

Programme Specification PGCE Primary with QTS and PGCE Early Years with QTS

Date of Publication to Trainees September 2013

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical Trainee might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) on the University website (2) in the Module Specifications and (3) in the Course Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

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| Awarding Institution / Body: | Birmingham City University |
| Teaching Institution: | Faculty of Education, Law and Social Sciences |
| Interim Awards and Final Award: | Postgraduate Certificate in Education in Primary with QTS or Postgraduate Certificate in Education in Early Years with QTS Postgraduate Certificate in Education Studies (non QTS) |
| Programme Title: | Postgraduate Certificate in Education in Primary with QTS or Postgraduate Certificate in Early Years with QTS |
| Main fields of Study: | Preparation for teaching in either the 3-7 age range or the 5-11 age range and the wider role of the teacher. |
| Modes of Study: | Full-time and Part-time |
| Language of Study: | English |
| UCAS Code: | |
| JACS Code: | X120 |

Professional Status of the programme:

Qualified Teacher Status

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

Teaching Agency (2012) *Initial teacher training (ITT) criteria*
QAA Degree Characteristics for Specialised / Advanced Study Master's

Programme philosophy and aims

Explain the overall approach adopted by the programme and how it leads to the aims shown below

The aim of the course is to enable trainees to meet the Department for Education (DfE) *Teachers' Standards* (2012). Trainees will be offered the opportunity to become committed, confident and reflective early years or primary school teachers and to respond flexibly to changing circumstances.

Recent legislation has resulted in changes to the entry criteria for initial teacher training, eligibility for bursaries, the content which is now expected to include a specific subject focus and the balance of training done by schools as opposed to training providers. The requirement for and content of this PGCE have been developed to meet all these changes offering a high quality training programme that will prepare its graduates for the challenges of the teaching profession. With the dynamic nature of the new primary and early years curricula, the programme is designed to enable and equip trainees to motivate children in their learning and to plan activities and lessons that challenge children, encourage problem solving and ensure children are active learners, both physically and mentally. The enhancement of children's learning through areas such as the arts, literature, religious education and technology is highlighted.

At the heart of the proposed course is 'the value of the child' and the aim of the course is to produce trainees who are able to undertake their role in meeting the needs of the child in the classroom. Through a carefully constructed programme, trainees will understand and be prepared for the wider role of the professional teacher including the relationship between children's educational achievement and well-being, support for children, who have barriers to their learning. The design of the programme to be exclusively at level 7 will ensure that all trainees are equipped with the skills of reflection, critical thinking and adaptability to be able to meet the ever developing world of education with confidence, resilience and creativity.

Birmingham City University is a rich, diverse and multicultural city and there are significant cultural, societal and historical aspects which influence the lives of children and their families. The setting of this course also provides the trainees with the opportunities to understand the urban context and experience working with children from a wide range of social, economic and cultural backgrounds. The course team is committed to training teachers who have the ability to recognise, value and exploit the benefits and advantages offered by such diversity. In these respects, trainees will recognise this richness and diversity and draw upon them to inform their practice. Moreover, whilst the focus is to produce competent, reflective primary and early years teachers, the programme also places emphasis on the ability to articulate a personal philosophy and the opportunity to develop key transferable skills such as team work and autonomy. In essence, the programme does not seek to simply train future teachers in a series of competencies but to educate them for teaching in the 21st century, supporting the university's vision of celebrating diversity and welcoming widening participation.

The aims of the programme are to provide trainees with the ability to:

- become committed, confident, autonomous, creative and reflective primary teachers;
- develop a deep understanding of the role of a professional teacher, in particular, preparing trainees for a career in primary education in the Foundation Stage and Key Stage 1 (3-7 years) or Key Stage 1 and 2 (5-11 years);

- value and understand the needs of every child and how to personalise learning for individuals;
- teach in culturally diverse and varied environments;
- respond flexibly to changing circumstances and develop knowledge, understanding and skills throughout their professional lives;
- work with originality and, where appropriate, propose new hypotheses in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in education.
- lead and support colleagues in a specific area of Primary Education (for example English, mathematics, science, primary languages or Early Years)

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

Upon successful completion of the course trainees will have:

1. Identified and reflected upon how children learn and through theoretical and legislative perspectives and practical application have developed the skills, knowledge and understanding to become competent teachers in primary and early years settings and schools.
2. Appraised, analysed and researched issues affecting learning and teaching in a changing and dynamic environment, taking account of the need for adaptability and the importance of continuing professional development.
3. Recognised and demonstrated skills required to work both independently and as part of a team in a personal and professional context; valuing the work of other professionals in the educational field.
4. Demonstrated the skills, knowledge and understanding necessary to take an early leadership role in a primary and early years setting or school in relation to an area of focus.

