PGCE PRIMARY COURSE SPECIFICATION

Course Aim and Title	PGCE Primary Education
Intermediate Awards Available	NA
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	NA
UEL Academic School	School of Education & Communities
UCAS Code	E28
Professional Body Accreditation	QTS
Relevant QAA Benchmark Statements	
Additional Versions of this Course	Drop down exit award at Level 6 Professional Graduate Certificate in Education – this is not an option to students and is simply used if the Level 7 criteria cannot be met.
Date Specification Last Updated	November 2019

Course Aims and Learning Outcomes

This programme is designed to give you the opportunity to progress into a qualified teacher role within a primary school setting. Qualified Teacher Status is also recommended at the end of the programme.

The overarching learning outcomes for the programme are:

Knowledge
1. To develop a beginning teacher identity that enables effective learning and teaching to take place in a primary school context;
2. To enable critical engagement with education theory and research to support a rationale for learning and teaching choices made, in the development of teacher identity.

Thinking skills
3. Relate taught theoretical content to practice and reflect critically on their own practice and professional development with reference to current ideas and thinking about educational issues.

Subject-Based Practical skills
4. To ensure Teachers' Standards are met in enabling the expectations of a good teacher;
5. To develop specific pedagogy that leads to effective learning and teaching within the primary curriculum.

Skills for life and work (general skills)
- Planning
- Organisation
- Creativity
- Critical engagement
- Confidence
- Collaboration and team work
- Digital literacy
- Problem solving

Learning and Teaching

Knowledge is developed through
- Guided reading
- Independent reading
- Group work in the lecture and seminar
- Lecture
- Workshop
- Writing
- Seminar
- Live projects

Thinking skills are developed through
- Reflective activities with feedback
- Group Supervision
- Critical evaluation and appraisal of research studies
- Workshops focused on development of academic skills
- Seminars
- Writing

Practical skills are developed through
- Workshops focused on the development research skills
- Research skills-based activities with feedback
- Group and individual supervision
- Independent study
- Work based learning or Negotiated Practice visits

Skills for life and work (general skills) are developed through
- Group work
- Communication – oral and written
- Project work –applied research project

Assessment

Knowledge is assessed by
- Coursework (portfolio for each module)

Thinking skills are assessed by
- Coursework (portfolio for each module)

Practical skills are assessed by
- Coursework (portfolio for each module)

Skills for life and work (general skills) are assessed by
- Coursework (portfolio for each module)

A portfolio of course work may include, for example, an academic presentation, academic poster, action research project report, review of academic literature, evaluative annotated bibliography, reflective journal, research project proposal, essay, case study, evaluation and academic blog.

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

Work or Study Placements

The programme requires students to undertake two school-based placements organised through the UEL ITE Partnership and our Placement's Administrator. Students are assessed directly on their performance in the placements. These assessments require the student to reflect on the experience and make links to relevant Teachers' Standards. At four points throughout the placements, students will be assessed by their in-service mentors against the Teachers' Standards. Teachers' Standards MUST be met in order to be recommended for QTS and complete their programme.

Course Structure

All courses 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 course.
4	Equivalent in standard to the first year of a full-time undergraduate degree course.
5	Equivalent in standard to the second year of a full-time undergraduate degree course.

Level		Equivalent in standard description
6		Equivalent in standard to the third year of a full-time undergraduate degree course.
7		Equivalent in standard to a Masters degree.

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

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	PRXXXX	Active Enquiry and Intervention: Impacting on Learner Progress	30	Core	N
7	PRXXXX	Developing and extending understanding of a specific subject/area	30	Core	N
6	PRXXXX	School-based learning: reflections of practice (mental wealth)	60	Core	N

Please note: Optional modules might not run every year, the course 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 course module structure:

A core module for a course 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 course is a module selected from a range of modules available on the course.

The overall credit-rating of this course 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.

Course Specific Regulations

There are no programme specific regulations.

Typical Duration

This is a full time, 1-year programme.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

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

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. **All modules are core.**

Additional costs:

Travel costs to school (dependent on school distance but generally we place no more than 1 hour door to door);

DBS cost (approx.. £50 per student);

Fitness to Teach cost (approx.. £50 per student).

Alternative Locations of Delivery

NA