



Somerset SCITT

School Centred Initial Teacher Training

Part of

Somerset Centre for Integrated Learning



University
of Worcester

Institute of Education

***Institute of Education
and
Somerset SCITT***

PGCE PRIMARY

PROGRAMME SPECIFICATION

**PROFESSIONAL GRADUATE
CERTIFICATE IN EDUCATION:
PRIMARY**

Full-time course

SEPTEMBER 2007

(Validation July 2007 and Minor Modifications Jan 2011)

PROGRAMME SPECIFICATION

1. Awarding institution/body	University of Worcester
2. Teaching institution	Somerset SCITT and partnership schools
3. Programme accredited by:	University of Worcester in conjunction with GTCE
4. Final Award	Professional Graduate Certificate in Education: Primary
5. Programme title	Professional Graduate Certificate in Education
6. Pathways available	All trainees follow the same generic pathway
7. Mode and/or site of delivery	Taught sessions at Holway Centre, Somerset SCITT and school based practice
8. Mode of attendance	Full time
9. GTTR Codes	STEP/S31/X100
10. Subject benchmark statement	Current DfES Circular on courses leading to QTS and TDA Standards for QTS
11. Date of programme specification preparation/revision	Updated January 2011

12. Educational aims of the programme

The PGCE Primary programme will provide trainees with a theoretical and practical knowledge and understanding of how children learn and develop. It will develop trainees' skills, knowledge and understanding as classroom teachers through this process, and provide an awareness of how different patterns of organisation, and styles of teaching, best support effective learning and provide equality of opportunity for all children.

Trainees will be expected to develop and demonstrate the knowledge, skills and teaching competences which will enable them to observe, plan, teach, organise and assess children's progress and learning across the full range of the primary curriculum subjects. They will learn how to plan and manage the children's learning, and begin to work in co-operation with other professionals, parents and each other, in order to ensure quality teaching and learning experiences and realistic outcomes for all children. Ultimately trainees will be trained to meet the Standards for Qualified Teacher Status (QTS).

Within the programme trainees will also be working towards gaining 120 credits at Level 6.

13. Intended Learning Outcomes and learning, teaching and assessment methods

On completion of the course, trainees will:

- Meet the current Standards for the Award of QTS
- In order to successfully meet the intended learning outcomes of the programme trainees will also:
 - have a knowledge and understanding of the development of children across the age-range for which the trainees are being trained;
 - be able to foster and develop skills, concepts and attitudes necessary for effective learning through review and study of relevant pedagogy and subject knowledge
 - have reflected upon their professional development by the writing of a Record of Evidence;
 - have gained an awareness of their strengths and needs in terms of knowledge, skills, understanding and motivation to allow them to undertake continuing professional development successfully and effectively in their teaching careers.

In relation to SCITT learning and teaching strategies the course will enable all trainees to aspire to be autonomous learners; provide a programme which embraces key/transferable skills; disseminate good practice in learning and teaching; support trainees of varying experiences, needs and backgrounds and monitors the quality of the trainee experience.

There will be a range of teaching, learning and assessment methods including lectures, workshops, peer group activities, seminars, directed reading, independent research, directed study, presentations, tutorials, fieldwork and use of both formative and summative assessment which will draw on evidence, reflection, analysis and evaluations.

Each of the components on the course will outline its intended learning outcomes within the DVD.

14. Assessment Strategy

Each module has specified assessments, details of which can be found within the DVD module outlines. A range of assessments within the course will be used for both formative and summative purposes and relate directly to trainees' developing competence and knowledge. The assessment requirements take into account the need to monitor trainees' subject knowledge in the core subjects and ICT and to assess trainees' developing skills, knowledge and understanding. The assessments relate directly to the principles and objectives of the course and are designed to help trainees to reflect on their professional development, provide evidence of learning from primary and secondary sources and identify future targets.

The assessed items at Level 6 are awarded on a pass/fail basis and marked within the Postgraduate Framework.

