

Programme Aim and Title	PGCE, Primary
Intermediate Awards Available	N/A
Teaching Institution(s)	University of East London on campus
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	See 'Additional versions' below
Professional Body Accreditation	Recommendation for Qualified Teacher Status (QTS)
Relevant QAA Benchmark Statements	Education Studies
Additional Versions of this Programme	<p>PGCE, Primary with Early Years (3-7) UCAS code: X126</p> <p>PGCE, Primary with English (5-11) UCAS code: XQ1H</p> <p>PGCE, Primary with English as an Additional Language (EAL) (5-11) UCAS code: X105</p> <p>PGCE, Primary with Humanities and Religious Education (5-11) UCAS code: 2CZY</p> <p>PGCE, Primary with ICT and Computing (5-11) UCAS code: 2CZ2</p> <p>PGCE, Primary with Mathematics (5-11) UCAS code: XG1C</p> <p>PGCE, Primary with Modern Languages (5-11) UCAS code: XRC9</p> <p>PGCE, Primary with Music (5-11) UCAS code: 2CYY</p> <p>PGCE, Primary with Physical Education (5-11) UCAS code: 2MZL</p>

	<p>PGCE, Primary with Science (5-11) UCAS code: 2CZ3</p> <p>PGCE, Primary with Special educational Needs (Inclusion) (5-11) UCAS code: X1L5</p> <p>PGCE, Primary with Special educational Needs (Special Schools) (5-11) UCAS code: XL15</p>
Date Specification Last Updated	26/01/18

Entry Requirements

- a standard equivalent to a grade 4₂ in the GCSE examinations in English and mathematics, and a standard equivalent to a grade 4 in the GCSE examination in a science subject.
- a second class Honours degree (2:2 or higher) from a United Kingdom higher education institution or equivalent qualification
- the ability to read effectively and communicate clearly and accurately in standard English
- the appropriate intellectual and academic capabilities, personal qualities, attitudes, ethics and values expected of a teacher
- a minimum of 5 days' experience (voluntary or paid) in an Early Years, primary, or special school setting
- to have passed the professional skills tests in Literacy and Numeracy
- met the Secretary of State's requirements for health and physical capacity to teach
- undergone an Enhanced Disclosure and Barring Service Disclosure (DBS) to ensure that they do not have a background which prevents them from working with children or young persons or that they have not been previously excluded from teaching or working with children

Applications for teacher training are made through the UCAS Teacher Training website:
<https://www.ucas.com/ucas/teacher-training/ucas-teacher-training-apply-and-track>

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- develop your knowledge, skills and understanding of what it means to be a professional in school;
- engage you in practical and theoretical enquiry as a key element in your development as teachers;
- enable you to reflect on and take responsibility for your own professional development;
- provide the necessary experiences to meet the Teachers' Standards;
- enable you to respond proactively and positively to change and thus enable you to make informed contributions to educational debate;
- develop your ability to read and write critically.

What you will learn:

Knowledge

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

Thinking skills

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

- to be able to read and write critically at master's level.

Subject-Based Practical skills

- to be an effective class teacher of children aged 3 to 7 or 5 to 11;
- to 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;
- to assess pupils' progress accurately using the appropriate frameworks;
- to plan, teach and assess effectively within the appropriate frameworks;
- to accept professional accountability for determining and implementing informed pedagogical judgements;
- to take responsibility for teaching a class over a sustained and substantial period of time;
- to record pupils' progress and achievements systematically;
- to differentiate teaching to meet the needs of pupils, especially those with special educational needs, which includes the more/most able, and to differentiate for pupils for whom English is an additional language;
- to be prepared to take on a specialist role in an area of educational practice.

