Primary Postgraduate Certificate of Education with ICT and computing

Final award	Primary PGCE with ICT and computing
Intermediate awards available	None
UCAS code	N/A
Details of professional body accreditation	Recommendation for Qualified Teacher Status(QTS)
Relevant QAA Benchmark statements	Education Studies
Date specification last up-dated	May 2014

Contents

This programme specification contains the following sections:

- Programme summary
- Aims & learning outcomes
- Programme structure
- Teaching, learning& assessment strategies
- Quality and standard
- Further information

Profile section

The summary - programme advertising leaflet

Programme content

The Primary PGCE with ICT and computing is designed to support trainees in developing the skills, values, knowledge and understanding required to meet the Teachers' Standards. The programme will do this in the context of east London schools where it is paramount that teachers have the ability to support learning in a multicultural, multilingual urban environment. The Primary PGCE with ICT and computing aims to equip trainees with additional expertise in supporting learning and teaching in ICT and computing and with the confidence and competence to take on a leadership role in this field in the future.

In order to fulfil these aims you will:

- develop your knowledge, skills and understanding of what it means to be a professional in school;
- engage in practical and theoretical enquiry as a key element in your development as a teacher;
- reflect on and take responsibility for your own professional development;
- have the necessary experiences to meet the Teachers' Standards;
- acquire the skills, knowledge and understanding to develop additional expertise in supporting learning and teaching in ICT and computing;

- be able to respond proactively and positively to change and thus enabled to make informed contributions to education;
- develop your ability to read and write critically at Masters Level.

Primary PGCE at UEL

The Primary PGCE with ICT and computing is a partnership programme, written and developed in collaboration with schools. Much of your time will be spent in schools, observing learning and teaching, exploring the interface between theory and practice and working with pupils in a range of classroom settings. You will be an active participant in a diverse community of students. Inclusion, personalisation, and pupil voice are some of the key themes and values underpinning the programme. You will engage with research at Masters level.

Admission requirements

Application is through the Graduate Teacher Training Registry (GTTR). You will need to demonstrate through the 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 Teachers' 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 pupils in a mainstream primary school.

The process of selection will involve:

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

UEL is also required to ensure that potential entrants:

- 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 pupils or young people or that they have not previously been excluded from teaching or working with pupils.

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 currently meet the GCSE entry requirements please make arrangements to take the qualification. Alternatively, we accept equivalency tests passed with A Star Teachers (http://www.astarteachers.co.uk/equivalency/FAQ.asp).

Programme structure

The programme runs over 38 weeks from September to July. Twenty-four weeks are spent engaged in school-based training. The remaining time involves participation and engagement in seminars, lectures, tutorials and assignment activities, designed to support your professional development. Additional university and school-based training focusing on supporting learning and teaching in ICT and computing will be provided.

Learning environment

Effective learning requires a range of teaching strategies so during the programme 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-based training is supported by mentors in schools as well as by visiting tutors.

Assessment

For the award of Primary PGCE with ICT and computing all of the required assessment needs to be passed. In order to be recommended for Qualified Teacher Status (QTS) you have to demonstrate that you have met all of the Teachers' Standards. To this end there is continual assessment of your Standards file. School-based training is assessed through observation carried out by school-based staff and visiting UEL 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;
- Standards file detailing evidence towards the Teachers' 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 Teachers' Standards. All of the assessment is professionally based and designed to assess aspects of the Standards as well as your level of

academic engagement. The role of your mentor in school is to support, monitor and assess you.

Added value

Recommendation 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. The Primary PGCE with ICT and computing programme will support you in building confidence and competence to take on a leadership role in supporting learning and teaching in ICT and computing in the future.

How we support you

You will receive mentor support in schools as well as support from UEL tutors. Tutorial support is negotiated around your individual professional development needs. The programme is designed to support you in meeting the Teachers' Standards through focused tutorials, seminars, lectures and assignments.

