

Primary Education

This programme is no longer recruiting. Please refer to the updated specification of the same name.

Final award	Professional Graduate Certificate (PGCE)
Intermediate awards available	None
UCAS code	N/A
Details of professional body accreditation	Recommendation for Qualified Teacher Status(QTS)to the General Teaching Council for England (GTCE)
Relevant QAA Benchmark statements	Education Studies
Date specification last updated	July 2010

Profile

The summary - programme advertising leaflet

Programme content

The Primary PGCE is designed to meet the standards required for Qualified Teacher Status (QTS). The programme aims to do this in the context of east London schools where the skills of educating children in a multicultural, multilingual urban environment are paramount.

In order to fulfil these aims you will:

1. develop your knowledge, skills and understanding of what it means to be a professional in school;
2. engage in practical and theoretical enquiry as a key element in your development as a teacher;
3. reflect on and take responsibility for your own professional development;
4. have the necessary experiences to meet the standards for Qualified Teacher Status;
5. be able to respond proactively and positively to change and thus enabled to make informed contributions to education.

Special Features of the Programme

The Primary PGCE is a partnership programme. This means that it has been written and developed in collaboration with Schools and Local Authorities. Much of your time will be spent in schools, observing teaching and learning, considering how the theory of education and the practice observed work with each other and, of course, working with children in classroom settings. You will be studying in a diverse community of students, and you will have the opportunity to develop your experience of working with children in a range of settings, including the inner city environment. Many themes such as equal opportunities,

multilingualism, meeting the needs for children with special educational needs underpin most modules.

Admission requirements

Application is through the Graduate Teacher Training Registry (GTTR). You will need to demonstrate through your GTTR form and at interview that you:

- can read effectively and are able to communicate clearly and accurately in standard English;
- possess the appropriate qualities, attitudes and values expected of a teacher;
- have the intellectual and academic capabilities needed to meet the required QTS standards;
- have achieved a standard equivalent to Grade C in the GCSE examinations in English, science and mathematics;
- hold an honours degree, 2.2 or above, from a United Kingdom Higher Education Institution or an equivalent qualification;
- have had a minimum of five days work experience (voluntary or paid) with children in a mainstream primary school.

The process of selection will involve:

- scrutiny of the GTTR form;
- an English task;
- a mathematics task;
- an interview.

UEL is also required to ensure that potential applicants:

- have met the Secretary of State's requirements for health and physical capacity to teach;

undergo a background check to ensure that they do not have a criminal background which prevents them from working with children or young people or that they have not previously been excluded from teaching or working with children. Applicants with non-British qualifications.

If you hold a degree or qualifications from a non-UK institution, you must verify their equivalence through the National Recognition Information Centre for the UK (NARIC). Tel: 0870 990 4088.

Applicants who do not hold English, mathematics or science GCSE Grade C

If you do not hold a GCSE in English, mathematics or science Grade C or above (or an equivalent qualification), at UEL we provide English Language, mathematics and science tests. A pass in these tests will be acknowledged by UEL as being equivalent to Grade C at GCSE/GCE O-level.

The tests are usually held in May and there are no resits. A small fee is payable.

Programme structure

The programme runs over 38 weeks from September to July. Eighteen weeks is spent in partner schools- generally split into three separate placements. The remaining time is spent in seminars, lectures, tutorials and assignment activities, designed to support your professional development.

Learning environment

Effective learning requires a range of teaching strategies so within the course of the year you will be engaged in seminars and workshops as well as attending lectures. These activities will be supported by web-based learning. Practical sessions will be taught in specialist space at UEL and in schools. School experience is supported by mentors in schools as well as by visiting tutors.

Assessment

For the award of PGCE all of the required assessment needs to be passed. In order to be recommended to the General Teaching Council for England (GTCE) for Qualified Teacher Status (QTS) you have to demonstrate that you have met all of the the QTS standards. To this end there is continual assessment of your QTS file. School experience is assessed by observation carried out by school based staff and visiting tutors.

A variety of assessment methods are used:

- written assignments;
- presentations;
- posters;
- directed school-based tasks;
- professional portfolio of subject knowledge development;
- subject knowledge audits;
- QTS file detailing evidence towards the QTS standards.