Skills for life and work (general skills)

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

Learning and Teaching

Knowledge is developed through

- Lectures, seminars and practical workshops
- Guided reading and directed self-study tasks
- Observations of experienced practitioners
- Discussion with professional colleagues
- Online discussions and activities
- Outdoor and Adventurous Activities (OAA) training course

Thinking skills are developed through

- Workshop discussions
- Contributions to team planning in partner schools
- Reflective activities with feedback

- Critical evaluation and analysis of literature
- Online discussions and activities
- Professional dialogue

Practical skills are developed through

- Observations of experienced practitioners
- School-based training placement with feedback
- School-based tasks with feedback
- Reflection on practice
- Visits to schools and other educational settings
- Presentations
- Outdoor and Adventurous Activities (OAA) training course

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

- Maintaining a professional development portfolio
- Collaborative workshop activities
- Working with a mentor and other professionals
- Observing professional behaviour in others and modelling this
- Working in peer support groups
- School-based tasks
- Reflective activities
- Outdoor and Adventurous Activities (OAA) training course

Assessment

Knowledge is assessed by

- Coursework- professional development portfolio
- Subject knowledge audits
- Essays
- Lesson plans, assessment records and post-lesson evaluations
- Observations by experienced practitioners

Thinking skills are assessed by

- Coursework- Reflective journal
- Professional dialogue in seminars and during school-based training
- Essays

Practical skills are assessed by

- Practical reports- focussed observations by experienced practitioners with reference to the Teachers' Standards
- Portfolio completion

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

- Coursework- professional development portfolio
- Essays
- Practical reports- focussed observations by experienced practitioners with reference to the Teachers' Standards

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work or Study Placements

The ITT Criteria details the expectation that at least 120 days (24 weeks) should be spent training in schools or early years settings. (DfE 2017)

This is split into 3 compulsory blocks of school-based training, typically 8 weeks each in duration. These placements can take place in any partnership school. Students are allocated to placements by the UEL Primary PGCE Placement Officer.

Students are allocated to a mentor (an experienced and suitably qualified member of staff from their placement school) who is responsible for the training and assessment of the student while on placement. Much of the assessment of the programme is carried out on placement (as detailed in the previous section).

Trainees on the primary with Special Educational Needs (Special schools) route complete one placement in a special school.

In addition trainees will complete a compulsory week of school-based training with a focus on their specific primary with route. This placement does not have to take place in a partnership school. Students must find and arrange this placement themselves. A mentor is not required for this placement.

The ITT Criteria also details the expectation that that trainees (students) are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This is also a focus of the 'primary with' one week placement (detailed above).

Programme Structure

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:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
6	PR6100	Learning, Teaching and Effective Pedagogy Across the Curriculum	15	Core	N
6	PR6200	Developing and extending understanding of a specific area/subject	15	Core	N
6	PR6300	Professional practice: inclusive practice in multicultural urban settings	15	Core	N
6	PR6500	Developing Understanding and Skills in English and Mathematics	15	Core	N
7	PR7310	Managing professional Change and Development: Active	30	Optional (Students select two of the three)	N

		Inquiry leading to classroom intervention		modules offered)	
7	PE7100	Securing pupil progress	30	Optional (Students select two of the three modules offered)	N
7	PR7400	Critical Incidents in teaching	30	Optional (Students select two of the three modules offered)	N

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the programme module structure:

The programme follows a three term structure (which reflects the structure of most primary schools and early years settings). All modules run simultaneously throughout the year. Students are required to complete four periods of compulsory school-based training as detailed below:

- School- based Training 1 (usually 8 weeks in Term 1)
- School- based Training 2 (usually 8 weeks in Term 2)
- School- based Training 3 (usually 8 weeks in Term 3)
- Primary with route placement (usually 1 week in Term 2)

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is equivalent to 120 credits, 60 credits at level 6 and 60 at level 7 to be awarded a Postgraduate Certificate in Education.

An alternative exit award of a Professional Graduate Certificate in Education is available if 60 level 7 credits are not secured.

An alternative exit award of a Postgraduate Certificate is available if 60 level 6 credits are not secured and 60 level 7 credits are secured.

The overall credit-rating of this programme is **120** credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website:

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>

Programme Specific Regulations

The ITT Criteria (DfE 2017) states that trainees (students) can only be recommended for the award of Qualified Teacher Status (QTS) if they meet all the standards for QTS (The Teachers' Standards DfE 2012).

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this programme is one calendar year full-time.

The time limit for completion of a programme is three years after first enrolment on the programme.

Further Information

More information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- School web pages

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

Students are required to cover the cost of the following:

- Health Check (before the programme commences)
- Enhanced Disclosure and Barring Service (DBS) check (before the programme commences)
- Travel to partnership schools (throughout the programme)
- Outdoor and Adventurous Activities (OAA) training course (during term 1)

Alternative Locations of Delivery



N/A