Learning teaching, and assessment methods used

Learning /teaching:

Study skills and academic skills support.

Tutor input.

Tutor directed tasks.

Seminars.

Independent research /reading.

Group work.

Workshops

Moodle tasks.

Tutorial support.

School visits - visits to other learning organisations

Setting personal action points from feedback on written assignments and from observations on teaching practice. (learning)

Assessment:

Electronic submission of assignments as word documents or e-portfolios

Subject audits.

Formative assessment providing peer/ tutor feedback.

On-line reflective journals.

On-line Professional Development Portfolios – discussed on a regular basis throughout the year: professional and personal development

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Oral and practical presentations.
Reports.
Analysis of research methods.
Negotiated titles for independent studies.
Planning, delivering and evaluating lessons/ activities.
Small piece of research.
Moodle tasks.

Feedback:

Through the annotation of work using '*Track Changes*'.
Feedback through marking criteria grids.
Typed feedback on cover sheets.
Discussion and electronic feedback from lesson observations.
During Professional Development Tutor tutorials.
During university taught sessions.
E-learning platforms - Mahara.
Virtual Learning Environment - Moodle

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

The structure of the course, the modules, levels and credit values, including ECTS credit values, and the awards which can be gained are described below.

The proposed course will have four modules:

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| Core Curriculum Pedagogy | 30 Credits (15 ECTS) |
| Curriculum Breadth | 15 Credits (7.5 ECTS) |
| Primary Focus | 15 Credits (7.5 ECTS) |
| The Highly Employable Teacher | 0 Credits (0 ECTS) |

Core Curriculum Pedagogy will cover English, maths and science and will explore these subjects separately as well as exploring the relationships between them. You will develop your knowledge, understanding and application of planning, progression of learning, evaluation and assessment across the three core subjects and be able to apply the principles learnt across the curriculum. The Curriculum Breadth module will cover all foundation subjects and religious education. You will be grouped according to your age phase and the delivery of all subjects will be appropriate either for the 3-7 or 5-11 age phases. In addition the 3-7 route trainees will consider the holistic nature of the EYFS, the four overarching principles and both the prime and specific areas of learning and development.

The Primary Focus modules will enable you to develop additional experience and expertise which you could later employ as a curriculum/area leader. Maths, science and primary languages will be offered as a minimum along with English and Early Years (Birth – 7). Trainees on the 3-7 route may choose to focus on Birth to seven issues. In addition as broad a range of foundation subjects as possible will be offered, as well as some possibility of focus areas such as Special Educational Needs.

There will also be non-credit module, The Highly Employable Teacher which will enable you to focus on aspects of areas such employability, safeguarding, child protection, working with parents. It is intended that these sessions will develop your professional skills and attributes related directly to the Department for Education (2012) *Teachers' Standards* and which you will demonstrate through school experience. In the case of the School Direct trainees all of this training will be delivered by our School Direct partners.

The proposed course will have:

80 days faculty based training (face to face or directed study)

120 days school based training and experience (practising and school staff led)

However, trainees following the 'School Direct' route may have adjustments made to the ratio of school: faculty based time.

The credited modules on the course are taught at level 7 and successful completion of all modules would give you 60 credits.

The awards which can be gained are either Postgraduate Certificate in Education in Primary with QTS or Postgraduate Certificate in Early Years with QTS. Those eligible for the Postgraduate Certificate in Early Years will have selected the 3-7 route and will have also have chosen to focus on Birth to seven issues in the Primary Focus module.

The award of Postgraduate Certificate in Education Studies (non QTS) may be gained as an exit award without Qualified Teacher Status.