During school experience trainees have an assigned mentor as well as a UEL tutor.

Relevance to work/profession

The programme is designed around the QTS standards. These are nationally agreed as being the basis for effective teaching. All of the assessment is professionally based and designed to assess aspects of the QTS standards as well as your level of academic engagement. The role of your mentor in school is to support, monitor and assess you.

Thesis/Dissertation/project work

N/A

Added value

Recommendation to the General Teaching Council for England (GTCE) for Qualified Teacher Status (QTS).

Your future career

Successful completion of the programme enables you to apply for teaching posts. There is a very high success rate for our trainees in securing teaching posts, the vast majority in local schools. Many go on to become members of School Management teams, as Advanced Skills Teachers, Assistant Headteachers, Deputy Headteachers or Headteachers. Other careers include Educational Psychology, Director of Play and Learning, Education Consultant, Hospital Schoolroom Co-ordinator, Museum or Gallery Lecturer, Education Project Manager and Manager of resource provision for children with special educational needs.

How we support you

- You receive mentor support in schools as well as visits from UEL tutors. Tutorial support is negotiated around your individual development needs. The programme is designed to support you in meeting the QTS standards through focused seminars, lectures and assignments.

Bonus factors

Trainees who successfully complete the programme are highly sought after for employment in local schools. It is not uncommon for trainees to secure employment in their placement schools. This is because Headteachers of local schools realise that the programme provides trainees with the skills and confidence to work effectively in the context of east London. The skills and knowledge that trainees gain during the programme are also highly portable. Trainees are promoted relatively quickly. A number of local primary Headteachers trained at UEL.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

Knowledge:

- have appropriate knowledge and understanding in curriculum subjects;
- demonstrate knowledge and understanding at an appropriate level of the underpinning theories of professional practice appropriate for a beginning teacher;
- have an understanding of relevant pedagogy and to be able to relate this to teaching and learning;
- have a detailed knowledge and understanding of the relevant National Curriculum and/or Early Learning/Foundation Stage assessment frameworks;
- be aware of expectations, typical curricula and teaching arrangements in the Key Stages before and after the ones you are trained to teach;
- be aware of, and work within, the statutory frameworks relating to teachers' responsibilities;

Thinking skills:

- be able to analyse and synthesise evidence from research, inspection and professional debate to develop a personal philosophy of teaching;
- theorise key issues relating to educational practice;
- be reflectively critical about transferable skills and personal progress in professional development;
- engage in educational debates in a professional manner;
- exercise critical judgement on professional ideas;
- be able to reflect critically on the relationship between theory and practice in order to inform professional decision making;

Subject-Based Practical skills:

- be an effective class teacher of children aged 3 to 7 (FS, KS1 and lower KS2) or 5 to 11 (KS1 and KS2);
- teach effectively in inner city schools and be responsive to the needs of a multi-ethnic and multilingual community and to the differing backgrounds of children;
- assess pupils' progress accurately using National Curriculum level descriptions, objectives from the National Primary Strategy frameworks for Teaching Mathematics and Literacy and/or the Early Learning goals;
- plan, teach and assess effectively within the framework of the National Primary Strategy for Teaching Mathematics and Literacy as appropriate to the chosen teaching phases;
- accept professional accountability for determining and implementing informed pedagogical judgements;
- take responsibility for teaching a class over a sustained and substantial period of time;
- record pupils' progress and achievements systematically;
- differentiate teaching to meet the needs of pupils, especially those with special educational needs, which includes the more/most able and for children for whom English is an Additional Language.

Skills for life and work (general skills):

- use ICT effectively;
- develop positive relationships with other adults/professionals and children;
- communicate effectively orally and in writing;
- make decisions in complex and unpredictable situations;
- take responsibility for your own professional development;
- work co-operatively in a group or as part of a team.

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Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 100 credits at level 3 (five 20 credit modules) to be awarded a **Professional** Graduate Certificate in Education.

Typical duration

The typical duration of this programme is 38 weeks full-time.

How the teaching year is divided

The teaching year is divided into three terms, with school half terms being designated as directed study time. The teaching year begins in September and ends in July. You will attend five days a week and also spend the equivalent of 18 weeks in schools.