Module	Title	Credits	Assessment
1.	Creating the conditions for learning and teaching	20 credits	4,000 word Record of Evidence based on attendance, participation and satisfactory completion of tasks specified annually in the course handbook: Level 6 marked as Pass/Fail
2.	Enhancing learning across the curriculum: cross-curricular approaches	20 credits	4,000 word Record of Evidence based on attendance, participation and satisfactory completion of tasks specified annually in the course handbook: Level 6 marked as Pass/Fail
3.	Assessment for Learning	20 credits	4,000 word Record of Evidence based on attendance, participation and satisfactory completion of tasks specified annually in the course handbook: Level 6 marked as Pass/Fail
4.	Foundation subjects, PMFL, RE and ICT	20 credits	Directed tasks as specified in module outline: Level 6 marked as Pass/Fail
5.	Core Subjects	20 credits	Directed tasks as specified in module outline: Level 6 marked as Pass/Fail
6.	School Experience	20 credits	Completion of School Experience Reports and associated tasks in relation to National Standards for QTS: Level 6 marked as Pass/Fail

The course normally requires full attendance and participation in taught sessions and completion of any directed tasks which are set. The DVD and course outlines specify greater detail, where appropriate, on these requirements.

In order to gain QTS trainees must satisfactorily complete relevant school experience placements which are assessed through their School Experience Reports (SERs) as well as all level 6 modules.

15. Programme structures and requirements

The 38 week programme has 6 modules of 20 credits each.

Normally full attendance and participation are required in order to fulfil the learning outcomes

within the course.

In addition to the work outlined in the Assessment Strategy trainees will be expected to undertake the following:

Key Tasks (centre-based)

During a taught module trainees may be required to complete one or more key tasks. These form part of the taught course and are designed to promote trainees' learning. Module tutors monitor trainees' completion of these tasks.

Key Tasks (school-based)

During both serial and block school experience trainees may be required to complete one or more key tasks. These form part of the course and are designed to promote trainees' learning. Teachers and SCITT tutors monitor trainees' completion of the tasks.

Subject knowledge

Trainees' subject knowledge will be monitored in the core subjects and ICT through subject profiles and trainees will be expected to engage in private study to remedy any identified gaps in their knowledge.

School Experience

The weekly and block school experiences allow trainees to observe and teach, relating what they have considered in SCITT to the classroom. Trainees will be class-based but will also spend some time observing and working alongside teachers across the primary age range, where possible.

Continuing Professional Development and the Career Entry and Development Profile (CEDP)

All trainees will be prepared for their Continuing Professional Development as Newly Qualified Teachers (NQTs) through support with, and completion of, a CEDP.

16. QAA Academic Infrastructure

The course is bound by the Standards for QTS and criteria for assignments are specific interpretations of the Framework for HE Qualifications (FHEQ) for Level 6 and the QAA Code of Practice.

17. Support for trainees

- Induction sessions at start of the course including virtual learning input
- Detailed SCITT handbook, access to course materials available in the virtual learning environment
- Record of Evidence(ROE), School Experience Reports (SERs) and school experience guidance and support in the handbook
- Personal tutor support provided for each individual trainee
- Subject specific guidance from tutors
- SCITT Tutor Moderator for each school experience
- Professional Tutor in each partnership school
- A School-Based Tutor (class teacher) in each school placement
- Trainee views are represented through representation on the Management Board
- Equal Opportunities Department in the local authority supports those with disabilities
- Access to trainee welfare services such as careers and counselling through the local authority
- Support for the skills tests and with a test centre on site

18. Admissions policy, criteria and procedures

Candidates must normally hold a good honours degree of a British university or an award recognised as equivalent. They must demonstrate to the satisfaction of the SCITT that they have an appropriate level of subject knowledge, either through study at undergraduate or advanced level or from prior experience.

All candidates must have attained grade C or better in GCSE (or recognised equivalents) in English Language, Mathematics and Science before the start of the course.

All candidates are required to have an enhanced CRB check and certificate.

The SCITT wishes to recruit trainees who have a strong commitment to teaching as a career. It is expected that candidates for interview will have gained some appreciation of the demands and expectations of teaching as a result of recent experience in primary schools. A conscious decision about commitment to teaching would be based on this experience. Further work with children, in a paid or voluntary role, would also be deemed valuable.

The SCITT operates an Equal Opportunities Policy and welcomes applications from members of ethnic minority groups and from candidates with disabilities.