Support for Learning including Personal Development Planning (PDP)

Trainees are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Personal Development Planning

Trainees will be assigned a Professional Development Tutor (PDT) whom they will meet at key points during the year. This tutor undertakes a major role in overseeing the trainee's Faculty and school-based work and provides pastoral support and guidance, with the support of the University's Trainee Services and other agencies, where appropriate. PDTs will draft the trainee's reference, review the trainee's school placements with them and set action points for each of the block placements.

Career Entry Development Profile

The Career Entry Development Profile (CEDP) forms a link between the completion of the Teachers' Standards Profile, compiled during the PGCE course, and meeting the expectations of the Teachers' Standards during the induction period in school. Trainees are given guidance in completing their CEDP in the latter stages of the course. Trainees draft their CEDP statement for Transition Point One and drafts are discussed with PDTs before final versions are submitted.

School Support

Tutors from the Faculty, teachers and trained mentors (also called School-based Tutors) in school support trainees during school experiences using the University Council for the Education of Teachers adaptation of DfE Teachers' Standards (2012) for initial teacher training. Faculty-based Tutors and mentors liaise with the PDT.

Faculty Support

The Faculty has developed a Student Learning Agreement which identifies the responsibilities of registered trainees. This is shared with trainees and signed during the first week of the course. The Student Learning Agreement is published on the course Moodle homepage.

The University's library provides books, e-books, journals, audio-visual, CD Rom and Internet access to materials on all aspects of education together with a collection of materials.

In addition to the taught elements on information and communication technology, trainees have access to networked computer rooms which have a range of software, Internet and Email facilities. They can receive assistance from CICT. Trainees also have access to Moodle, which is a Virtual Learning Environment and provides many materials to support the course. As part of the PGCE programme trainees will find that each module is represented on Moodle and they are able to access many of the resources used in sessions along with other resources identified by tutors to support their learning. Trainees can also engage in discussion forums sharing ideas and areas of interest with other trainees.

Additional Support

A range of support services including careers and academic study advice, counselling, health care, financial and legal advice is available to all trainees on the course. A childcare

facility in the form of a nursery is available on site, as are opportunities for consultation with a nurse.

Equal Opportunities Policy

The course operates within the Faculty's Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Trainee Handbook. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the programme.

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are on the website: <http://www.bcu.ac.uk/courses/pgce-primary-education>

Trainees will be selected following a rigorous procedure designed to identify the subset of highly qualified individuals suitable for teaching. The procedure will include:

Assessment of :

Personal and Professional Qualities

Desire to work at Masters Level

Evidence (Seen Teaching Form) that prospective trainee has been observed in a primary teaching situation and demonstrated to the satisfaction of an experienced teacher/headteacher that they have potential to be successful.

A broad range of subject knowledge, especially in English, mathematics and science (tested at interview).

The ability to engage in professional discussion and debate on current issues (group discussion task).

Ability to communicate clearly and effectively in both written and oral forms (interview and written reflection task).

Experience

Work with, and/or have experience related to, primary and early years pupils in a variety of roles and capacities.

School-based experience.

Other

Medical clearance.

Successful candidates will be offered a conditional place, dependent upon satisfactory Disclosure and Barring Service (DBS) clearance.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of Trainees

Committees:

Primary and Early Years Partnership Committee.
Board of Studies.
Examination Board.
Faculty Academic Standards and Quality Enhancement Committee.
Module Assessment Approval Committee.
Learning and Teaching Committee.
Trainee Experience Committee.
Faculty Board.
Senate.

Mechanisms for review and evaluation:

Individual module evaluation by Trainees, staff and, where appropriate, stakeholders. This includes Teaching Practice placements.
Annual review of modules by module leaders.
Annual course evaluation reports and action plans.
Annual monitoring process.
Appraisal of teaching.
Individual performance reviews.
External examiners' comments and formal reports.
Trainee representatives' feedback to Boards of Studies.
Consideration of the minutes of Boards of Studies by Trainee Experience Committee.
Approval and review and re-approval events.
NQT Survey
Trainee Experience Survey
Course Development Day
Ofsted inspections
Programme Living Log
You said We did
Self Evaluation Document