDP 3113, EDP 3119 and EDP 4127

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 6 (3)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: EDP 3113 EDP 3119	N/A	Students must pass EDP 3113 before progressing to EDP 3119

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: EDP 4127 EDP 4128	N/A progressing to EDP 4128	Student must pass EDP 3113 before

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
<i>Students must pass all modules. See 12.2 above</i>	

13. Curriculum map

See attached.

14. Information about assessment regulations

Students must pass all aspects of the programme. Successful completion of the programme entitles students to be awarded a PGCE Primary Education and recommended for QTS.

15. Placement opportunities, requirements and support (if applicable)

All students have two school based training placements as part of the programme. Students also have the opportunity to do an optional placement in a SEND school.

16. Future careers (if applicable)

Primary teaching (children aged 5 to 11 years)

17. Particular support for learning (if applicable)

All students are able to access support from the university's LDU and library services

18. JACS code (or other relevant coding system) X120

19. Relevant QAA subject benchmark group(s) N/A

20. Reference points

DfE (2012) Teacher Standards

DfEE (1999) The National Curriculum

DfE (2012) Early Years Foundation Stage Statutory Guidance

SEEC (2010) Credit level descriptors for Higher Education.

21. Other information

Programme specifications provide a concise summary of the main features of the programme and the learning outcomes a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of the Programme Handbook and the University Regulations.

Curriculum map for PGCE Primary Education with QTS

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The progression of children's learning from the Foundation Stage to Key Stage 3	C1	Promote a love of learning and children's intellectual curiosity, recognising pupils' strengths and needs
A2	Assessment strategies and requirements for EYFS, Key Stages 1 and 2	C2	Contribute to the design and provision of a relevant and engaging curriculum
A3	School ethos; safeguarding children's well-being, equal opportunities; Special Educational Needs; Personal, Social and Health Education; citizenship; the management of pupil behaviour and classroom organisation and the professional role of the teacher.	C3	Utilise a range of assessment strategies including those which actively involve children
A4	Current research and the impact upon practice;	C4	Adapt teaching to respond to the strength and needs of all pupils
A5	Making a positive contribution to the wider life of the school.	C5	Use relevant data to monitor progress, set targets, plan for subsequent learning
A6	Subject knowledge appropriate to meet the requirements of the DfE (2011) Teachers' Standards	C6	Work constructively and collaboratively with a variety of staff and colleagues and parents/carers
		C7	Manage the work of support staff effectively
Cognitive skills		C8	Manage behaviour using a consistent, fair and constructive approach
B1	Apply learning from professional development opportunities in order to act autonomously & use initiative		
B2	Reflect critically on their role as a teacher and identify action to improve practice and effect change		
B3	Synthesise, analyse, interpret and critically evaluate primary and secondary sources of information including current research and advanced scholarship in teaching,		

	developing reasoned arguments and challenging assumptions	
B4	Demonstrate a critical awareness of current issues and of new insights, showing initiative in making decisions and improving practice in complex, unpredictable contexts	

Programme outcomes																				
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8
Highest level achieved by all graduates																				
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	6	6	6	6