Bonus factors

Trainees who 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. Your qualification will include 60 credits at M level. (In completing the programme, successful submission of the two M level modules will lead to the award of Postgraduate Certificate of Education, carrying 60 M level credits. If on resubmission either of the M level modules passes at Level 3 only, the award is Professional Graduate Certificate of Education, carrying either 30 M level credits or no M level credits.)

Outcomes section

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

Knowledge:

- develop 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;
- have specialist knowledge of supporting learning and teaching in ICT and computing .

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;
- be able to read and write critically at Masters Level.

Subject-Based Practical skills:

- be an effective class teacher of pupils aged 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 pupils;
- assess pupils' progress accurately using National Curriculum level descriptions, objectives from the relevant frameworks for teaching mathematics and literacy and/or the Early Learning goals;
- plan, teach and assess effectively within the relevant frameworks for teaching mathematics and literacy;
- 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 pupils for whom English is an Additional Language;
- be prepared to take on a specialised role in supporting learning and teaching in ICT and computing;
- implement and evaluate a small scale project in a chosen specialist area of educational practice.

Skills for life and work (general skills):

- use ICT effectively;
- develop positive relationships with pupils and other adults/professionals;
- 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 pair, group or as part of a larger team;
- systematically gather and use data for decision making.

Structure section

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 120 credits, 60 credits at level 3 and 60 at M level to be awarded a Primary Postgraduate Certificate in Education with ICT and computing. (In completing the programme, successful submission of the two M level modules will lead to the award of Postgraduate Certificate of Education, carrying 60 M level credits. If on resubmission either of the M level modules passes at Level 3 only, the award is Professional Graduate Certificate of Education, carrying either 30 M level credits or no M level credits.)

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 spend the equivalent of twenty-four weeks engaged in school-based training.

What you will study when

Module Code	Module Title	Credits
PG3100	Learning and Teaching Across the Curriculum	20 credits at level 3
PG3300	School Based Learning and Every Child Matters	20 credits at level 3

PG3500	Developing Understanding and Skills in English and Mathematics	20 credits at level 3
PGM300	Managing Professional Change and Development	30 credits at M level
PGM400	Critical Incidents in Teaching	30 credits at M level

Terms	**Module Code**	**Module**
Autumn	PG3100 PG3300 PG3500 PGM300 PGM400	• Induction week • Learning and Teaching Across the Curriculum • School Based Learning and Every Child Matters • Developing Understanding and Skills in English and Mathematics • Managing Professional Change and Development • Critical Incidents in Teaching
Spring	PG3100 PG3300 PG3500 PGM300 PGM400	• Learning and Teaching Across the Curriculum • School Based Learning and Every Child Matters • Developing Understanding and Skills in English and Mathematics • Managing Professional Change and Development • Critical Incidents in Teaching
Summer	PG3100 PG3300 PG3500 PGM300 PGM400	• Learning and Teaching Across the Curriculum • School Based Learning and Every Child Matters • Developing Understanding and Skills in English and Mathematics • Managing Professional Change and Development • Critical Incidents in Teaching

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at level 3 and 60 credits at Masters level. (In completing the programme, successful submission of the two M level modules will lead to the award of Postgraduate Certificate of Education, carrying 60 M level credits. If on resubmission either of the M level modules passes at Level 3 only, the award is Professional Graduate Certificate of Education, carrying either 30 M level credits or no M level credits.)

Assessment section

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through:

- school-based training, including observations of experienced practitioners;
- lead lectures;
- group seminars;
- workshops;
- subject knowledge audits and target-setting;
- directed self study tasks;
- discussion with professional colleagues;
- use of web based material.

Thinking skills are developed through:

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

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-based training and related developmental 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;
- completing directed tasks;
- participation in group work in school and at university;
- the Career Entry and Development Profile (CEDP).

Assessment

Knowledge is assessed by:

- subject knowledge audits;
- written assignments;
- portfolios;
- lesson plans;
- school-based training 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:

- focussed observations by experienced practitioners with reference to the Teachers' 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 the Teachers' Standards.

Quality section

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;
- end of school experience evaluation;
- 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 Partnership schools;

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

Further Information section

Apply online

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