What you will study when

Module Code	Module Title	Credits
PG3100	Working Across the Curriculum	20 credits at level 3
PG3200	Making Sure Every Child Matters	20 credits at level 3
PG3300	Developing School Practice	20 credits at level 3
PG3400	Becoming a Reflective Professional: Developing a Personal Philosophy	20 credits at level 3

PG3500 Developing Subject Knowledge in Core Subjects, including ICT 20 credits at level 3

Terms	Module Code	Module
Autumn	PG3200	• Induction week
	PG3100	• Making Sure Every Child Matters
	PG3300	• Working Across the Curriculum
	PG3500	• Developing School Practice
	PG3400	• Developing Subject Knowledge in Core Subjects, including ICT
Spring	PG3100	• Becoming a Reflective Professional: Developing a Personal Philosophy
	PG3300	• Working Across the Curriculum
	PG3500	• Developing School Practice
	PG3400	• Developing Subject Knowledge in Core Subjects, including ICT
		• Becoming a Reflective Professional: Developing a Personal Philosophy
Summer	PG3100	• Working Across the Curriculum
	PG3300	• Developing School Practice
	PG3400	• Becoming a Reflective Professional: Developing a Personal Philosophy

Requirements for gaining an award

In order to gain a **Professional Graduate Certificate**, you will need to obtain 100 credits at level 3.

Masters Award Classification

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Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through:

- lead lectures;
- group seminars;

- subject knowledge audits;
- directed self study tasks;
- observations of experienced practitioners;
- discussion with professional colleagues
- use of web based material.

Thinking skills are developed through:

- workshop discussions;
- contributions to team planning in partner schools;
- reflection on practice;
- development of arguments in assignments;
- critical evaluation and analysis of literature;
- professional dialogue.

Practical skills are developed through:

- observations of lessons by experienced practitioners;
- practical workshop sessions delivered at school by practising teachers;
- constructive feedback on your practice from mentors and tutors;
- school experience and related developmental tasks;
- school-based tasks;
- reflection on practice.

Skills for life and work (general skills) are developed through:

- maintaining a QTS file;
- working in peer support groups;
- observing professional behaviour in others and modelling this;
- directed tasks;
- participation in group discussions during sessions;
- the Career Entry and Development Profile.

Assessment

Knowledge is assessed by:

- subject knowledge audits;
- written assignments
- portfolios;
- lesson plans;
- school experience files;
- observations by experienced practitioners.

Thinking skills are assessed by:

- written assignments;
- professional dialogue in seminars and on school experience;
- reflective/evaluative diaries.

Practical skills are assessed by:

- focused observations by experienced practitioners with reference to the QTS standards;
- lesson plans.

Skills for life and work (general skills) are assessed by:

- written assignments;
- skills tests;
- your ability to manage your own learning and professional development;
- feedback against professional standards.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its

conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- to ensure the standard of the programme;
- to ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- approving exam papers/assignments;
- attending assessment boards;
- reviewing samples of student work and moderating marks;
- ensuring that regulations are followed;
- providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- module and programme evaluations;
- school experience evaluations;
- student representation on programme committees and on School Board;
- student involvement in programme development.

Students are notified of the action taken through:

- student representatives feeding back to students;
- relevant information posted on UEL Plus;
- email.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- questionnaires to former students;
- liaison with partner schools;

- questionnaires to employing Headteachers;
- the Newly Qualified Teacher Survey (TDA);
- the Partnership Development Committee;
- mentor evaluations and working groups.

Further Information

Where you can find further information

Further information about the programme is available from:

- [The Sir John Cass School of Education web pages](#)
- [The Training Agency for Schools](#)
- [Ofsted provider report](#)
- Primary PGCE Programme Handbook
- Primary PGCE Teaching and Learning Guides
- [UEL Manual of General Regulations and Policies](#)
- [UEL Quality Manual](#)
- [Regulations for the Academic Framework](#)
- [Department for Children, Schools and Families](#)
- [Graduate Teacher Training Registry](#)
- [General Teaching Council for England](#)
- [Criminal Records Bureau](#)
- [The Essential Guide to UEL](#)
- [About Stratford Campus](#)