The SCITT seeks trainees from a variety of backgrounds and with differing personality characteristics. Successful candidates need to demonstrate lively minds together with the ability to communicate their interest and enthusiasm to pupils, professional colleagues, parents and other adults. It is desirable they display qualities of self-confidence, resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others.

Application is made through the GTTR and further information from the SCITT is available through the SCITT website and personal contact with the SCITT administrative office. If called for interview this will consist of a written task, subject and spelling audits, observation in a classroom, a presentation and an individual interview.

19. Methods of evaluating and improving the quality and standards of teaching and learning

These follow the general procedures set out in the University Quality Assurance Handbook. Procedures are undertaken for postgraduate modules which ensure that trainees can give feedback on the progress of modules so that adjustments can be made, as appropriate. Personal tutors and the SCITT administrator ensure that any problems are dealt with quickly and effectively, and an elected trainee representative can take specific issues raised by trainees, as necessary, to the Management Board.

Review and evaluation of the course will continue to use a cumulative process which derives data from trainee and tutor evaluations of components, trainee, teacher and tutor evaluations of school experience in each year, and the annual External Examiners' reports. These inform the Management Board, which is charged with monitoring and evaluating the health of the course. The Annual Monitoring Report takes account of the evidence collected and analysed during the year. These Annual Monitoring Reports include an action planning section, which is commented upon in subsequent years' reports, and which guide the future planning of the course team.

Annual Reports are scrutinised by the Institute, which also monitors that action plans are implemented and that course and institutional issues are considered and acted upon. The Academic Quality Unit develops and administers the central quality processes to which the SCITT is subject. The course has also been regularly inspected by OfSTED when they have surveyed Primary ITE provision at the SCITT and this has provided positive feedback.

In all these ways, a continuous cycle of monitoring, evaluation and implementation can be offered at institutional, the whole course and individual component level.

20. Regulation of assessment

Final Awards

Those trainees who successfully complete the requirements of the course along with the DfES/TDA professional requirements for Qualified Teacher Status (QTS) will be awarded 120 credits at Level 6, resulting in a Professional Graduate Certificate in Education and recommendation to the GTCE for QTS.

Assessment requirements have been outlined under the section on assessment strategy and the section on programme structures and requirements.

Anonymous marking is not possible due to the personal nature of the tasks undertaken. In the case of assignments at least 15% of these are double marked. External Examiners view samples of all assignments and comment on these, as well as observing and moderating a sample of trainees on their final school placement.

During school experiences trainees are monitored using the Record of Evidence and School Experience Reports and, in the case of the final practice, this uses the national Standards for the Award of QTS as the criteria for successful completion. At the final Examination Board external examiners, course teaching staff, supervisory tutors and representatives from partnership schools are all involved in the process of making final judgments on the awards to be given.

There is no award of the Professional Graduate Certificate in Education.

Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

21. Indicators of quality and standards

- The course was most recently inspected by Ofsted in 2009/10. This inspection confirmed that the quality of the provision was very good and a grade 1 was awarded.
- On the basis of that inspection the current TDA rating of the course is grade A.
- External Examiner Reports have commented favourably each year on the running of the Course and that it is meeting the national requirements for the award of Qualified Teacher Status.
- There is a large and high quality recruitment base to the course and a high take up of employment into the profession.

22. Career Opportunities and links with employers

The Course prepares for teaching with an age range emphasis of 3-7 (subject to TDA approval and funding) or 5-11. Many trainees gain employment locally and within partnership schools. Some trainees because of geographical or family circumstances prefer to take up part-time work and again a number of these are in partnership schools. We have links with approximately fifty primary, first and middle schools and a large number of nursery settings. A number of these schools play a part in course design and development. All schools are regularly invited to attend Professional Tutor and School-Based Tutor training sessions.

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes. More detailed information on the learning outcomes, content and teaching, learning and assessment can be found in the following documents:

- PGCE Primary Course Handbook (reviewed annually)
- The Record of Evidence (RoE) which reflects the demands of the current DfES Standards for the Award of Qualified Teacher Status.
- Web address: www.somersetscitt.co.uk