



University
of Worcester

Institute of Education

PROGRAMME SPECIFICATION

PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION: PRIMARY Flexible course

PROGRAMME SPECIFICATION

1. Awarding institution/body	University of Worcester
2. Teaching institution	University of Worcester and Partnership Schools
3. Programme accredited by:	University of Worcester in conjunction with GTCE
4. Final Award	Professional Graduate Certificate Education: Primary
5. Programme title	Professional Graduate Certificate in Education
6. Pathways available	All students follow the same generic pathway with the exception of their chosen Extended Subject Study
7. Mode and/or site of delivery	Taught sessions at UW including lectures, tutorials, independent study and school based practice
8. Mode of attendance	Full time
9. GTR Codes	X100; X1
10. Subject benchmark statement	DfE/TDA Professional Standards for Qualified Teacher Status Post Graduate Regulatory Framework
11. Date of programme specification preparation/revision	December 2010

12. Educational aims of the programme

The Flexible PGCE Primary programme will provide students with a theoretical and practical knowledge and understanding of how children learn and develop. It will develop students' 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.

Students 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 students will be trained to meet the Standards for Qualified Teacher Status (QTS).

Within the programme students 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, students will:

- Meet the current Standards for the Award of QTS

- In order to successfully complete the Professional element of the programme students will also:
 - have a knowledge and understanding of the development of children across the age-range for which the students 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 Professional Journal;
 - 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 the University Learning and Teaching Strategy the course will enable all students to aspire to be autonomous learners; provide a programme which embraces key/transferable skills; disseminates good practice in learning and teaching; supports students of varying experiences, needs and backgrounds and monitors the quality of the student 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

Students, in consultation with their Needs Analysis tutors, who can demonstrate that, through previous and relevant work experience, they have successfully met all the standards and learning outcomes for some modules may APEL against those.

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 students' developing competence and knowledge. The assessment requirements take into account the need to monitor students' subject knowledge in the core subjects and ICT and to assess students' developing skills, knowledge and understanding. The assessments relate directly to the principles and objectives of the course and are designed to help students 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 with marked work having a pass rate at 50% as this programme runs within the Post Graduate

Framework.

Module	Title	Credits	Assessment
Pedagogy and Management 1	PAM 1	20 credits required for satisfactory completion of Professional Qualification	3,000 word assignment: Level 6 marked as Pass/Fail
Pedagogy and Management 2	PAM 2	20 credits required for satisfactory completion of Professional Qualification	4,000 word Professional Portfolio: Level 6 marked as Pass/Fail
Extended Subject Study Module 3	ESS	20 credits required for satisfactory completion of Professional Qualification	3,000 word assignment: Level 6 marked as Pass/Fail
Module 4	Core Subjects and ICT	20 credits required for satisfactory completion of Professional Qualification	Subject profiles
Module 5	Foundation Subjects, RE & SEN	20 credits required for satisfactory completion of Professional Qualification	Directed study tasks as outlined in component outlines
Module 6	School Experience	20 credits required for satisfactory completion of Professional Qualification	Completion of Professional Development Profiles in relation to National Standards for QTS

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

In order to gain QTS students must satisfactorily complete relevant school experience placements which are assessed through their Professional Development Profile (PDP) 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 students will be expected to undertake the following:

Directed Study Tasks (DSTs)

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

School-based Tasks (SBTs)

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

Subject knowledge

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

School Experience

The serial and block school experiences allow students to observe and teach, relating what they have considered in University to the classroom. Students 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

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

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 students

- Induction sessions at start of course including ILS input
- Detailed University Course and Student handbooks, access to SOLE pages and other relevant course materials available on Web CT
- Professional Development Profile (PDP) and School Experience Handbook

for professional placements

- Personal tutor support provided for each individual student
- Subject specific guidance from tutors
- University Supervisory Tutor for each school experience
- Lead Mentor in each partnership school
- The relevant class teacher in each school placement
- Student views are represented through a Course Consultative Committee and by representation on the Course Committee
- Equal Opportunities Department in the University supports those with disabilities
- Registry service support
- Access to student welfare services such as careers and counselling
- Support for the skills tests and with a test centre on campus
- Accommodation Office support students in finding accommodation

18. Admissions policy, criteria and procedures

Candidates must hold a good honours degree of a British university or an award recognised as equivalent. They must demonstrate to the satisfaction of the University that they have an appropriate level of subject knowledge in their chosen Extended Subject Study, 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 at the time of application.

The University wishes to recruit students 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 University operates an Equal Opportunities Policy and welcomes applications from members of ethnic minority groups and from candidates with disabilities.

The University seeks students 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. Unsuccessful candidates will be provided with feedback.

Application is made through the GTTR and further information from the University is available through Registry Admissions Office. If called for interview this will consist of a written task, a group work task, 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 professional modules which ensure that students can give feedback on the progress of modules so that adjustments can be made, as appropriate. The holding of Student Course Consultative Committee meetings allow specific issues raised by students to be taken forward by student representatives, as necessary, to the Course Committee.

Review and evaluation of the course will continue to use a cumulative process which derives data from student and tutor evaluations of components, student, teacher and tutor evaluations of school experience in each year, and the annual External Examiners' reports. These inform the Course Committee, which is charged with monitoring and evaluating the health of the course and the minutes of the meetings pass to the Institute Board. The Course Leader's 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. Responsibility for the oversight of the University-wide process of monitoring and evaluation lies with the Academic Quality Unit. In addition NQTs are surveyed nationally by the TDA and this information feeds back into the evaluation process. The course has also been regularly inspected by OfSTED when they have surveyed Primary ITE provision at the University 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 students who successfully complete the Professional elements 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. This course falls within the Postgraduate Regulatory Framework (PRF).

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.

Anonymous marking is not possible due to the personal nature of the tasks undertaken. In the case of assignments at least 10% 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 students on their final school placement.

During school experiences students are monitored using the Professional Development Profile 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 aegrotat award of the Professional Graduate Certificate in Education.

21. Indicators of quality and standards

- There was a successful Ofsted inspection of Primary Initial Teacher Training at our institution, which included the PGCE Primary Courses, and took place during the academic year 2009-2010- this resulted in the award of “outstanding” across all inspections areas.
- Annual External Examiner Reports comment on the continuing high quality provision and the recognition of outstanding creative and innovative teaching practice.
- Award to the University of Investors in People and a successful Institutional Audit.
- 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 or 5-11 and with an Extended Subject Study strength. Many students gain employment locally and within partnership schools. Some students 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 two hundred 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 Lead Mentor and Class teacher training sessions. All students have access to the University Careers Service.

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 Flexible Course Handbook (reviewed annually)
- PGCE Primary School Experience Handbook (reviewed annually)
- PGCE Primary Pedagogy and Management Handbook (reviewed annually)
- The Professional Development Profile (PDP) which reflects the demands of the current TDA Standards for the Award of Qualified Teacher Status.
- Web address: <http://www.worcester.ac.uk>